

Verona School Annual Report



2017

Verona School



Courage to change

5583

Introduction

The Annual Report for **2017** is provided to the community of **Verona 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.

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Principal

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Message from the Principal

Dear parents / carers, staff and community members,

Verona School had another highly successful year, where we saw significant growth in students literacy results and students complete TAFE courses. The student's who participated in the Quick Smart program, demonstrated outstanding growth, with some students gaining up to three years growth. We also had three students complete our own TAFE developed program in Primary Industries (Horticulture). This resulted in two students being offered apprenticeships, with one of these students now engaged in a full-time apprenticeship. This is a wonderful achievement, especially considering that at the start of the program, the students had very little interest in Horticulture, but through the dedication and support of their TAFE teacher, Tony, and the ongoing support from the Verona staff team, the students were able to flourish and develop new skills whilst gaining an industry recognised Certificate 2 in Horticulture. The program was so successful, that we will be running a similar model in 2018, this time focused on Fitness, where Verona students will be working towards gaining a Certificate 3 in Fitness from TAFE.

Apart from our curriculum improvements, we also made some significant changes in how we run our school, specifically in regards to the model options available for students with complex trauma and autism spectrum disorders, which led to the development of our new 5 day model. We now have up to two classes of students who attend Verona for 5 days per week. After consultation between all stake holders, we have developed a comprehensive model that focuses on assisting our students in the development of pro-social skills and collaborative problem solving skills at school and in real life situations. The model also includes therapeutic support through school counsellor and music therapy intervention, supporting our most complex students in managing their own behaviours and the impact that their behaviours have on their own and others learning and also how they interact with family and friends.

School background

School vision statement

At Verona School, we facilitate a culture of learning, which encourages and embraces the holistic development of our students.

School context

Verona School caters for students in Years Five to Twelve who are experiencing difficulty in managing their behavioural and emotional wellbeing in a mainstream school. Our FOEI is 182, which is in the top 3% of public schools in NSW. This demonstrates the significant welfare requirements of our school community, which we actively support in a multi-faceted approach. We provide a holistic educational setting where we provide our students with the requisite resources to succeed.

The school's student welfare, curriculum, teaching and learning and community participation programs recognise and proactively address this disadvantage.

The school provides proactive social learning strategies, to assist students in successfully returning to their home school or the wider community, through replicating the expectations and activities of mainstream school and communities in a smaller classroom setting. To compliment this approach and enhance student engagement, we provide opportunities for students to be involved in:

- Individualised transition and behaviour programs
- Curriculum and reward based excursions
- External school transition support and case management
- Access to TAFE Pathways and tailored programs
- Joint community programs including partnerships with Oz Harvest and Foodbank and Aboriginal education initiatives
- Sports activities at Cabramatta PCYC, Food Technology and Visual Arts programs

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Learning: students are successful safe learners, respectful and responsible citizens

Purpose

We ensure that each student is respected and valued and their personalised learning plan (PLBSP) is developed to assist them in attaining their transition goals. We are an integrating school where students are assisted in returning to their home school. We focus on delivering high quality teaching and learning programs, engaging, relevant curriculum, through a collaborative welfare based approach.. Our school values respectful relationships and we nurture our student's individualised strengths to promote positive behaviours, to assist our student's in attaining their personalised goals. Students are encouraged to be active citizens and responsible for the attainment of their own learning goals, through cooperatively working with our staff team.

Overall summary of progress

The school has made satisfactory progress towards Strategic Direction 1. The majority of our students are safe, respectful and responsible citizens. However, we still have a significant portion of non-attenders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students to have a Personalised Learning Plan, which focuses on the student's strengths and transition goals The Elements of Learning and Achievement framework and the Literacy and Numeracy Continuum's are embedded in 100% of teaching and learning programs and the student's Personalised Learning Plan Pre and post testing to show a 5% improvement in students achieving literacy and numeracy outcomes	Nil required	We achieved 2 out of 3 of our performance measures. We did not achieve the 3rd target in relation to a 5% improvement. We found this target to arbitrary and will make our performance measures more personalised in 2018.

Next Steps

For our 2018–2020 School Plan, we will focus on a curriculum revamp and review with a focus on quality teaching across the KLAs, with a specific focus on literacy and numeracy targets on a lesson by lesson basis, but with highly differentiated, engaging activities.

We will realign our processes to streamline the case conference review process and go to a bi-annual meeting format. This will improve whole school and community consultation / communication and ensure that we have a more thorough student voice.

Strategic Direction 2

Teaching: staff are collaborative, flexible, diligent and promote positive behaviours through personalised learning

Purpose

Verona School is committed to the provision of effective learning in a caring, safe, supportive, and co-operative environment. We are an empathetic, welfare focused school, which fosters high expectations of educational success and encourage positive relationships with all stake holders. Our staff team know our students and how they learn. We promote positive behaviours through the constructive role modelling of societal norms and expectations. We constantly strive to deliver innovative, engaging and student focused programs by encompassing our students' academic, social, and welfare needs. We focus on delivering engaging, meaningful and a relevant curriculum which is inclusive and connected to our student's daily lives.

Overall summary of progress

We have achieved this target to a satisfactory level. We utilised The Elements as a CoS project and implemented The Elements throughout our teaching and learning programs. However, it was only partially successful.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>100% of staff to engage in professional learning on The Elements of Learning and Achievement which will be implemented throughout the school and managed by the school executive.</p> <p>Consistent application of the Elements of Learning and Achievement framework will result in consistency among staff and a 10% reduction in incident referrals and 20% increase in positives via SENTRAL.</p> <p>An increase in staff investigating highly accomplished and lead accreditation.</p>	<p>PL, conferences and training resources were implemented throughout the 3 year cycle.</p>	<p>There was satisfactory progress in that all programs incorporated The Elements.</p>

Next Steps

As a special school, we accommodate a range of learning abilities, year group and stages within lessons and subject areas. By focusing on delivering lessons that cater for a range of ability levels to will attempt to rectify one of our issues in regards to students moving between classes, due to peer relationship issues. By teaching in weekly blocks, it will be easier for us to move students whilst having continuity in their learning and therefore providing them with the best opportunity for academic success and improvements.

Strategic Direction 3

Leading: executive staff support, assist and monitor our staff, in meeting our students personalised learning needs

Purpose

Verona School executive staff are committed to employing a rigorous, holistic approach to education. The executive ensure that all students have a PLBSP that meets the needs of each student, focuses on their individualised strengths and assists students in accessing the curriculum. We provide high quality professional learning for staff and liaise with our local schools / external agencies to deliver curriculum and welfare support to our staff team and aspiring leaders. The executive team liaise with our student's home schools, external agencies and educational services to assist our staff team in meeting our students many and varied needs. We work on meeting our students' academic, social and welfare requirements through collaborative problem solving and open, positive communication.

Overall summary of progress

We are delivering in this strategic direction. Whole school management processes require strengthening for further improvements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff to access professional learning, delivered by the school executive on the and The Elements of Learning and Achievement and The Seven Elements of Expectation. 100% of teaching staff to access professional learning on the Literacy and Numeracy Continuum's and implement, in 100% of students PLPs coordinated by the school executive. 100% of students to have an annual case conference review meeting, administered by the classroom teacher and managed by the school executive by the end of Term Three.	Nil required	All targets were met in previous years or are part of our ongoing management structures.

Next Steps

We will realign our processes in our 2018–2020 School Plan to accommodate bi–annual case conference review meetings, to better communicate with our community. This will be led by the school executive, with classroom teachers managing the meeting. By moving to this new model we will support the classroom teacher as it will remove the additional administrative task of organising / liaising with parents / carers and external agencies, and more importantly allow them to focus on their core job, teaching and learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6000	Indigenous art therapist. A range of visual arts projects were completed and engaged our aboriginal students in therapeutic support.
Socio-economic background	\$68,000	Programs included Speech Pathology and Music Therapy. Programs were both highly successful in that they engaged, supported and addressed significant issues for our students in regards to communication, social skills, literacy and fine motor skills.
Support for beginning teachers	n/a	Verona School had one temporary teacher gain accreditation at proficient. This was supported through the PDP process.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	24	26	28	34
Girls	10	8	4	4

Students access the Verona School program through the Access Request process. Home schools will liaise with parents / carers and external agencies to facilitate an access request and once this is completed it will go to placement panel for processing. Students will then be provided a service, which includes Verona School. If a student / child is successfully offered a position at a setting, the parent / carer will either accept or decline the offer. If they accept the offer, an enrolment meeting will be organised with the student, parents / carers, external agencies and home school staff. They will support the Verona School executive staff in formalising the enrolment and assisting in the development of a personalised learning and support plan / integration plan.

Verona School caters for 21 students with Emotional Disturbance and 21 students with Behavioural Disorders. There are 6 classes of up to 7 students, with a teacher and School Learning Support Officer (SLSO). Students can access the Verona School program from Year 5 and can complete their HSC if they are still engaged in the program by the time they reach Year 12. As Verona School is an integrating model, students can access their home school on a Thursday with support from Verona School staff where applicable and / or requested.

Retention Year 10 to Year 12

Verona School provides a Stage 6 program that includes the HSC. The HSC is delivered through the Sydney Distance Education High School (SDEHS). Verona School staff support the Stage 6 students in completing their Year 11/12 work whilst liaising with SDEHS staff. Students have additional curriculum support through SDEHS staff attending Verona School for intensive subject support, and students also have the opportunity to visit the SDEHS at their Woolloomooloo campus.

100% of Stage 6 students that left the Verona School program in 2017, moved into TAFE, or the work force .

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	100	67
TAFE entry	0	0	33
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Workforce information

Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	4.51
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.82
Other Positions	0.2

*Full Time Equivalent

Verona School has one member of staff who identifies as indigenous.

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

All teaching staff access specific professional learning that is managed through their Professional Development Plan. They also access school based professional learning that is focused on addressing school plan directions or emerging school needs. In 2017, all teaching staff accessed professional learning in accordance with their PDPs and school based PL on managing and supporting students with Autism Spectrum Disorders.

One staff member gained accreditation at proficient level and one teacher completed their mandatory maintenance period.

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	277,567
Revenue	2,019,338
Appropriation	2,010,424
Sale of Goods and Services	-60
Grants and Contributions	5,534
Gain and Loss	0
Other Revenue	0
Investment Income	3,440
Expenses	-1,733,751
Recurrent Expenses	-1,733,751
Employee Related	-1,506,619
Operating Expenses	-227,132
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	285,587
Balance Carried Forward	563,154

Verona School has a healthy balance which we have carried forward into 2018. Verona School complies with all mandatory governance processes and policies.

The school invested in a school gym, which has facilitated a stand-alone TAFE program being delivered

on-site in 2018. This innovative program is in collaboration with South Western Sydney TAFE and the DoE.

There was no overspending and the budget is well managed.

In 2018, we intend to use the funds to focus on curriculum development and deployment and will strategically target staff that can facilitate the necessary curriculum adjustments.

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	390,473
Base Per Capita	12,269
Base Location	0
Other Base	378,204
Equity Total	74,993
Equity Aboriginal	7,251
Equity Socio economic	67,742
Equity Language	0
Equity Disability	0
Targeted Total	1,122,111
Other Total	338,468
Grand Total	1,926,045

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

Parent/caregiver, student, teacher satisfaction was measured through feedback at case conferences, integration meetings, parent / carer and student surveys and phone calls to communicate positive and negative student outcomes. Overall, all stakeholders are happy with the Verona School program. The school has a wonderful rapport with its community and has an open door policy for external agencies and other DoE staff. Feedback is addressed and changes implemented where applicable.

Policy requirements

Aboriginal education

Aboriginal education is addressed through the student's personalised learning and support plan and the 8 Ways of Aboriginal Learning. Students are provided additional support through targeted programs such as Multilit and QuickSmart and additional SLSO support where required. Students are provided aboriginal education specific programs that incorporate indigenous history, visual arts projects and excursions. The Verona School indigenous garden was a regular meeting point for the indigenous students who lead the school in making adjustments to the garden and liaise with school staff to acquire and plant new trees and shrubs.

In 2017, aboriginal students worked with an indigenous arth therapist to make aboriginal art projects in a therapeutic environment. This included the indigenous art poles that were a collaborative project and will take pride of place in the indigenous garden in 2018.

Multicultural and anti-racism education

Verona School fosters an inclusive learning environment where students multicultural backgrounds are acknowledged and celebrated. This occurs through multicultural day and activities, which include a whole school multicultural lunch. The school also welcomes and encourages the student's parents / carers to teach classes a traditional dish and this has been a wonderful addition to the food technology program and will continue in 2018.

Anti-racism is taught as part of a whole school initiative and is managed through the school's welfare policy and wellbeing programs.

Other school programs

Verona School offers a range of additional programs these include:

- external and internal excursions
- external school sport and activities which include swimming lessons, rock climbing, bush walking, fishing and the school's sports carnival
- rewards excursions to places such as Cables Ski Park and Attractivity.
- wellbeing and mindfulness programs
- speech pathology and music therapy
- social skills and communication programs– interschool competitions such as Futsal with Canterbury Vale School
- specialised programs with the Cabramatta PCYC

– Certificate 2 in Primary Industries (horticulture) through TAFE. This program also included students from Canterbury Vale School and Canley Vale Tutorial Centre