

# Arranounbai School

## Annual Report



2017

## Introduction

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

Stephanie Hopkins

Principal

## School contact details

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## Message from the Principal

2017 at Arranounbai continued to be a year of change for the school.

The year began under the guidance of Mrs Jo-ann Osbourne and at the end of May 2017 I became the Acting Principal after selection through the EOI (expression of interest) process. I was successfully appointed through merit selection as the substantive principal for the commencement of the 2018 school year.

Stephanie Hopkins

## School background

### School vision statement

To provide quality teaching and learning through an inclusive educational environment that is supportive, innovative and engaging, in order to develop each individuals true potential

### School context

Arranounbai School is a school for specific purposes (SSP). The student population is quite diverse and consists of children and young people K–12. The types and levels of disability vary from physical disability, autism, intellectual disability to chronic medical conditions. Each class has a full-time teacher and School Learning Support Officers.

Arranounbai School aims to improve the learning performance of all of its students and children in diverse areas including academic, physical, social, behavioural and self-care. All students and children, through personalised programs, engage in learning that is relevant and engaging, maximising their opportunity to succeed in the current and future environments. The school achieves its outcomes for all students in collaboration with families, other professionals and community members and groups.

The place that Arranounbai School maintains in the local community is essential to providing students with a thorough and detailed education that is relevant to their needs. The provision of a safe, enhanced and ordered learning environment translates into high level outcomes in all areas and maximises success.

# 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, there is a school-wide, collective responsibility for student learning and success, with high levels of staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students individual development. Arranounbai consistently implements a whole-school approach to wellbeing, which has clearly defined behavioural expectations and creates a positive teaching and learning environment. Curriculum programs and teaching practices effectively develop each individuals knowledge, understanding and skills. These continue to be defined and based around individual learning plans. Student reports contain detailed information about student achievement. Student learning continues to have a communication emphasis in all learning areas.

Our major focus in the domain of Teaching has been to effectively embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development. We believe at Arranounbai School that to develop high quality individual learning plans staff need to incorporate SMART (specific, measurable, achievable, realistic and timebound) individual goals for all students in the classroom and across all settings. Staff also need to participate in professional learning to ensure their knowledge and understanding of additional needs. A focus this year was to undergo learning around the impact of trauma on students and how this will impact student learning and ultimately teaching practices to ensure students are engaged. When designing and implementing whole school professional learning, priority is given to focus areas as reflected in staff Professional Development Plans and strategic directions of the school.

In the domain of Leading at Arranounbai the central focus has been building leadership capacity. Members of the school executive team participated in the Leadership Pathways program enhancing knowledge policies, procedures and processes. Arranounbai is focused on succession planning and leadership development to drive whole school improvement. Administrative practices have been a key element of development to provide explicit information about the school's functioning to promote ongoing improvement.

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

Students will be active engaged connected learners

### Purpose

To meet the needs of all students by recognising the diversity of our learning community

### Overall summary of progress

In 2017 a senior program was trialled where students moved classrooms to participate in Literacy and Numeracy ability based groups. Students were allocated to groups based on their communication needs. There were three groups: independent workers, group based work or PECS and eye gaze. These groups operated four mornings each week and enabled students to actively engage with peers of similar ability. For example students using eye gaze technology were supported in a class with peers learning the same skill. Teachers also moved classes on three afternoons each week to teach Senior students specific subject areas – Science, History/Geography and PDHPE. This provided students with an experience similar to mainstream settings while still remaining in their home room. Students quickly became familiar with this new routine and the change of classrooms instilled a new mindset amongst students. Once students were in their Literacy/Numeracy group room they quickly settled to the daily routine and were more quickly engaged with their work. The change of teachers in the afternoon for subject area groups also provided an additional boost to students' interest and participation in learning activities. Student engagement was increased as they were exposed to different teaching styles and subject material. A time of the day when it is often difficult to engage students became far more productive and staff noted an increase in student participation and interest during these afternoon lessons.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
ILP targets specific and identify student needs.	Staff meetings dedicated to the evaluation and analysis of the structure of the ILP proforma.  Staff professional learning targeted at writing S.M.A.R.T goals for student ILPs.  Examples of other ILP formats gathered and	A variety of ILP examples were collected and analysed. Discussions resulted in the decision that parents needed to have more input into the development process. A parent forum in regards to ILPs was set for March 2018.
PBEL data demonstrates decreased negative behaviour incidents.	An incident report/proforma was created and introduced for use in term 2 2017 to record and rank the severity of behaviour incidents.  Each term data was collated and recorded.	Through the use of the incident reporting format behaviour incidents were recorded by all staff. The level of incident has been clearly established and necessary changes have occurred to ensure a decrease in behaviour is being seen. Data is being used to inform future planning.
Students taught high quality Australian Curriculum aligned programs.	Staff created and updated scope and sequence whole school planning resources for all Key Learning Areas.  Staff used scope and sequence to influence planning.	Senior school students participated in groups each afternoon taught by staff who specialised in that subject area. Students experienced greater engagement.

## Next Steps

- Continue embedding preferred or specialist subject areas taught across the senior school
- Incorporate parent, staff and external providers feedback to revise and restructure the entire ILP process in 2018.
- Continue collecting, collating and analysing data to inform ongoing PBL improvements.



## Strategic Direction 2

Staff will be dynamic, collaborative, informed communicators

### Purpose

To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires every student and teacher to excel and learn to their full potential. To ensure that learning is differentiated and personalised for all students and staff.

### Overall summary of progress

In 2017 staff focused on improving communication through the improvement and development of whole school systems and processes. Encouragement of consistent communication among all staff enhanced student outcomes and effective strategies used when dealing with heightened students. Staff were trained in trauma education and the effect upon students. From this professional learning staff have incorporated the hand signal of a 'flipped lid' to communicate clearly that a student may require additional support. This quickly ensures staff are very aware of an individual student's potential for escalation or the need for de-escalation strategies at a moments notice. This has improved staff change overs at break times, keeping everyone well informed. Staff communication was also enhanced by the addition of regular team meetings where staff working with Junior or Senior students were provided with opportunities to discuss students and programs. These opportunities for collegial discussion ensured all staff remained informed of upcoming events and provided opportunity for collaborative brainstorming amongst teachers and SLSO's.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individual professional learning plans align to Australian professional standards for teachers	Professional Learning workshops/staff meetings with a focus on professional standards, emphasising familiarity.	Staff encouraged and are becoming more familiar with professional standards. PDPs addressing development and improvement in areas appropriate to each individual.
All teachers undertaking accreditation successfully complete and maintain the process.	Professional Learning sessions held with a focus on the introduction of accreditation for all staff.	All staff introduced to the concept of Accreditation as all staff including pre 2004 teachers, will be maintaining accreditation from 2018.
All SASS staff trained and updated in Health Care procedures.		All SASS staff are consistently reviewing and updating Health Care procedures through attendance at all necessary Professional Learning.

### Next Steps

- Continue development and professional learning in the area of accreditation, establishing regular accreditation workshops and reflection throughout the year to enhance high expectations of all staff.
- Encouragement to develop and maintain ongoing high expectations of all teaching staff to ensure the greatest outcomes for all students.



### Strategic Direction 3

Community relationships will be developed through active supportive partnerships

### Purpose

To develop student confidence through awareness, support and understanding of our diverse school.

### Overall summary of progress

Excellent progress has been made towards achieving the milestones for 2017. Particular areas of improvement include:

- The continued implementation of the weekly partnership with Year 9 students from St Luke's Grammar School.
- Continuing the singing program with St Augustine's College visiting twice a term to perform to the whole school.
- Classdojo continuing to be used as a form of communication with more than 96% of families connected,empowering Arranounbai to engage parents through a simple and central communication platform.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All classes will participate in a community orientated activity throughout the year.	Fathers Day Breakfast \$300  Arranounbai Film Festival \$1500  Collaroy Family Picnic \$500  Allambie Playtime Program \$100 petrol	All classes successfully participated in a number of community activities during 2017.  Fathers Day Breakfast was the first time it had been held as such a significant event. This was a huge success with more than 80% of fathers or carers attending.  The first Arranounbai Film Festival was held with a huge response. More than 92% of families attended, many of whom came with parents and grandparents.  Arranounbai Family Picnic at Collaroy hosted 85% of families as we farewelled the 2017 school year.  The establishment of the Allambie Playtime Program in May 2017 has seen significant community interaction throughout the year leading to further opportunities for greater connection between the two schools.
A formalised and ongoing relationship with St Luke's Grammar School.		2017 marks the third year this program has been running and it continues to strengthen. Year 9 students attend weekly and support students in the classroom for a morning session. This allows Arranounbai staff to develop activities that require greater assistance as there is more hands on support available. This program has led to many students returning later on in the year to offer further support in the classrooms.

### Next Steps

- To further strengthen community ties with Allambie PS, through the development of further programs such as involvement in ANZAC services, Year 6 Fair Day and Allambie leaders supporting the swimming program in term 2 & 3 2018.
- Continue the Fathers Day Breakfast tradition in 2018, making it an annual event.
- Continue the Film Festival idea, alternating annually with another community event.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Quality Teaching, Successful Students (QTSS)</b>		The QTSS funding received by the school in 2017 was used to employ a specialist art teacher one day a fortnight.
<b>Support for beginning teachers</b>		This funding has been provided for the support of a beginning teacher permanently employed at the school. During this time, the staff member allocated the funding was undertaking maternity leave.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	29	32	39	36
Girls	16	13	14	13

Student numbers remain steady at Arranounbai.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	6.77
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	3
School Administration & Support Staff	9.82
Other Positions	0.6

\*Full Time Equivalent

Throughout the year Arranounbai has seen a number of positions advertised through the merit selection and EOI (expression of interest) process. These positions include an EOI for the Acting Principal, classroom teacher and the Principal position.

Arranounbai School does not have any staff who identify as Aboriginal or Torres Strait Islander.

### 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	62

### Professional learning and teacher accreditation

Professional learning and teacher accreditation  
Targeted Professional Learning was aimed at creating safe, supportive learning environments. Michelle Montgomery led staff through a Trauma Informed Education workshop and returned the next term to take staff through self-care procedures to enhance individual well-being when working so closely with students with additional needs, in particular students with trauma. Teaching staff all attended the SEPLA conference Day 1 of Term 3. Other school based professional learning included weekly refreshers on MAPA engagements – these were led by staff to enhance knowledge and skills throughout the year. All staff attended a tube feeding refresher course and iMovie workshops. Teaching staff participated in Accreditation, behaviour management, report reviews and report writing workshops. Communication, PBL, English and Mathematics continue to be the main priorities of Arranounbai and are embraced by all staff to ensure positive change. All teaching staff wrote Performance Development Plans, which also determined individual professional learning activities.

All teachers participated in mandatory courses throughout the year. All staff completed Code of Conduct, CPR, Emergency Care, Anaphylaxis and Child Protection training. Support is also given to expand all staffs professional development.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	211,976
<b>Revenue</b>	2,595,387
Appropriation	2,544,920
Sale of Goods and Services	1,643
Grants and Contributions	45,989
Gain and Loss	0
Other Revenue	0
Investment Income	2,836
<b>Expenses</b>	-2,393,611
Recurrent Expenses	-2,393,611
Employee Related	-2,256,034
Operating Expenses	-137,577
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	201,776
<b>Balance Carried Forward</b>	413,752

Arranounbai's day-to-day finances are managed by the School Administrative Manager (SAM). The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focussing on the HR budget tool and the Electronic Financial Planning Tool. Some of the surplus in 2017 is due to a unfilled counselors position. The intended use of funds available from 2017 is to provide necessary additional classroom support to ensure the best outcomes for all students, upkeep air conditioning units, upgrade technology in the school and the infrastructure to support it.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	443,944
Base Per Capita	16,359
Base Location	0
Other Base	427,586
<b>Equity Total</b>	3,529
Equity Aboriginal	683
Equity Socio economic	2,847
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	1,635,312
<b>Other Total</b>	351,824
<b>Grand Total</b>	2,434,610

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

In the course of 2017, data collected indicates that parents have a high degree of satisfaction about school programs, specifically those linked to community access including Allambie Heights Playtime Program, Community shopping and the travel training program. The feedback received about the inaugural Arranounbai Film Festival in which more than 94% of families attended the screening was overwhelming.

"TO ALL THE STAFF AT ARRANOUNBAI who worked SO HARD on producing a fabulous inaugural Film Festival last Friday night – MANY THANKS !!

We were so impressed with the amazing technological skills you demonstrated AND we were SO PROUD of the love, care and commitment you show to each of your fabulous students – and the team work and co-operation you show for each other .

You are a very special group of professionals in the classrooms and offices who support and work with each other for the good of the students and the school – we just wanted you to know how much we appreciate ALL YOU DO – not only for our grandson – but for all the daughters/sons you teach and care for .... there's a very special 'vibe' at Arranounbai – THANK YOU ALL SO MUCH.

### Staff

Staff were asked to evaluate the following programs throughout 2017: Life skills – cooking/canteen, film making and the Senior Program. Responses are listed below:

#### Life skills – cooking/canteen

- The community shopping program should be expanded
- Enjoyed by all students
- Great program that developed the students self confidence
- Created communication between home and school as food was sent home
- This program integrates other KLAs including communication, literacy and maths skills
- Develops a direct link to skills for life outside the school environment
- Program was functional as students shopped for the ingredients required for Canteen
- Vital program to provide students with life skills prior to leaving school

#### Film Making

- Should be completed in Term 2 rather than Term 3 due to illness in Term 3
- The film festival was a lovely way to bring all our families together
- It worked well having a green room set up that was easily accessible
- The film night meant parents, carers, students, staff and friends enjoyed spending time together as a community not only to watch their own child but support the work of the other students and

staff

- Time frame to film needed to be longer
- The film process improved student communication, listening skills and gave everyone a sense of pride on completion
- Film making worked well as training was provided – green screen workshop and training in staff meetings
- A great sense of accomplishment and ownership for students, to enable them to see they are capable of achieving anything they are willing to work towards. A great school community activity.
- More time required to complete with more staff allocated to assist with filming
- Final night very well organised and presented.

#### Senior Program

- Literacy and numeracy mixed ability groups work well
- It would be nice to have time to work one to one with students
- Rotation of teachers covering specialised subjects worked well and enhanced students engagement
- Senior program runs well and senior staff are very supportive of the adjustments required to ensure smooth transitions
- Great program enabling students to experience the concept of a High School timetable with rotations to different classroom and different teachers
- Beneficial for students to have access to different teaching staff creating more of a senior community
- Encouraged teachers to have greater responsibility for all students not just their class



## Policy requirements

### Aboriginal education

Aboriginal studies are interwoven throughout the Curriculum learning activities. Students are encouraged to deepen their knowledge and understanding of Aboriginal and Torres Strait Islander People by learning through their culture, rather than about the culture. Teachers incorporated links from Aboriginal Pedagogy '8 Ways'; Land, Community and Symbols and Images into their lessons. Students were encouraged to have a 'yarn' with their peers and tell their stories. They connected with the community with volunteers coming into the school and visiting local areas. Students are

frequently using and encouraged to implement symbols and images to communicate with peers and adults. This year Arranounbai acknowledged Naidoc week creating artwork in our Visual Arts program. Arranounbai has a staff member who attends the Warringah Community of Schools Aboriginal Education Advisory Group.



### **Multicultural and anti-racism education**

Arranounbai staff are committed to valuing multiculturalism in our school, respecting the different cultures, languages and diversity that are represented in Australia. Arranounbai recognises and values the different cultures through activities incorporated into K–12 programs, Harmony Day and the Kitchen Garden program. All students explore the different cuisines that are represented from countries all over the world. Students learn where the food originated from, the history, where the country is on the world map and the flag that represents the country. At Arranounbai we have an Anti–Racism Contact Officer who is there to provide professional responses to complaints regarding racism.