

# Karonga School Annual Report



2017



Karonga School

5670

## Introduction

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

Mark Gosbell

Principal

### School contact details

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### Message from the Principal

At Karonga we believe that all students can learn. In 2017 we continued our work with the provision of exceptional personalised learning and support across the breadth of the Australian curriculum. Teachers work closely with parents to identify priority areas for learning and tailor in class programs and extra-curricular activities to meet student need.

2017 saw the ongoing partnership with the P&C and the provision of Music Therapy and Speech Therapy at Karonga. We were thrilled to partner with the P&C in the running of the inaugural Karonga Fair. The Fair was a brilliant day of community and fun. Funds raised from the day went towards the installation of a ceiling hoist into the Room 4 class.

Much work was done across the year to improve the learning environment for students with renovations to all D Block rooms including the installation of new floor coverings and acoustic wall panelling to each room which has dramatically improved the quality of these spaces.

Karonga's partnership with the Epping-Eastwood Lions provided for the finalisation of our purpose built Music Therapy Suite – so much more than just a room. We were thrilled at the level of care and the quality of work achieved by the Lions Club members. Students absolutely love the space with staff regularly reporting the outcomes being achieved in this beautiful learning environment.

We celebrated the graduation of nine students – Alden, Leslie, Jasmine, Emad, Grant, Nathan, Kathleen, Jamin, Karan and Alex. We wish them well in their future endeavours. Our transition programs provided an excellent stepping stone for each graduate enabling them to progress smoothly to their preferred post school setting.

Students continued to develop independence through the provision of a variety of extra programs including school to work and community participation transition. Students attended several post school services including David Morgan, Mail Plus and Hornsby Nursery.

I would like to acknowledge the superb efforts of our teachers, school learning support officers, support staff, grounds and administration staff. Karonga has the great benefit of a staff dedicated to making a difference for people with disabilities. Their efforts are an inspiration and our student's achievements are testimony to their brilliant work.

## Message from the school community

The Karonga Parent and Citizen (P&C) Association is a dedicated team of parents and citizens who work together with the school and other service providers to ensure the students receive the best education, facilities and services available. Karonga is unique in its ability to provide such a broad range of extra-curricular programs and the Karonga P&C is integral in the provision of these additional opportunities for our students.

In 2017, our contributions were as follows:

- operation of the Karonga P&C bus company providing transport for students to and from school under the Assisted School Travel Program provided by the Department of Education. This successful operation enables the Karonga P&C to provide resources and programs to meet the needs of students at Karonga School.
- worked in partnership with the Beecroft-Cheltenham Lions club in the planning, organisation and presentation of the first Karonga School Fair. The event was enormously successful and provided a great foundation for future school fairs.
- partnered with school staff through participation in the merit selection procedures for the recruitment including new Assistant Principal Murray Graves.
- continuation of significant funding for additional hours of Music Therapy enabling all students access to this valuable program.
- continuation of funding Chatterbox Speech Therapy program across the school.
- continuation of funding Advanced Occupational Therapy program across the school.
- purchase of \$2000 worth of books for the library.
- continuation of provision of school transport and community access for the students. The Karonga bus manager is engaged as a full-time position to coordinate the activities and ensure that the bus fleet is kept in perfect running order and immaculate condition.
- provided support for a variety of other activities, including parent information events and the Year 12 graduation.

The P&C also works towards raising awareness and building relationships within the broader community. The P&C continues to be active, engaging with our Parliamentary representatives. This helps in promoting the school image and getting their valued support for various school needs. We will continue to project Karonga's future as a unique and progressive learning centre for our children, in order to prepare them for the challenging years ahead.

Diana Farache (President) Karonga P&C

## School background

### School vision statement

At Karonga School and Pennant Parade Tutorial Centre (PPTC) we believe all students can learn. Our school provides quality, individualised education in a positive and supportive environment through the implementation of meaningful learning experiences which encourage resilience and independence. We are committed to developing partnerships with families and community that support students to become life-long learners and valued members of society.

### School context

Karonga SSP currently has an enrolment of 74 students with moderate to severe intellectual disabilities from 4 to 18 years of age. Many of the students also have additional medical, physical, behavioural and/or sensory needs. The school is committed to improving student outcomes for all students, providing a balance of academic and functional programming that successfully addresses each student's needs and aspirations as well as increasing their participation in the community. Karonga prizes its parents and caregivers as key partners in their child's education. Highly skilled and caring staff are guided by an inclusive, collaborative ethos and collegial approach to strengthen social and emotional wellbeing across the whole school community. Karonga has a strong focus on communication and developing independence and life skills. Karonga has deep and dynamic connections with the broader community and outside agencies.

Pennant Parade Tutorial Centre (PPTC) is located within the grounds of Karonga School. The centre offers an intensive 20 week intervention program, with an additional 10 weeks if appropriate; to assist students with identified educational, social and/or behavioural difficulties. The centre is designed for 14 students in Years 5–8, who have experienced problems in their ability to access the academic, behavioural and social curriculum of their mainstream school. PPTC has a strong focus on academic, behaviour and social skills with the aim of successful reintegration back into mainstream schooling.

## 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 [SEF]. 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.

During 2017 the staff analysed a number of key programs at Karonga for their impact on student learning. The school leadership team examined the SEF and appropriate data sets to ascertain the areas which our schools is delivering, sustaining and growing or excelling. We have been able to identify points in the SEF that our school can work on to continue to provide an excellent education for our students.

Staff identified 3 key areas for in focus. Curriculum, building teacher capacity and wellbeing. These themes can be further refined into the need to develop whole school assessment and reporting processes that feed into individualised curriculum selection. Work will also continue in the provision of firm foundations for professional dialogue and sharing to maintain, sustain and grow student welfare initiatives.

Our self-assessment processes will assist the school to refine the strategic priorities in our School Improvement Plan 2018–2020 leading to further improvements in the delivery of student outcomes.

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 for Independence

#### Purpose

Learning for independence will ensure our students have opportunities to develop their capacity to reach their potential and contribute to their community as engaged and resilient citizens.

#### Overall summary of progress

2017 saw the continuation of intervention processes for all school–provided speech therapy services. Speech therapy teams targeted 6 classes per term. An Assistant Principal was released for the equivalent of 1 day per week to provide liaison between the therapy team and class teachers and to provide additional school based support. The Assistant Principal also provided additional 1:1 support as required. The Assistant Principal led a termly review of speech therapy services involving all class staff and therapy personnel. The review identified individual student progress and set goals for continued intervention. The increase in communication has been well received by all staff and has enhanced the delivery of speech therapy services.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quantified increase in complex case management with 100% complex cases supported beyond current classroom supports		The Karonga Learning and Support Team is successfully supporting complex case management.
100% of students have communication profiles developed	Funded programs for English as an Additional Language or Dialect.	The development of PLP goals in communication for all students has been achieved.
Increase in workplace safety with concurrent decrease in WHS notifications		Increase in workplace notifications can be attributed to improvements in reporting processes.
Reduction in incident notifications occasioning injury to staff or students		Changes to incident reporting has had an impact on staff and student safety. While there has been an expected increase in notifications, there is a noted decrease of incidents requiring emergency responses.

#### Next Steps

Karonga will seek to further enhance its work with paraprofessionals as we provide an excellent specialised education for our students. This will be seen through the implementation of Karonga 'In the Zone for Learning' a project considering the professional learning for teachers in the neurobiology of learning, and self–regulation.

## Strategic Direction 2

### Building Quality Teaching and Leadership

#### Purpose

Building quality teaching and leadership is vital to ensure staff members have the skills to develop and deliver quality educational programs focusing on the 'whole child'. Building quality teaching and leadership ensures that quality systems and practices are implemented that support the ongoing implementation and success of school programs.

#### Overall summary of progress

All teachers have actively participated in the performance and development process. All professional learning funds have been expended to support teacher professional development including whole staff participation in annual special education conferences. Teachers participated in school exchanges to enhance professional learning. Executive staff delivered professional learning sessions on mentoring and coaching skills and strategies.

Staff implemented and monitored PBL Tier 1 supports. The Karonga PBL teaching matrix was completed. A full review of incident reporting was completed with consequential changes to incident reporting for health care, serious behaviour, accident and injury. The whole staff completed formal registered training in the Management of Actual and Potential Aggression.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers implementing PDPs and participating in coaching model for observation of practice. PDPs incorporate elements of school plan	QTSS allocation	The QTSS allocation has enabled supervising staff to mentor and coach teachers. Teachers have requested increased opportunities for observation of professional practice.

#### Next Steps

The implementation of the teaching matrix and incorporation of visual supports across a variety of school environments will support ongoing improvement in this area. Staff will match PBL to KITZ sensory profile training, finalise MAPA training with a comprehensive induction and maintenance schedule. Staff will review the collection and use of behaviour data in order to develop positive, respectful relationships among students and staff. Enhancements will further be reflected in the promotion of student wellbeing as a key marker of Karonga schooling to ensure optimum conditions for student learning across the whole school.

## Strategic Direction 3

### Enhancing community partnerships

#### Purpose

Enhancing community partnerships underpins the success of individual programs. Enabling collegial and collaborative relationships contributes to sustained improvement in student learning.

#### Overall summary of progress

Strengthening community partnerships underpins the success of individual programs and enabling collegial and collaborative relationships contributes to sustained improvement in student learning. We have continued to enhance our parent information sessions with an ever increasing participation rate from new and returning parents and carers. We have built stronger ties with local community organisations through the introduction of the Karonga School Fair supported by the Lions Club and the Epping Club. We look forward to ongoing partnership with these organisations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PPTC 100% of students successfully reintegrate to their home school. With an Increase in students' emotional regulation and social competencies.		Feedback is regularly received from parents and carers identifying the marked successful impact of the PPTC program.
Entire staff actively engaged in professional learning communities		All staff participate in fortnightly team meetings as local professional learning communities.
Increase in parent /carer knowledge of disability services and programs		Efforts have been made to increase social media providing another avenue for communication with our school community. There has been a steady increase in parent carer participation at Karonga events. Our new enrolment package provides extensive information about the school ensuring that parents have a clear understanding of the educational supports provided at Karonga.

#### Next Steps

Wellbeing programs across the school have been identified as delivering in school self evaluation processes. The staff have identified minor adjustments to our delivery that will see these initiatives excel. Part of the move towards excelling will see the implementation of a formalised maintenance cycle for wellbeing programs. Included in this will be a revision of pre-post data collection to provide adequate evidence of achievement in this improvement area.

Important to the successful implementation of Karonga initiatives is the support and preparation for new and returning staff. As a remedy to this need a structured induction program for new and returning staff will commence in term 1 2018. It is envisaged that such inductions will take place at a similar time point annually. Induction will include current policy and procedure around curriculum, behaviour, health care and working with paraprofessional staff.

We will focus our professional learning to include research based sensory and communication interventions. It is anticipated that this will impact on PLP goals improving the consistency of goal selection and learning across classes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1423	Students experienced NAIDOC week celebrations and a unique incursion developing their experience of Aboriginal culture.
<b>English language proficiency</b>	\$27001	Students benefitted from the purchase of communication resources with further impact achieved through termly reviews of speech and communication as provided by teachers and school leaders.
<b>Quality Teaching, Successful Students (QTSS)</b>	FTE 0.069	Staffing allocation in this area allowed for additional executive supervision, coaching and mentoring.
<b>Socio-economic background</b>	\$4371	Students benefitted from improvements and additions to school playground and classroom resources.
<b>Support for beginning teachers</b>	\$26900	Beginning teachers were supported through professional learning opportunities, mentoring and observations of professional practice within the school and at other SSPs.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	46	46	44	54
Girls	28	27	27	33

Students enrol at Karonga under specific criteria from the age of four years and may continue until the completion of high school. Many students have additional disabilities which can include physical disabilities, sensory impairment, language disorders, behaviour disorder and autism.

### Year 12 attaining HSC or equivalent

During 2017 nine students attained the Higher School Certificate. This represents 100% of the students enrolled in Year 12. This educational qualification was achieved by these students undertaking a full time Life Skills program of study.



## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	13.05
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	16.92
Other Positions	0.2

\*Full Time Equivalent

During 2017 Karonga School and Pennant Parade Tutorial Centre employed 2 members of staff in a casual and temporary capacity that identify as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Teachers and support staff continue to engage in regular professional learning opportunities. All staff participate in performance and development processes.



## 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>	173,387
<b>Revenue</b>	4,092,541
Appropriation	3,882,939
Sale of Goods and Services	1,138
Grants and Contributions	205,543
Gain and Loss	0
Other Revenue	0
Investment Income	2,921
<b>Expenses</b>	-4,180,526
Recurrent Expenses	-4,180,526
Employee Related	-3,658,339
Operating Expenses	-522,187
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-87,985
<b>Balance Carried Forward</b>	85,402

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. School and community source income has been enhanced through licensing of the pool to community users and also use of school buildings for community originations.

The school finance committee oversees budgeting and expenditure in line with school priorities and community expectations. Judicial use of school funds ensures high quality resources and ongoing improvement to school facilities to best meet the needs of our students. During 2017, a continuation of maintenance and school improvement works has seen the school continue to provide improved resources, learning spaces and equipment for all of our students. These improvements have enhanced access to the curriculum across a number of spaces including the renovation of all D Block classrooms with new flooring and acoustic wall panelling to improve the acoustic quality of these

classrooms. The enhancements provide a significant improvement to the spaces and have had a marked impact in the quality of the environment and student engagement in learning. Significant programmed maintenance work in the pool area was undertaken with extensive renovations to the pool deck, subfloor, ventilation and safe seating. A continuation of enhancements to classroom furniture has seen numerous classrooms adopt large soft furnishings that are better suited to many of our students. We have utilised qualified Special Olympics instructors in structured swimming sessions and also began work with a physiotherapist supporting our students with more complex physical disabilities in a hydrotherapy program.

As with previous years, the school allocation for casual staffing has been exceeded due to higher rates of staff absence as a result of illness. Significant additional funds have been expended to support students with particularly challenging behaviours and high needs in health care.

### 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>	745,649
Base Per Capita	28,627
Base Location	0
Other Base	717,021
<b>Equity Total</b>	32,795
Equity Aboriginal	1,423
Equity Socio economic	4,371
Equity Language	27,001
Equity Disability	0
<b>Targeted Total</b>	2,698,465
<b>Other Total</b>	241,564
<b>Grand Total</b>	3,718,473

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.

## School performance

### ROSA

During 2017 three students attained their ROSA. This represents 100% of the students enrolled in Year 10. This educational qualification was achieved by these students undertaking a full time Life Skills program of study.

### Parent/caregiver, student, teacher satisfaction

In 2017, Karonga utilised the Department of Education Centre for Education Statistics and Evaluation Tell Them From Me survey to establish an understanding of parent perspectives about the teaching and learning that happens at Karonga School. The survey was advertised in the school newsletter, school app and by individual notes.

The survey completed online with 15% of parents giving response to the survey. The survey includes seven separate measures covering several aspects of parents' perceptions of their children's experiences at home and school. These include: Parents feel welcome, parents are informed, parents support learning at home, school supports learning, school supports positive behaviours, safety in school and inclusive school. Karonga School data indicates well above state expectation in parents feeling welcome at the school, being informed, the school supporting learning, inclusivity and safety. Of particular note is the responses indicating that parents perceive teachers show an interest in their child's learning, encourage their children and take into account their needs, abilities and interests. Parents also report that they feel they can easily speak to teachers, that teachers listen to concerns and that they feel welcome at the school.



## Policy requirements

### Aboriginal education

At Karonga the '8Ways of Aboriginal Pedagogy' is implemented across all classrooms. "8Ways" is a pedagogical framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. In this way, the focus can remain on core curriculum content while potentially embedding Aboriginal perspectives in every lesson. The central message of 8Ways philosophy is that Aboriginal perspectives are found in the process rather than content. 8Ways is not a "program" to implement in a school. It is a paradigm and a model framework to help educators include aboriginal perspectives in all levels of school management. It is a way of learning through culture and not just about culture. In 2017 we celebrated NAIDOC week with a brilliant performance of Aboriginal cultural dancing and signing. The students thoroughly enjoyed engaging in such a brilliant activity which led to many extension activities across different classrooms.



### Multicultural and anti-racism education

Karonga School has 67% of its students from culturally and linguistically diverse backgrounds. We attract resource allocation model funding to support EALD Beginning Language Learners and do this through the provision of additional teaching resources and targeted teaching programs to support communication and language development across the school. In 2017 our school was allocated 1 teacher day per week for the New Arrivals Program targeting English language support for 2 students. This program has been incredibly successful with both students experiencing significant gains in their English language development.