

# Karningul School

## Annual Report



2018



5581

## Introduction

The Annual Report for **2018** is provided to the community of Karningul 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.

Cheryl Stambolis

Principal

## School contact details

Karningul School

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## Message from the Principal

As Principal of the school, I feel proud of the achievements of the staff and students throughout 2018.

At Karningul School we seek to provide a quality learning environment to create learning experiences that are relevant and meaningful for all students. 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*'.

We aim to create a balance between well-being, education and behaviour so that our students develop in all areas of their lives, providing lifelong skills that are transferable to all facets of life.

As a school community we support each other, creatively plan together, inspire innovative practices, and focus on achieving the best outcomes for all students. The staff are always seeking new, motivating opportunities for the students. This has resulted in numerous excursions and special programs throughout the year. We celebrate the success of the students when they achieve positive outcomes and return to mainstream schooling.

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 9 – 14 years (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. Daily reports on behaviour are sent to parents.

**Student performance measures:** Karningul School achieves good value-added results on internal school performance measures which are administered on enrollment and at the duration of the school year.

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/self-evidence-guide>

## Strategic Direction 1

### 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.

To raise expectations and enhance the quality of student learning.

#### Overall summary of progress

A number of strategies have been implemented to raise expectations and to enhance the quality of student learning. All students has a licence for Matific and Literacy Planet which can be used to support learning at home.

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, a research based reading program from Macquarie University to provide individual lessons to students that require support in Literacy. All teaching 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 on entry into the program and at the end of the year or when they exited the program using various diagnostic tests to ensure that progress was made.

Staff used data analysis to target students at risk.

Executive staff and the school counsellor 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 and are highly motivated by the point system.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased attendance rate for all students.		Most students are attending on a regular basis. Attendance is monitored daily and referrals are made to the Home School Liaison Officer if there are any concerns. Students have openly voiced they like attending the program. Parents have commented their child is enjoying school and eager to attend.
A decrease in educational time lost due to less suspensions as a result of inappropriate behaviour.		Students enrolling at Karningul School have a long history of suspension which has negatively impacted their learning. 'In-School suspension is used as an option to ensure continuity of learning on site, with loss of privileges. This provides a consequence for inappropriate behaviour but



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A decrease in educational time lost due to less suspensions as a result of inappropriate behaviour.		achieves desired learning outcomes.
An increased proportion of students improving on internal and external literacy and numeracy measures.	\$37 845.64 was used to employ an SLSO 4 days per week to deliver the MultiLit program.	Testing on entry and exiting the program showed significant improvement in reading levels. Some students had a gain of 2+ years in a 10 month period.

## Next Steps

In 2019 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 trauma and its impact on learning and supporting students with anxiety disorders. Throughout the year further combined professional development sessions are planned with the community of schools and the behaviour schools network. These will combine resources and offer opportunities for staff at the different sites to engage in work experience across other schools.

The MultiLit coordinators will continue to deliver sessions every day in order to improve the literacy skills of students with significant gaps in learning. 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.

## Strategic Direction 2

### Teaching

#### Purpose

To provide quality teaching and build the capacity of all staff to meet the professional standards required for maintenance and accreditation.

To offer and encourage consistent collegial support to enhance practices, recognise achievements, celebrate success and maintain equity.

To support staff well-being and self-care in order to meet the needs of our complex environment.

#### 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.

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 a three day trip to Canberra, sailing on Sydney Harbour and Parkour sessions..

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased attendance rates for all students.	\$751.98 was spent on rewards for students that achieved their daily behavioural goals. Most students are highly motivated to achieve the different award levels.	Students are attending school more often due to the supported environment, close monitoring with families and the use of 'in-school' suspension as opposed to be excluded from school.
Increased percentage of students attend school every day in both settings.		Teaching and non teaching staff are rostered to attend mainstream schools each integration day to support individual students. Karningul students feel supported and are more likely to attend their mainstream school. Mainstream schools seek the additional support and have provided positive feedback for the support.
Improved consistency in language use by all staff.		All staff are using positive, consistent language with the students. High expectations have been set for students which is monitored and recorded on their daily check sheets.

#### 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.

Students can suggest ideas to improve the learning culture and how their learning can be better supported.



## Strategic Direction 3

### Transition

#### 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. The Parkour program at Bankstown provided many challenges to overcome hurdles and to find your inner strength.
- 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 enrollments.
- 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 Home School Liaison Officer intervened.
- Some students returned full time to their mainstream setting and were successfully managing their behaviour.
- Students that demonstrated appropriate behaviour were provided additional opportunities to practice their skills in public. This included a 3 day/2 night excursion to Canberra.

#### 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.  A high percentage of students return full time to their mainstream school where they successfully reintegrate and continue their schooling.		All students transitioning into Year 7 were supported by mainstream high schools to attend full time at the start of the year. Four students successfully transitioned full time and exited the Karningul program. Several students were able to return to their mainstream school for additional days throughout the year.

#### 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, with an emphasis on trauma 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		
Socio-economic background		

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	9	17	18	18
Girls	0	0	0	0

Over the past three years there has been a significant increase in enrollment numbers at Karningul School. Students tend to be enrolled for longer periods of time.

As students exit the program and vacancies arise, the positions are filled by the panel process at regional level. The panel meets each term.

### 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(SLSO).

The class groups are formed in stage groups when possible. During 2018, there was one Stage 3 class, one Stage 4 class and a mixed stage group.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	2.5
Teacher Librarian	0.17
School Administration and Support Staff	4.41
Other Positions	0.2

\*Full Time Equivalent

During 2018, there were no Aboriginal employees at Karningul School.

### Workforce retention

During 2018, the substantive Assistant Principal received a promotion to a different school and one of the substantive classroom teachers transferred closer to home.

A new Assistant Principal and teacher were recruited during the year.

The school administration manager successfully applied for a promotion to another school. During Terms 1 and 2, a temporary staff member was employed. This position was recruited during Term 2. The temporary applicant was successful at interview and permanently appointed as of Term 3.

### 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	60

### Professional learning and teacher accreditation

During 2018, Karningul Staff participated in a variety of professional learning sessions. The sessions included mandatory training for child protection, code of conduct and provide emergency care and anaphylaxis.

Whole school staff training was held during the school holidays and one weekend. All staff completed the course 'Managing Anxiety Disorders' as this is a common symptom of the students enrolled in the school.

Individual staff attended professional learning to support their goals set in their professional development plans. Staff reported their experiences at professional learning sessions at school staff meetings.

All teaching staff are currently maintaining accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	38,675
<b>Revenue</b>	1,109,803
Appropriation	1,107,448
Sale of Goods and Services	330
Grants and Contributions	1,369
Gain and Loss	0
Other Revenue	0
Investment Income	655
<b>Expenses</b>	-951,997
Recurrent Expenses	-951,997
Employee Related	-892,324
Operating Expenses	-59,673
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	157,806
<b>Balance Carried Forward</b>	196,481

The school's financial management processes are the responsibility of the school finance team and are carried out in accordance with financial policy requirements. All of the equity funding was directed towards additional staffing positions in accordance with priority areas outlined in the school plan. Savings carried forward are for planned additional staffing positions and anticipated projects and processes to support the Strategic Directions of the School Plan (2018–2020).

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	347,911
Base Per Capita	7,762
Base Location	0
Other Base	340,149
<b>Equity Total</b>	39,716
Equity Aboriginal	1,486
Equity Socio economic	38,230
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	609,570
<b>Other Total</b>	8,433
<b>Grand Total</b>	1,005,630

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

### School-based assessment

All students are tested on enrollment in the Karningul program. The tests administered are South Australian Spelling Test, Holborn Reading Scale BURT Word Recognition, PM Benchmark and SENA 1 & 2. The test results are used to determine outcomes in individual learning plans and whether or not intensive reading support is required.

Those students showing significant gaps in reading are timetabled to attend MultiLit sessions several times per week with a trained School Learning Support Officer.

Students are retested at the end of the year or throughout the year, if exiting the Karningul program. Results are shared with mainstream schools and families.

Of the students tested and retested in a 10 month period, the range for spelling was +2yrs.07mths – +0yrs.3mths. The range for reading was +2yrs.0mths – +0yrs.3mths and the range for word recognition was +1yr.01mth – –0yrs.7mths.

## Parent/caregiver, student, teacher satisfaction

All staff members (including part-time temps), parents/carers, mainstream schools and students were

asked to complete a survey about the Karningul School program. Comments and recommendations from the survey are used to make changes to the program to better support our students when possible.

Of the surveys returned, indications were high that the program offered at Karningul was well received and valued.

Schools:

***I think the staff at Karningul were outstanding in the communication and support of our student. They were always available to meet and support us.***

***Over the year our student has shown improvement in controlling his anxiety. I believe he has implemented strategies taught at Karningul.***

Parents:

***There has been a big change. He actually wakes up and wants to go to school, before he dreaded school.***

***I think the staff are a great group and very understanding with everything I have had to deal with.***

***You have met my child's needs by more one on one time.***

Students:

***I fit in here.***

***You understand I learn differently.***

Staff:

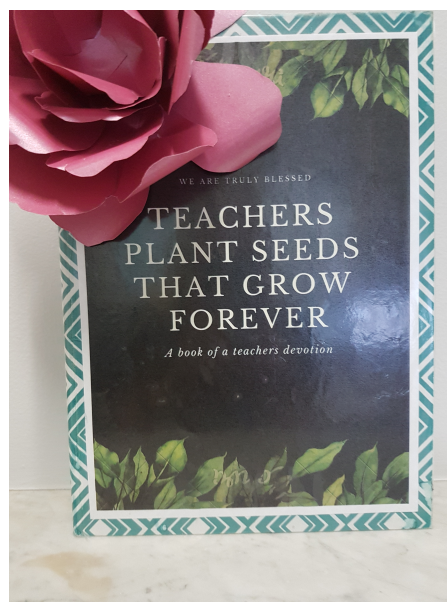
***I believe all students have benefited from the program which is evident through comparison of behaviour before and after enrollment.***

***We give students opportunities to practice modeled behaviour in mainstream settings and real life situations.***

***Morning and afternoon briefings provides a medium for effective communication***

***I believe Karningul instills a sense of belonging for students and provides a safe, supportive learning environment..***

This photo is of a present one parent handmade and presented to the staff. Inside the box, it says "What you planted has *Bloomed*".



## Policy requirements

### Aboriginal education

Karningul School is on the traditional land of the Cabrogul Clan and Darug Nation.

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.

Aboriginal students are encouraged to welcome guests to country when open days are held.



### Multicultural and anti-racism education

Karningul School includes 30% 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 2018, Harmony Day was celebrated with a luncheon including families. Students and staff were asked to bring a dish to share, representing their culture. Intercultural understanding, tolerance and respect was promoted. all students participated in the luncheon.

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