

Arranounbai School

Annual Report



2018

Introduction

The Annual Report for **2018** is provided to the community of Arranounbai 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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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 diverse and consists of children and young people K–12. The types and levels of disability vary from physical and intellectual disabilities, Autism and 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 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, external providers; 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 and participated in an external validation. 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 the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the following:

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

The school's self-assessment is consistent with the evidence presented in 3 element/s and is validated using the School Excellence Framework. In the element of Wellbeing the evidence presented indicates the school is operating at the **Excelling** stage. In the element of Curriculum the evidence presented indicates the school is operating at the **Sustaining and Growing** stage. In the element of Reporting the evidence presented indicates the school is operating at the **Sustaining and Growing** stage.

Arranounbai's 2018–2020 school plan, explicitly sets out priorities for high quality programs that engage learners in innovative, meaningful and inclusive learning experiences. Our school has strengthened the focus on functional communication, implementing Key Word Sign across the entire school. Building a school culture that shares common language and knowledge aimed at enhancing student potential and success. The school has particularly focused on delivering innovative programs that engage all individuals.

The school has processes in place to support wellbeing and addresses the needs of all students through Individual Learning Plans. Teaching programs have a strong focus on differentiation of curriculum in recognition of each students identified needs. There is a planned approach to communicate behaviour expectations through whole school Positive Behaviour for Learning, and promoting student engagement is a key focus within assessment and reporting.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Arranounbai supports an overall determination of **Delivering** in the elements of *Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development*.

At Arranounbai our evidence indicates that all staff are committed to identifying, understanding and implementing the most effective teaching methods as determined by students' individual learning programs. Student assessment data is regularly used to inform teaching and learning programs that enhance and support the development of each child. Staff are supported to identify and participate in professional learning aligned with the school plan and to reflect on practice to improve performance and consistency across the school community. The Executive have put in place systems to seek feedback from staff around the impact of professional learning on student learning outcomes, and to identify priorities for future professional learning.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Arranounbai supports an overall determination of **Delivering** in the elements of *Educational Leadership, School Planning, Implementation and Reporting and Management Practices and Processes*. In the element of School resources the evidence presented indicates the school is operating at the Excelling stage.

The Arranounbai Principal and school leadership team are the driving force supporting a culture of high expectations and community engagement. The school actively pursues avenues to enhance students' real life experiences, inclusion, learning and wellbeing by building strong partnerships with parents, families, community members, local schools, external agencies and training organisations. These relationships and partnerships address identified student needs by providing access to experiences, support and resources not available within the school.

Professional Learning in the school is determined by the 2018–2020 strategic directions: Engaged Learners and Functional Communicators. Emphasis is on the development of effective instructional leadership, management skills and

leadership attributes to facilitate whole school improvement.

The 2018–2020 school plan is central to Arranounbai's aim to maintain and strengthen the learning of all through a culture of inclusion, reflection and celebration of achievements across home, school and community environments. School resources are carefully allocated to achieve the maximum impact on improved student learning outcomes.

We are proud of our achievements as a whole school community and the external validation process has provided us with a vision and common goal to continue creating high quality innovative programs that engage students in meaningful and challenging learning experiences enabling them to be industrious and accountable members of their community.

Arranounbai School undertakes school planning, implementing and reporting that is rigorous and based on all stakeholder feedback. Our self-assessment process has been strengthened by undertaking the External Validation process, which allowed us to undertake robust assessment of the qualitative and quantitative data that exists within the school. Analysis of Professional Learning, analysis of our Positive Behaviour for Learning data, school based assessment data inclusive of our life skills outcomes and surveys of staff and families allows us to determine where we are on our school improvement journey based on the School Excellence Framework. Arranounbai School is known within our school community and beyond for knowing, valuing and caring for each student. We have authentic, meaningful partnerships with our parents, carers, families and extended school community, as well as our partnership with our community of schools of the Warringah area, which allows us countless opportunities to reflect on our practices and harness resources to support our goal for having every student, every teacher and the school improve every year.

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

Engaged Learners

Purpose

To create a learning environment that engages, challenges and inspires students to achieve their personal best.

Overall summary of progress

The commitment of the staff to establish what engaged learners look like at Arranounbai evoked professional discussion between all staff; both teachers and SLSOs developed a practical baseline data collection system. With the help of Alex Oo and Ryder Tracy a data sheet was created and every staff member collected data for a three week period for 10 minutes every session. Staff reflection and feedback highlighted the areas of greater student engagement and provided thoughtful analysis of each student at Arranounbai. These discussions assisted in the recognition that students avoidance and disengagement needed further assistance to enable and develop greater strategies to assist each learner to be engaged.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating observable engagement with their learning.	2 x Release days to formulate baseline data collection for all staff. Time to gather data consistently within a three week period.	Data collected and discussed through collaborative discussions with all staff.
Decrease the proportion of students demonstrating avoidance behaviours and disengagement.	\$0	Introduction of Arranounbai Attitude Program across the school in T3. All classes participate in Arranounbai Attitude on a Monday morning. A lesson plan is provided to all staff on the Friday prior to the lesson. Additional time is provided to the PBL team leader to write the lesson each week.
Increase teacher knowledge around how to effectively engage students and identify engagement in students.	\$0	Teachers participated in collaborative professional learning in order to effectively engage all styles of learners. Collegial observations

Next Steps

- Address the challenge of ongoing behaviour that impacts individuals ability to be engaged learners.
- Engaging a behaviour specialist to upskill staff by providing the background and science of behaviour with all staff through focused professional learning
- Consistent use of ABC charts for all students to collect data
- Engage a behaviour specialist to observe students behaviour, consult with staff and assist with behaviour replacement strategies
- Consult with other SSP Schools and look at effective ways of collecting, collating and analysing data
- Train staff in data analysis
- Encourage and develop regular data analysis consultations for all staff to assist in driving all planning
- Consistent and regular Arranounbai Attitude planning sessions – every three weeks ensuring current needs or behaviours are addressed quickly and effectively
- Introduction of student case studies – staff sharing information in whole school communication meetings on current behaviour strategies for individual students.

- Introduction of Life Skills GO program (Social skills) across the whole school



Strategic Direction 2

Functional Communicators

Purpose

To provide relevant and user friendly communication systems that meet the unique requirements of our student cohort and create meaningful interactions between staff, students and community.

Overall summary of progress

- Arranounbai staff enthusiastically embraced the use of KWS (key word sign) immediately after professional learning. An introductory phase of signs was established and communicated to the community through the weekly newsletter. Signs were revised each staff meeting and introduced to the students through the school song.
- Communication opportunities are constantly introduced to students with a focus on life skills. A weekly visit to the local CPA Café was established with a class to create another opportunity to use communication. This proved extremely successful.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the recognition and use of Keyword signing amongst the students and staff from a 2018 baseline evaluation.	\$1000 staff training	Staff successfully trained in KWS Phases of signs to be introduced established and developed with staff and parent input Students learnt signs to the School Song, presenting each Friday
Increase the proportion of students actively using communication systems at school and in the wider community.	\$0	Introduction of the CPA Café weekly visit for a class Increase of students actively using personal sets of visuals students using ipads for communication during the weekly shopping and Canteen program Use of AAC (augmentative/alternate communication) in assembly and variety of jobs around school
Increase the percentage of parents communicating weekly with school based on 2018 baseline data.	\$0	92% of parents are connected to Classdojo. All parents receive a communication book

Next Steps

- The use of KWS is embedded at every given opportunity
- The teaching of KWS as a language approved by NESA and therefore taught as a subject in class
- To formalise the teaching of KWS signs in all classes
- Continue embedding KWS at all times
- Workshop KWS with new staff
- Offer parent workshops in a variety of communication systems; KWS, PECS (Picture exchange communication system), and eye gaze
- Introduce the next phases of signs
- Develop and introduce the NEWS program across all classes

- Maintain and increase the CPA Café to include more classes
- Increase students use of KWS during assembly to include the signing of the National Anthem
- Use of a whole school app



Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	SSP Quality Teaching Support Allocation (\$20,836)	The QTSS funding received by the school in 2018 was used towards employing a specialist art teacher one day a fortnight.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	32	39	36	29
Girls	13	14	13	11

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.88
Teacher Librarian	0.2
School Counsellor	3
School Administration and Support Staff	10.42
Other Positions	0.6

*Full Time Equivalent

Throughout 2018 Arranounbai has seen a number of positions advertised through the merit selection process. These positions included two Assistant Principals and one School Learning Support Officer (SLSO)

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	55

Professional learning and teacher accreditation

Professional learning and teacher accreditation targeted Professional Learning during 2018 was aimed at supporting the inception and development of the new 2018–2020 School Plan. All staff participated in Key Word Sign (KWS) training as a twilight session with a follow up at all weekly staff meetings. A focus on staff wellbeing was also addressed throughout the year. Another twilight session was held with Daniela Falecki from Teacher Wellbeing that helped staff introduce wellbeing buddies to assist with greater wellbeing support within our school staff.

All staff attended the SEPLA conference Day 1 of Term 3 at Warwick Farm. This provided a fabulous opportunity for collegial growth and networking with other special education settings. Further school based professional learning included weekly refreshers of KWS that were the focus of teaching for the students – these were led by staff to enhance knowledge and skills throughout the year. All staff attended data collection and recording workshops as a result we designed and participated in data collection with an Engaged Learners focus. Staff participated in behaviour management workshops, External Validation consultations and IT training with a focus on new interactive whiteboards. All staff were given the opportunity to have time using the new equipment. Teaching staff participated in programming workshops, report reviews and report writing workshops. In preparation for 2019 staff in term 4 participated in NESA skype sessions, SWANS (Students with additional needs) assessment training and collaborated on a new format for student Individual Learning Programs (ILPs)

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. In Term 3, to enhance whole school communication further a daily communication meeting was scheduled each afternoon.

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 staff's professional development.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	413,752
Revenue	2,747,534
Appropriation	2,673,816
Sale of Goods and Services	2,566
Grants and Contributions	67,714
Gain and Loss	0
Other Revenue	100
Investment Income	3,339
Expenses	-2,579,776
Recurrent Expenses	-2,579,776
Employee Related	-2,358,736
Operating Expenses	-221,040
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	167,758
Balance Carried Forward	581,510

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 again this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focussing on the HR budget tool, SAP and the Electronic Financial Planning Tool. The intended use of funds available from 2018 is to provide necessary additional classroom support to ensure the best outcomes for all students, continued upgrading of 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.

	2018 Actual (\$)
Base Total	530,649
Base Per Capita	20,698
Base Location	0
Other Base	509,951
Equity Total	3,879
Equity Aboriginal	705
Equity Socio economic	3,174
Equity Language	0
Equity Disability	0
Targeted Total	1,674,878
Other Total	371,587
Grand Total	2,580,993

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018, Arranounbai sought feedback around elements of the new 2018–2020 School Plan. This included seeking input into the planning and development of focused phases of key word signs. Parents were asked to rank the importance of signs to be introduced and also other signs that perhaps should be considered in additional phases. School-based surveys were used to gather responses. 57% of the school community responded and ranked the importance of signs to be introduced and ideally taught first to the students. The top ten signs requested by families were; eat/food, help, pain/sore, finished/done, yes, no, sick, want/need, drink, happy. 77% of staff responded to ranking the most important KWS to initially introduce. The top ten responses were; eat/food, drink, finished/done, more, no, yes, help, sit, want/need, work. This input helped stage the introduction of signs that would be most useful to students, families and staff.

86% of parents participated in an end of year survey looking at both strategic directions; Functional communicators and Engaged learners. 97% of respondents stated the classdojo app was the preferred method of communication allowing families to see their children engaging at school. "Lets me see more pictures and the little achievements the kids make"

"Loving seeing the photos"

"I like the way dojo is used" "I really appreciate your efforts and I am so happy to see my son desperate to come to school everyday"

68% of families responded to feedback in relation to Functional communicators – 60% stated they had received enough information about the introduction of KWS and 20% required more information. One suggestion received was to produce a "book with the KWS so families always have the reference"

"I think KWS is a great idea and communication tool for teachers, parents and kids"

"I don't always find the KWS's appropriate for our needs at the time"

88% of students reported that they enjoyed coming to school. "I like school but its noisy". 65% like learning KWS "I like KWS on Fridays for the school song" and 35% of students who responded use KWS. 77% of respondents like using visuals at school.

96% of staff provided feedback about what they had learnt at the SEPLA conference. Some responses are presented below:

"The children's hospital seminar reminded me of the importance of fine motor skill practice prior to writing plus crossing midline activities. Have integrated core & midline work into 'minute to win it' activities."

"Learn and apply more KWS into my teaching and assist students to sign on a more regular basis by providing clearing modelling of signs"

"How positive engagement really impacts on the individuals learning outcomes"

"Being my authentic self"

"Engagement is the key – and that means variety"

"Teach the student not the subject"

"Importance and power of being positive and the implementation of PERMA"

"Connect before curriculum"

"Improved ways of collecting data on students, especially in regards to specific programs"

Staff also provided feedback in response to an Intense three week data collection project looking at *Engaged Learners*.

87% of staff noted that any Interactive whiteboard activity engaged students. Staff also noted that activities that had too much talking disengaged students quickly. "Students responded positively to subjects that included a hands on approach"

"The intense data collection was a good reminder of engagement and what it looks like across the school"



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. Some Arranounbai students joined Belrose Public School for Naidoc celebrations, participating in a smoking ceremony and a yarn with an Elder as he made a carving. Students are frequently using and encouraged to implement symbols and images to communicate with peers and adults. 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 (ARCO) trained teacher, to support our commitment to the elimination of racial discrimination.