

Karonga School Annual Report



2018



Karonga School

5670

Introduction

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

Karonga School

Karonga Close (via Dent St)

Epping, 2121

www.karonga-s.schools.nsw.edu.au

karonga-s.school@det.nsw.edu.au

9868 1922

Message from the Principal

At Karonga we believe that all students can learn. In 2018 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.

2018 saw the ongoing partnership with the P&C and the provision of Music Therapy, Occupational Therapy and Speech Therapy at Karonga.

Much work was done across the year to improve the learning environment for students with renovations to Maxi's playground shade sails with the installation of larger shade sails giving greater coverage of the playground and improved comfort and safety for the students. We installed a new glass safety fence on the side of the pool to allow staff opportunity for including all students during the swim session. Working closely with The Epping Club, we renovated a space to install a gymnasium for the students which features new flooring, acoustic wall panelling, LCD panel and gymnasium equipment. The students have also benefitted from a personal trainer joining us 1 day per week provided by the Epping Club through the ClubGrants program.

We celebrated the graduation of seven students – Adrian, Ian, Cassandra, Georgia, Monique, Chris and Sara. 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 with TAFE horticulture taster courses 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.

School background

School vision statement

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 the community that supports students to become life-long learners and valued members of society.

Karonga's vision is supported by our collective commitment to Learning, Independence and Partnership.

School context

Karonga SSP currently has an enrolment of 77 students with moderate to severe intellectual disabilities from 4 to 18 years of age. Many of the students also have additional behavioural, medical, physical 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 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 strong 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. 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 2018 the Karonga staff reflected on the impact of specific programs on student learning. The school executive, in applying the School Excellence Framework sought to determine measures of delivering, sustaining and growing and excelling. The staff identified six areas of growth, specifically: reporting, effective classroom practice, the application of professional standards, school planning, implementation and reporting, resources and management practices and processes, though considered the area of data skills, and their use to be an area which needs further exploration.

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

Dynamic and Responsive Teaching and Learning

Purpose

Students at Karonga have highly individualised need. Students learn at their own pace, reflected in the development of robust personalised learning plans. Staff are challenged with the responsibility of providing teaching and learning programs that offer continuity throughout the school and consistency across staff while allowing opportunities for staff to share effective classroom practice and to learn and grow from each other.

Overall summary of progress

2018 saw the continuation of a suite of initiatives designed to enhance communication and language development for our students. These initiatives include Key Word Sign training, Picture Exchange Communication protocols, consideration for the Communication Passport program and continuation of engagement with paraprofessionals.

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. With the national NDIS initiative, review of the speech therapy program at Karonga has concluded that many families are under the assumption that all speech therapy support is being delivered, so a review of its personalised delivery was initiated concluding that this would be better met on an individual basis through the National Disability Insurance Scheme.

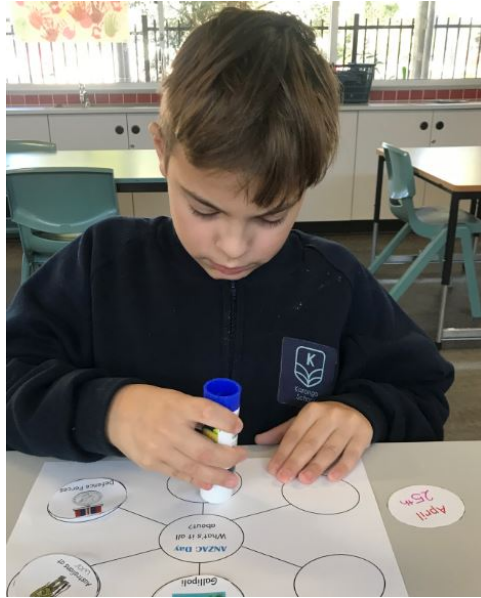
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students provided with complex and individualised programs that are monitored by whole school processes as evidenced by pre and post data.	\$7094 RAM Equity low SES, \$5746 RAM Equity English and a further \$22306 from School Support allocations were utilised to provide flexible SLSO support to students with complex needs.	Implementation of agile support resulted in decrease incidents and increased student engagement in learning.
Student communication learning needs enhanced by teacher professional learning as evidenced by teaching and learning exchanges and programming which reflect a variety of communication supports.	A portion of the professional learning budget of \$25111 was utilised to support implementation of Key Word Sign training for all staff and to release staff to work with speech therapy team.	PLP goals were set collaboratively between the speech therapists and teachers. Reports reflected progress made.
Teaching and learning programs describe expected student progression in knowledge, understanding and skill level and the assessments that measure them as evidenced by program supervision documentation and monitoring.	Resourced within context of supervision expectations.	Student reports reflect student learning progression as measured throughout the year. Mid year monitoring of PLP goals in association with school assessment and reporting sees the refinement of teaching and learning programs.
Student assessment is focussed through specific, measureable, achievable, relevant and time limited goals.	Portion of 0.222 FTE QTSS allocation and \$48958 QTSA allocation	QTSS and QTSA release provided for school leaders to work with staff in development of SMART goals when reviewing and providing guidance regarding student Personalised Learning Plans

Next Steps

Karonga will collaborate with the P & C to most effectively direct financial support for the benefit of all students at the school.

Excellent Personalised learning programs lie at the core of the pedagogical provision at Karonga, and establishing robust communication and self-regulatory tools for students to access remains a current focus.



Strategic Direction 2

Tools for Teaching Together

Purpose

External performance measures are not readily available for our student group. Without these there is a challenge in being able to effectively identify the impact of our teaching and learning. Through providing teachers with a suite of tools for their teaching they are empowered to validate classroom practice. These tools will directly impact student learning outcomes. School wide implementation provides reliability and consistency to allow identification of value add / impact for students at Karonga.

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 an annual special education conference. Teachers participated in school exchanges to enhance professional learning. Executive staff supported classroom teachers with a QTSS model (Quality Teaching, Successful Students). Executive staff visited classrooms and observed teaching and learning, mentoring these teachers in the ensuing feedback session. Karonga In The Zone (KITZ) was implemented throughout the school, where staff utilised a 'Sensory Profiling Tool' to identify student needs, and consider ways to include specific strategies in learning programs. This Profiling Tool was used at the end of the school year as a platform to share information with subsequent teachers. Evidence of impact can be seen in changes to teaching and learning programs and engineering of classroom environments to support student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
KITZ trial: students demonstrate increased regulation and engagement in learning as evidenced by physical zones of learning and reduction in incident report data, incident response and serious behaviour.	School operational funds of \$14000 were provided to support Karonga In The Zone for Learning [KITZ] for the procurement of non-consumable resources.	Classroom resources purchased to support students regulating their behaviour e.g. Rocking and swaying chairs, a floating bed, tents and smaller sensory resources.
Students demonstrate increased regulation and engagement as evidenced by comparative pre-post data. Teachers utilise KITZ sensory profiling tool as evidence base for making PLP decisions and classroom	Targeted occupational therapy consultation was provided by P&C funds with additional school allocation of \$1000 to provide direct PL.	Improved regulation and engagement observed. Sensory Profiling Tool used as a discussion point in student handover material.
Student centred learning is affected by teachers participating in collaborative practice as evidenced by collegial development of PLP goals including extra goals with point in time requirement.	\$48948 was allocated to ensure that executive staff and teachers were released to coach, mentor and collaborate in development and action on teacher PDP goals.	Collegial practice extended through professional learning communicates meeting regularly to challenge, develop and support class teaching and learning programs.
Student assessment and monitoring is enhanced by implementation of PLP style guide inclusive of supervision of teacher assessment evidence sets.	Supervision / mentoring for teaching staff forms part of 0.234FTE QTSS/ \$48958 QTSA provisions.	Bi-annual sets of evidence initiated to support reporting and assessment measures.

Next Steps

Supporting Great Teaching, Inspired Learning remains a focal point at Karonga School. MAPA (Managing Actual and

Potential Aggression) will be reviewed for managing student behaviour, and professional learning around a specific communication program (Picture Exchange Communication System) will enhance an understanding of communication for our school population which remains at the heart of the syllabus.



Strategic Direction 3

Connecting, Thriving and Succeeding

Purpose

To be ready to learn our students have particular need in regulating their own state of wellbeing. At Karonga there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Overall summary of progress

Staff induction processes have been refined to include a formal induction for new staff members commencing in term 1. Executive and school leaders have delivered information and protocol sessions to new staff to better support them. Weekly professional learning with support material has offered an opportunity for discussion, and an understanding of the practices particular to Karonga, with expectations of teaching and support staff. Staff induction throughout the year benefits from this established professional learning protocol with new staff reporting that they feel enabled to engage with whole school systems and processes more effectively.

Students continue to connect, thrive and succeed with a broad range of opportunities designed to allow students to grow skills developed across the school and outside the school environment being implemented throughout the year. 2018 saw the continuation of opportunities such as Sailors with Disability and TAFE horticulture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students thrive through appropriate support developed through school wide collection and analysis of data.	School operational.	Learning & Support Team meetings formalised to reflect on and inform practice around complex case management.
Students succeed through whole school processes and programs that identify, regularly monitor and review individualised teaching and learning content selection.	School support allocations of \$22306 with additional school operational funds to provide flexible SLSO support.	Increased support for individual complex learners through flexible staffing allocations. provided for an improvement in student learning and wellbeing through appropriate data collection, feedback through executive and learning and support team and improved processes of incident recording. .
Student engagement, connection and learning is enhanced by PBL and other expectations of behaviour management. These strategies are explicitly and consistently taught. PBL expectations are clearly implemented in classrooms and through programs and student PLPs.	\$5000 school operational funds allocated.	Consistent PBL visuals implemented across the school. Continued personalised photographic evidence of what PBL looks like at Karonga is needed.

Next Steps

Moving forward, it would be prudent to commit the Induction program, along with other programs to a hard copy format so that staff may refer to the advice and so that all staff are hearing the same information. A Staff Handbook, Induction program and Transition Policy would be considered as valuable tools to support staff at Karonga School.

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
Aboriginal background loading	\$1426	NAIDOC celebrations enhanced by resource input. All students engaged. The success of this initiative has seen the school keen to expand the opportunity in 2019.
English language proficiency	\$38135	Support for English language developed through communication resourcing with particular focus in Strategic Direction 1 including the release time for AP and SLSO engagement for communication support across all students. Additional ELP funding was applied to post new arrivals program student to continue program beyond NAP threshold.
Quality Teaching, Successful Students (QTSS)	FTE 0.234 Allocation	PDPs support through embedding of supervisor observation and feedback . Identified areas for improvement in consistency of engagement / observation and also in skill development for lead teachers.
Socio-economic background	\$7094	Funding applied to additional support staff to support engagement for students with significant social and behaviour issues.
Targeted student support for refugees and new arrivals	Not applicable in 2018	



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	46	44	54	44
Girls	27	27	33	29

In 2018, there were 73 students enrolled at Karonga. School attendance is always subject to a variety of influences. For many of our students, their health care needs impact on school attendance. Students may also attend therapy and other programs during school hours as part of their personalised learning plan and following learning and support team consideration approval is occasional given for such instances.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.21
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	17.82
Other Positions	0.2

*Full Time Equivalent

During 2018 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

Financial summary

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

	2018 Actual (\$)
Opening Balance	85,402
Revenue	4,315,931
Appropriation	4,071,347
Sale of Goods and Services	-586
Grants and Contributions	242,951
Gain and Loss	0
Other Revenue	0
Investment Income	2,218
Expenses	-4,268,931
Recurrent Expenses	-4,268,931
Employee Related	-3,660,314
Operating Expenses	-608,617
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	47,000
Balance Carried Forward	132,401

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 community use of school in other areas.

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. Investments have been made in the renewal of information and communication technology tools for

learning across Karonga and PPTC. During 2018, 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 gym learning space 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 of the quality of the environment. Expenditure of significant monies in preparation for renovations to the multi-sports court have been made in anticipation of completing works in 2019. In addition to this we have utilised Special Olympics instructors in structured aquatics sessions and also began work with a physiotherapist supporting our students with more complex physical disabilities. It is noteworthy that carry forward surpluses can be seen as late year budget adjustments provided by schools finance that were unforeseen. Equity funding was utilised to support communication and language development across all classes with provision of additional school earning support officer allocations, targeted English language support for refugee students and targeted support for development of social capacity and engagement in learning for prioritised students. .

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	864,866
Base Per Capita	36,222
Base Location	0
Other Base	828,644
Equity Total	46,654
Equity Aboriginal	1,426
Equity Socio economic	7,094
Equity Language	38,135
Equity Disability	0
Targeted Total	2,764,981
Other Total	263,959
Grand Total	3,940,461

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 2018, 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 was completed online with parents giving response to the survey. A 'Welcome' sign reflecting the diverse languages and dialects evident at Karonga School was commissioned to greet families as they enter the school buildings.

Parents report an overall sense of connection with the school. Staff have anecdotally noted an increase in parent attendance at school events and there is a clear increase in parent volunteer interaction in class activities both in intermittent excursions and also in regular weekly activities. The annual Key Word Signing course was well received by parents, some returning from the 2017 delivery, with positive written feedback given.

Staff analysis of incident data noted a decreased frequency of 'Incident Reports' reflecting a commitment to supporting student learning and regulation, whilst also supporting the wellbeing of the school staff.



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 2018 we celebrated NAIDOC week with a brilliant performance of Aboriginal cultural dancing and signing with resource

through equity funding utilised for this important event. 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 69% 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.