

Karlingul School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Karningul School

1A Auburn Rd

Regents Park, 2143

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

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

9738 8511

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

Increased attendance rate for all students as compared to data from their previous school and enrollment at Karningul..

A decrease in educational time lost due to less suspensions as a result of inappropriate behaviour.

An increased proportion of students improving on internal and external literacy and numeracy measures.

Progress towards achieving improvement measures

Process 1: Music Program

The Arts are an integral part of the programs offered at Karningul. The school has committed to this by employing a specialist music teacher one day per week and purchasing a wide range of instruments. The students participate in one hour class lessons as well as individual tuition on an instrument of their choice each week. The instruments are offered on loan for further practice at home. Individual tuition is offered for 30 minute sessions.

Evaluation	Funds Expended (Resources)
Students want to participate in the program. Students are proud of their achievements. Students achieve syllabus outcomes. Students behave appropriately due to their engagement in the program. Students perform at the end of year assembly.	Musical instruments are purchased and maintained through school budget. A music teacher is employed to deliver the program.

Process 2: MultiLit Program

MultiLit is a research-based initiative of Macquarie University, which aims to address the needs of students with reading disabilities by providing an intensive, structured, systematic program of instruction in reading and related skills. Students attend 30 minute sessions individually, 4 days per week.

Evaluation	Funds Expended (Resources)
All students are reassessed using standardised testing. All students should show growth reflective of the time on the program or more. Students that require continuation on the program are noted to be timetabled the following year.	Aboriginal Funding and Low Socio Economic Funds are used to employ an SLSO to deliver this program 4 days per week.

Process 3: Rap 4 Change – 2018

An intensive 10 week program to help educate young people in the awareness of current social concerns, including bullying, through rap music, motivational speaking and interactive audience

Progress towards achieving improvement measures

Process 3: participation. The aim of the program is to influence and impact young people to make positive choices in all aspects of life. **It was decided to not continue with this program in 2019 due to the needs of the students. PCYC.–Fit For Life (below) to replace Rap4Change.**

Evaluation	Funds Expended (Resources)
Not applicable.	There were no funds used.

Process 4: FIT FOR LIFE Police Citizens Youth Club (PCYC) Bankstown

Fit for Life is an entry level activity using boxing (or any fitness activity), incidental education and consistent mentoring to encourage youth at-risk to connect and remain engaged with PCYC NSW club offerings in a youth friendly, physically and culturally safe environment. They receive free membership to the PCYC.

It is a foundational activity along the Youth & Crime Prevention Command RISEUP pathway with the potential to lead participants into more structured programs such as Fit for Work and Blue Star leadership programs. This program will be focusing on fitness, community engagement and impacting change, positive growth and inclusion. The program is based around the 5 core principles of PCYC – commitment, resilience, integrity, citizenship and respect, which are taught through core messages and reinforced through the Sporting activity.

The Program targets young people between the ages of 10–17, identified as at-risk of or already engaging in anti-social or offending behaviours that are likely to set them onto a poor life trajectory. **DURATION:** Once a week, 1 hour

Evaluation	Funds Expended (Resources)
<p>The program has been very successful. Attendance on Thursdays was maintained. Students completed a survey about future participation and all students indicated they enjoyed the experience and wished to continue. Students worked hard to achieve their behavioural goals to ensure their participation.</p> <p>The relationship with the school liaison police is well established. This has improved the overall attitude towards police in general.</p> <p>The program will be extended into 2020 as a result.</p>	<p>All sporting equipment and refreshments are provided by PCYC. The cost is covered by NSW Police. Students are transported by staff cars.</p>

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.

Improvement Measures

Increased attendance rates for all students.

Increased percentage of students attend school every day in both settings.

Improved consistency in language use by all staff.

Progress towards achieving improvement measures

Process 1: Professional Learning

All staff identify their professional learning needs in their annual professional development plan. Courses are offered to match need. Training is provided for all staff to develop their skills in understanding behaviour disorders, mental illness and anxiety.

Evaluation	Funds Expended (Resources)
All staff will achieve outcomes listed in their annual professional learning plan. This will determine future learning paths.	In 2019, \$4471.52 was spent on professional learning.

Process 2: School Management Project

School wide processes and the reward system are used effectively and consistently and are regularly reviewed and adapted to meet student needs and their behavioural goals .

All staff enforce the expectations of common language.

Boundaries are set for limited tolerance of disrespectful behaviour in designated areas of the school.

Evaluation	Funds Expended (Resources)
Most students are motivated by the point system. Most students will gain multiple awards.	Global funds are used for all rewards. The total cost for the year 2019 was \$893.02 Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 3: School Leadership Project

A class captain is appointed to increase understanding of responsibilities and to contribute to the learning of other students as well as the broader community.

Class captains represent the student body as a school council and meet fortnightly to discuss ideas.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Not applicable.

No funds were expended.

Strategic Direction 3

Transition

Purpose

To provide strategies for students to enable them to adapt when moving between school settings and the community.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Annual reviews

Meetings are held annually with all stakeholders to ensure the Karningul program is serving the needs of the student and their families. Appropriate placement and future planning is discussed and projected.

Evaluation	Funds Expended (Resources)
Students are appropriately placed for the following school year. A transition plan is implemented.	There is no cost associated with this program.

Process 2: Transition Plans

Transition plans are negotiated between the two schools and monitored weekly. Separate transition plans are written for students moving to new settings including Year 6 to 7.

Evaluation	Funds Expended (Resources)
Students successfully transition to high school without incident and complete their schooling.	There is no cost associated with this program.

Process 3: Resilience and Well-being Programs

Staff focus on resilience programs to build character and well-being in students to enhance their successful transition and return to their mainstream school.

Evaluation	Funds Expended (Resources)
Participation is monitored and changes are made to adapt to individual students. Students requiring further intervention or support are referred to the school counsellor. Outside agencies are sought for long term intervention.	The cost of this teacher was covered by our counselling allocation.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Karningul School received no additional funding for Aboriginal students in 2019.	All students developed a better understanding of Aboriginal Culture.
Socio-economic background	The total funding for 2019 was \$37 091. Additional school funds were used to run this program.	All students showed improvement in their reading levels when reassessed at the end of the year. Significant gains were made by some.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	17	18	18	21
Girls	0	0	0	0

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	2.51
Teacher Librarian	0.17
School Administration and Support Staff	4.41
Other Positions	0.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	196,481
Revenue	1,157,672
Appropriation	1,154,921
Sale of Goods and Services	612
Grants and contributions	1,816
Investment income	323
Expenses	-968,341
Employee related	-910,346
Operating expenses	-57,995
Surplus / deficit for the year	189,330

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	622,005
Equity Total	37,091
Equity - Aboriginal	0
Equity - Socio-economic	37,091
Equity - Language	0
Equity - Disability	0
Base Total	393,578
Base - Per Capita	9,418
Base - Location	0
Base - Other	384,160
Other Total	36,870
Grand Total	1,089,544

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.

Parent/caregiver, student, teacher satisfaction

A survey was provided to all parents/carers, teaching and non-teaching staff, students and the mainstream schools the students attend to for integration.

All parent's comments were positive and indicated the program had been successful for their child. Some of the feedback was very supportive.

"Karningul caters for each individual's needs. The support is fantastic and the overall environment is welcoming and friendly"

"A lot of effort, planning and support is exerted to ensure my child's academic needs are met."

"my son has come a long way and Karningul has been very good and patient. His self esteem and belief has come a long way."

"We are extremely grateful to this school for everything they have done for our son."

All teaching staff responded to the survey. All comments were positive and some suggestions were made for improvement.

"Morning and afternoon briefings/debriefings with all staff are helpful."

"Good support. I feel my opinion is heard and respected."

"I have seen significant social growth in students."

School Learning Support Officers

"All teaching staff support SLSOs in the classrooms. Makes us feel valued."

Mainstream Schools

"Our student is much more settled after going to Karningul. He is able to calm himself down."

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.