

Verona School

2019 Annual Report



5583

## Introduction

The Annual Report for 2019 is provided to the community of Verona 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

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### Message from the principal

2019 signalled a significant change at Verona School following Principal, Craig Wheele's appointment, through merit selection, to Centennial School . Mr Wheele led the Verona School for seven years and leaves a lasting legacy. His mantra of "be the best you can be whilst supporting others to be the best they can be" has provided inspiration to countless students and staff alike, and will always be part of the fabric of Verona School.

Mr George Balis acted in the principal role until Ms Carla Scott was appointed in Term 3. She remained on maternity leave to take up the position in Term 1 2020.

The Verona School Community thank Mr Wheele and Mr Balis for their energy, enthusiasm and commitment to leading our school community.

In 2019 Ms Kathryn Meggit and Ms Yana Thrasylvoulou were appointed, through merit selection as permanent teaching staff and Ms Melissa Davis and Mr Adam Holt were appointed through the transfer system as School Learning Support officers. They have brought about much knowledge, innovation and collective experience to our team at Verona School.

Mr James Berry one of our much loved SLSO's accepted a transfer to the Highlands School and Ms Meggit accepted a temporary promotion position to Campbell House. They will both be missed.

Verona School had underwent some major works in 2019 with a privacy screening fence erected near the vegetable garden in response to the rapid housing development on the adjacent property. An enormous shade sail was constructed to provide a sun shade shelter over the well used basketball court and diplomat fencing was established around the storage containers on site. Funds have been allocated to undertake major capital works in 2020 under the direction of the new principal including an office upgrade, painting of classrooms, new carpet, awnings and a grounds upgrade.

In 2019, as demonstrated through the schools strategic directions, Verona School focused on improving students fundamental literacy and numeracy skills. Students were tested on enrollment and then considerable time dedicated to enhancing their understanding through the implementation of programs such as Quicksmart literacy and numeracy, Math pathways and Reading Eggs. All students have a personalised learning plan that they engage with, targets are set based on testing scores and students commitment to learning and progress is measured and reported on regularly. Learning outcomes are communicated with home schools and successes are celebrated collaboratively.

The school's approach to wellbeing is collaborative. Verona engage One Stop Allied health to provide students with access to a Speech Pathologist and a Psychologist. These professionals also support school staff with professional learning and resource development. Verona School has an active partnership with the Woodville Alliance. Together, Verona and WA are able to work with families to establish access to outreach services and provision of support. Verona School has also ensured that students cultural identity has been explored and celebrated with a focus on awareness and understanding and building tolerance across the school community.

Verona is committed to supporting students to develop fundamental life skills through relevant and engaging community experiences. Students regularly engage with Yennora Public School and support younger students with reading and

learning and have also developed a strong partnership with Fairfield Nursing Home where our students have enjoyed visiting and working with residents. Regular excursions have also assisted to travel train students so that they can be independent travelers.

This annual school report has been developed by the school executive and has provided opportunity for reflection and refinement as we complete the final year of the school plan. As a school community we look forward to developing a strong vision about how we can build the 'best' Verona for our students, staff, parents and partners.

Ms Carla Scott

Principal

### Message from the school community

I have found Verona to be excellent at engaging with both students and families / carers. I have been personally involved in consultation at a number of levels, as both a stakeholder in my son's education and as a parent representative on employment panels. My personal experience has been nothing but positive. I have been very pleased with the importance that Verona places on academic development and achievement. Students are actively involved in their own education and families receive consistent feed back in regards to both progress and problems. I have found Verona School to be flexible in their approach to developing strategies to engage students, consulting both students and carers to find solutions. I continue to be impressed at the innovative approaches that Verona seek to support their students. Beyond that, I have found Verona staff to be supportive and considerate of our family, in regards to the toll that raising challenging children can take. The staff, regardless of whether their role is teaching, support or administration, demonstrate a strong care for the well-being of their students and families. I feel very fortunate to have had my son placed at this school. I am confident that they will help him to achieve the best possible outcome from his time at school. Sincerely, Milly McConville.



# School background

## School vision statement

At Verona School, we facilitate a culture of learning, which encourages and embraces the holistic development of our students.

## School context

Verona School caters for students in Years Five to Twelve who are experiencing difficulty in managing their behavioural and emotional wellbeing in a mainstream school. Our 2017 FOEI is 191, which is in the top 2% of public schools in NSW. This demonstrates the significant welfare requirements of our school community, which we actively support in a multi-faceted approach. We provide a holistic educational setting where we provide our students with the learning opportunities to succeed.

The school's student welfare, curriculum, teaching and learning and community participation programs, recognise and proactively address this disadvantage.

The school provides proactive social learning strategies, to assist students in successfully returning to their home school or the wider community, through replicating the expectations and activities of mainstream school and communities in a smaller classroom setting. To compliment this approach and enhance student engagement, we provide opportunities for students to be involved in:

- \* Individualised transition and behaviour programs
- \* Curriculum and reward based excursions
- \* External school transition support and case management
- \* Access to TAFE Pathways including T-Vet and school based TAFE programs including Fitness (Certificate 3) and Horticulture (Certificate 2)
- \* Partnerships with Oz Harvest and Foodbank and Aboriginal education initiatives
- \* Police Youth Liaison Officer interaction and support
- \* Sports activities at Cabramatta PCYC, Food Technology and Visual Arts programs
- \* Speech Pathology and Music Therapy
- \* Social Skills Programs: links with external agencies



## 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. 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.

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/school-excellence>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1

### Literacy and Numeracy

#### Purpose

To ensure that each student has a personalised learning plan that develops their key literacy and numeracy skills, through student centred learning that is evidence based, engaging and relevant.

#### Improvement Measures

Increase the proportion of students actively engaged in literacy

Increase the proportion of students actively engaged in numeracy

Increase the percentage of students demonstrating growth in literacy

Increase the percentage of students demonstrating growth in numeracy

#### Overall summary of progress

Literacy and numeracy continues to evolve at Verona through professional learning and quality teaching.

#### Progress towards achieving improvement measures

**Process 1:** All students to be baseline tested in Terms 1 and 3 of every school year. Students entering the Verona School program in Terms 2 and 4 will be tested at enrolment

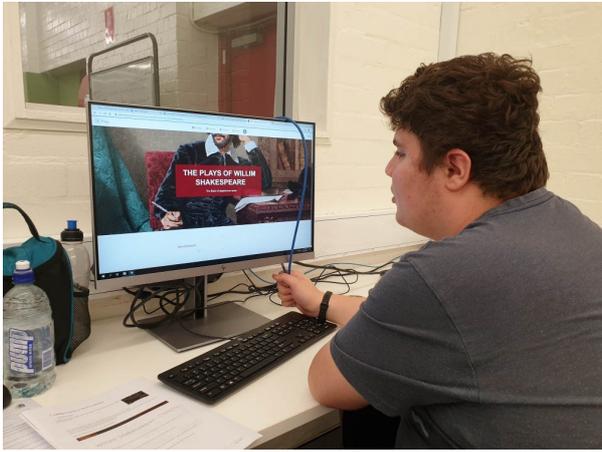
Evaluation	Funds Expended (Resources)
Though Quicksmart was discussed in Case Conference meetings held through out the year, no specific Cases Conferences were held to discuss Quicksmart results. Quicksmart due to time constraints.	Executive team member Classroom teacher Casual teacher to cover

**Process 2:** All students to have bi-annual case conference meetings, initiated by school executive and managed by the classroom teacher

Evaluation	Funds Expended (Resources)
Decision made to review need for bi annual case conferences	

**Process 3:** All students to have literacy and numeracy lessons as part of their daily timetable; led by the programming team, with starters developed by the speech pathologist and linked to data from diagnostic testing

Evaluation	Funds Expended (Resources)
Literacy and numeracy lessons have been effective in engaging students in meaningful learning. Speech pathology support has been inconsistent and requires a role review	



## Strategic Direction 2

### Curriculum

#### Purpose

To create a robust, flexible curriculum that is highly engaging, utilises emerging technologies, is collaboratively developed and differentiated to meet our students individualised needs.

#### Improvement Measures

All teaching and learning programs to increase student attendance and participation as measured by reduced self-exits

Increase the percentage of students attempting and completing formative assessment tasks

Increase the percentage of students attempting and completing summative assessment tasks

#### Progress towards achieving improvement measures

**Process 1:** All staff to have professional learning on how to develop a program in line with the new model

Evaluation	Funds Expended (Resources)
Due to the high turnover of staff in Term 4, 2019 this did not occur. Instead we reflected as a staff about where we were going to develop our programs for 2020. This included giving roles and responsibilities for each KLA for 2020.	

**Process 2:** Planning team to develop a feedback process using google docs. Staff to be professionally trained in utilising this resource

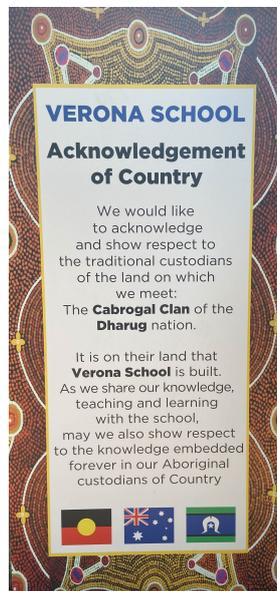
Evaluation	Funds Expended (Resources)
Due to the high turnover of staff in term 4, 2019 we looked towards 2020 and gave teachers the chance to input how programs should be given feedback.	

**Process 3:** Formative and summative assessment practices to be embedded throughout the programs with professional learning for all staff to be managed by the programming team

Evaluation	Funds Expended (Resources)
Completed in Teaching and Learning meetings with the feedback from teachers on how we can successfully implement this going forward into 2020	



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	AP support	<p>All students have personalised learning plans and are making progress in all aspects of their schooling with emphasis placed on literacy and numeracy outcomes.</p> <p>Cultural aspects are significant in the development of our students and their application in the classroom and wider community.</p> <p>Students were provided with cultural activities throughout the year and this played a vital role in breaking down barriers and stigmas through the education of non indigenous students and staff in our school.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Teaching AP SLSO	<p>Students are YARK tested and numeracy tested upon enrollment at Verona School. Testing results assist in identifying students requiring additional support. This support includes Quicksmart Literacy and Numeracy programs.</p>
<b>Socio-economic background</b>		<p>Students are provided breakfast and school resources such as stationery, books and uniform. This provision supports families experiencing hardship</p> <p>Students are supported to obtain qualifications including barista and white card training. These skills are transferable and support student in being 'job ready'.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	28	34	31	29
Girls	4	4	5	6

Verona School is supported by a home school liaison officer. The school has a deep welfare focus and follows up the non attendance of students with daily phone calls.

### 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.

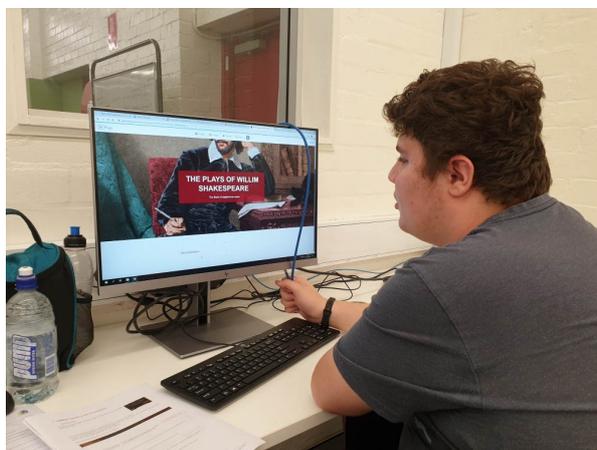
Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Students undertaking Stage 6 at Verona School working through Sydney Distance Education High School. A personalised plan is completed prior to commencing stage 6 studies with the class teacher, student, parent and disability coordinator that focuses on post school goals and options.

### Year 12 students attaining HSC or equivalent vocational education qualification

There were no Year 12 students enrolled at Verona School in 2019. There will be one Year 12 student in 2020.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.5
Teacher Librarian	0.2
School Administration and Support Staff	8.02
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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	750,857
<b>Revenue</b>	1,966,585
Appropriation	1,963,525
Grants and contributions	287
Investment income	2,772
<b>Expenses</b>	-1,661,555
Employee related	-1,510,201
Operating expenses	-151,354
<b>Surplus / deficit for the year</b>	305,030

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,172,297
<b>Equity Total</b>	87,187
Equity - Aboriginal	11,069
Equity - Socio-economic	76,118
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	467,992
Base - Per Capita	18,837
Base - Location	0
Base - Other	449,155
<b>Other Total</b>	81,650
<b>Grand Total</b>	1,809,126

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

Parents are considered as stakeholders in their child's education. At Verona School parents and carers are integral to the planning process and participate in bi annual Personalised Learning Plan conferences. Parent communication is regular and comprehensive. Participation is high in school events.

Student satisfaction is determined through engagement and participation in learning and wellbeing programs and will be formally measured through data collection in 2020. Students are also considered key stakeholders in their own learning and their participation in the personalised learning planning process is integral to their achievement of goals.

Teacher retention at Verona School is high with minimal staff turn over. Staff have been successful in gaining promotion positions through merit selection.

## 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.

Verona has a strong commitment to Aboriginal Education and decreasing the gap in attendance and educational outcomes.

### 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.

The school's ARCO has developed and incorporated anti racism education and resources into the wellbeing curriculum.

### 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.