

Arranounbai School

2019 Annual Report



Introduction

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

Arranounbai School
5 Aquatic Drive
Frenchs Forest, 2086
www.arranoun-s.schools.nsw.edu.au
arranoun-s.school@det.nsw.edu.au
9452 3168



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

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

Strategic Direction 1

Engaged Learners

Purpose

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

Improvement Measures

Increase the proportion of students demonstrating observable engagement with their learning.

Decrease the proportion of students demonstrating avoidance behaviours and disengagement.

Increase teacher knowledge around how to effectively engage students and identify engagement in students.

Overall summary of progress

In 2019, an Executive member and Jill Hellemans attended Professional Development for Essential For Living (EFL) program. In order to address the challenge of ongoing behaviour, impacting individuals ability to be engaged learners, the school created a program in collaboration with EFL and Jill Hellemans to support the development of skill deficits experienced by some of our students.

We continued to work collaboratively with Jill Hellemans, a behaviour specialist to upskill our staff. The development of the Engaged Learners Project ensured that staff were given knowledge and understanding around the science of behaviour. We have developed and embedded the consistent use of ABC charts for all students to collect data around student behaviour. Using this data stream, staff worked with Jill to develop teaching strategies, supporting staff in teaching student replacement skills, allowing students to be engaged more effectively. As a part of the Engaged Learners Project, the idea of student case study sharing was implemented, ensuring that all staff could effectively support student behaviour using the same techniques and strategies outlined by the classroom teacher.

The Principal attended visits to The Ponds SSP, William Rose SSP and Giant Steps (an independent Autism specific school) looking at effective ways of collecting, collating and analysing data. From these visits the development of data walls was introduced for Literacy and Numeracy, facilitating data conversations across the school between staff. To support the use of data in our school setting, the implementation of a Whole School Assessment Planner was shared with staff to ensure consistent collection of data across the school. A number of staff meetings were devoted to data conversations, encouraging regular data consultations for all staff, assisting in driving all planning.

As a PBL school, we continue to have consistent and regular Arranounbai Attitude lessons occurring each Monday morning across the school. The PBL team meet every three weeks to discuss current needs or behaviours, ensuring that Arranounbai Attitude lesson addressed behaviour concerns quickly and effectively. The Life Skills GO Program was used to develop student social skills across the whole school.

Progress towards achieving improvement measures

Process 1: To train all staff in effective data collection through professional learning.

Evaluation	Funds Expended (Resources)
The Executive team have collaborated with staff to develop means of data collection throughout the school. Staff participate in the collection of data for Literacy, Numeracy, Communication and individual student SMART goals. The development of data walls was initiated in late 2019 and data conversations were introduced to team and staff meetings. Teachers have been given guidelines on how their data collection should be supported by evidence through the means of student work samples, pictures and videos. Moving forward, the school will benefit from further use of data, making data collection meaningful and relevant to teaching practices. The development of data teams and continued use of data walls in combination with data conversation will assist in the mental shift needed to further support the use of data in our school.	SWANS Subscription Whole School Assessment Planner Data Walls – Literacy and Numeracy

Progress towards achieving improvement measures

Process 2: To develop checklists that can be used effectively to gather a variety of data for analysis.

Evaluation	Funds Expended (Resources)
Through the Engaged Learners Project staff have participated in professional development in the areas of student behaviour and Essential For Living (EFL). Jill Hellemans from Learn My Way has provided one-to-one professional learning, supporting teachers in developing and using data collection for behaviour and skill development. The Executive team have worked to develop documents that promote data streams such as Individual Learning Plans (ILP) and Reports. These two documents are interwoven, through the use of data collected from SWANs, teachers use these to support their teaching practices. Whole school assessment is now divided into two groups, 35% of students use EFL and the remaining 65% use SWANs. Checklists have further been developed to support staff using EFL to track students skill progression over time.	Essential For Living Jill Hellemans

Process 3: Collation and analysis of evidence.

Data collection and analysis from parents, within the home environment.

Evaluation	Funds Expended (Resources)
All staff are completing incident reports consistently when required to capture the data. Further analysis of the data is required by all staff. Development of data collection in the home environment needs further development.	Incident report used each term to capture a range of behaviours

Next Steps

- development of data teams, bringing the use of data walls and data conversations to the centre of our practice. We will continue to build on the data available to support the incorporation of a range of teaching practices and strategies.
- train staff in data analysis
- Encourage and develop regular data analysis consultations for all staff to assist in driving all planning



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.

Improvement Measures

Increase the recognition and use of Keyword signing amongst the students and staff from a 2018 baseline evaluation.

Increase the proportion of students actively using communication systems at school and in the wider community.

Increase the percentage of parents communicating weekly with school based on 2018 baseline data.

Overall summary of progress

The use of Key Word Sign continues to be embedded at every given opportunity.

In 2019, we gained NESAs approval to have Key Word Sign as a board endorsed course, enabling us to teach KWS as our Language as a mandatory subject for Years 7 and 8 students. This involved the explicit teaching of KWS to students, allowing teachers to further develop their knowledge of KWS and how to incorporate it into everyday use to support students understanding of verbal communication.

The development of stages two and three of KWS were developed and shared with staff. Teachers and School Learning Support Officers (SLSO) practiced these KWS during staff, team and communication meetings. A large number of classes have incorporated the revision of KWS during Morning Circle time, allowing students to develop their skills on a daily basis. The explicit teaching of the National Anthem using KWS was completed this year. During assembly, students have the opportunity to use KWS sign to sing both the School Song and National Anthem.

Throughout 2019, every class at our school attended the Cerebral Palsy Alliance (CPA) Cafe to develop communication, social and money skills. Students look forward to practicing their communication skills when ordering their desired items. The program continues to support our students development of these skills.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach where students receive information via multi modal communication systems to increase level of understanding.

Evaluation	Funds Expended (Resources)
<p>In 2019, staff participated in Professional Learning for the use of Eye Gaze Technology delivered by Speech Therapist, Anna Bech. Staff were given an overview on how to support a student who is learning to use eye gaze technology for communication.</p> <p>Staff continue to participate in the learning and teaching of Key Word Sign to support communication with students. Furthermore, staff have worked to develop a school set of visuals, supporting students receptive communication skills.</p>	Whole School Visuals

Process 2: Research informed pedagogy. Draw on research to develop and implement effective AAC systems determined by individual strengths and needs.

Evaluation	Funds Expended (Resources)
<p>In 2019, the Executive team implemented the use of a new Individual Learning Plan across the school. All students now have a SMART goal in relation to being a Functional Communicator. This process enabled teachers to collaborate with parents and therapists in creating a goal that was the</p>	NSW DoE Policy on ILP

Progress towards achieving improvement measures

same across both home and school settings. Teachers worked closely with therapists to use the same teaching strategies, basing our teaching on their professional knowledge and development enabled teachers to become more confident in the use of AAC with a number of students across the school.

Process 3: Establish a weekly NEWS program to strengthen connections between home and school. (Termly topic plan provided)

Evaluation	Funds Expended (Resources)
Consistent language and expectations established across the entire school. Development of familiar language around social skills created and used at home. Eg green choices and red choices. The consistent language and modelling in class, around school and in newsletters has developed a greater understanding across the Arranounbai school community.	Lesson developed by the PBL coordinator for instruction in each class.

Next Steps

- 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
- Develop and introduce the NEWS program across all classes
- Use of a whole school app



Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Art specialist Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$17 705.00) 	Students develop skills through a creative and sensory art program.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	39	36	29	26
Girls	14	13	11	12

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)	3
Classroom Teacher(s)	6.83
Teacher Librarian	0.2
School Counsellor	3
School Administration and Support Staff	10.42
Other Positions	0.6

*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	581,510
Revenue	2,902,489
Appropriation	2,850,581
Sale of Goods and Services	1,619
Grants and contributions	47,217
Investment income	3,072
Expenses	-2,635,110
Employee related	-2,349,375
Operating expenses	-285,735
Surplus / deficit for the year	267,379

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	1,709,273
Equity Total	4,664
Equity - Aboriginal	737
Equity - Socio-economic	3,926
Equity - Language	0
Equity - Disability	0
Base Total	549,631
Base - Per Capita	25,116
Base - Location	0
Base - Other	524,515
Other Total	453,687
Grand Total	2,717,255

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 and carers of students were invited to provide feedback through the Tell Them From Me Survey during October 2019. Key findings from the survey include:

95% of parents feel welcome when they visit the school.

93% believe they can easily speak with the principal.

93% of parents believe if there were concerns with their child's behaviour at school, the teachers would inform them.

91% of parents believe their child is encouraged to their best work.

When asked what parents liked about school they stated the following:

"The staff is absolutely amazing. I think you are doing a terrific job."

"Staff, SLSO's, Admin and the executive leadership are all very supportive of the students and their families. Arranounbai always feels very welcoming and affirming of all the students without exception. There are few places that we feel our daughter is as safe and valued as her school, and that is priceless."

"I love the teachers as a whole. The principal is really committed and passionate about the children."

Parents were also asked about things that would make Arranounbai even better:

"The school needs more funding to improve classrooms and buildings."

"Encourage more social skills– verbal communication with classmates and other kids in school."

"More SLSO staff are needed in special schools as a lot of the day revolves around feeding and toileting students and these staff are run off their feet so have little time to sit with students and assist with daily learning."

A focus for the year was the Engaged Learners project with Jill Hellemans, Behaviour Analyst. Staff were asked to comment about resources, experiences or strategies which have increased capacity to engage students in class. Staff stated the following:

"Student's behaviour has improved after implementing Jill's strategies. This has resulted in a big improvement in the student's ability to participate in classroom activities."

"Engaged Learners feedback meetings for staff have provided a much–appreciated supportive place to learn about strategies, struggles and successes with our classes."

"Support of a behaviour analyst provided consistency throughout the school and ensured all staff have the awareness, confidence and skills to maintain the strategies. Jill provided specific strategies with clear steps for implementation and followed up with appropriate consequences."

"The engaged learners meeting has been a great help in learning and growing my professional dialogue with colleagues."

"Jill has been an extremely useful asset in the classroom to provide guidance and resources to assist us in dealing with challenging and difficult behaviours. Her strategies are detailed and specific, making them attainable and measurable."

Staff were also asked to comment on Arranounbai School Culture and the ways in which it contributes to student learning and student progress.

"Students are encouraged to be strong individuals. Individual plans and programs are implemented to make sure the students can achieve to their highest potential."

"The school culture is one of inclusion, acceptance and value. The school culture embeds social and communication skills which provide our students with modelled and scripted behaviours and responses."

"Very inclusive and supportive environment with a happy vibe."

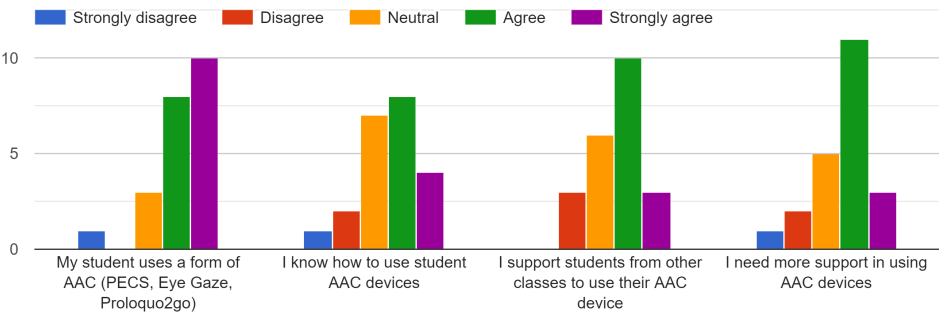
"Learning programs are modified and adjusted to meet each individual student's needs and the expectation is that students will be challenged sufficiently to be continually progressing."

"The three mottos of Communicating, Cooperating and Caring are very evident in the way the school is run and the behaviour modification techniques that are used with the children."

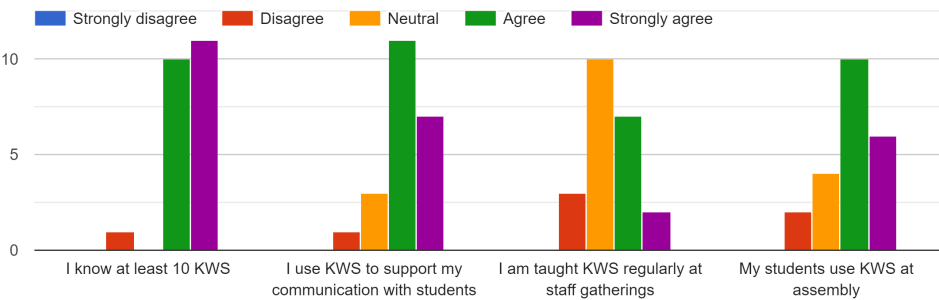
"Arranounbai School maintains a positive culture which contributes to the student's feeling of belonging. Success is celebrated no matter how small which encourages students to strive to the best of their abilities."

Staff completed surveys in response to AAC (Augmentative and Alternative Communication) Devices and KWS (Key Word Sign). Results are displayed in the charts below.

Functional Communicators - AAC Devices



Functional Communicators - KWS





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.

