Karonga School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Karonga 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.

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School background

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 programing 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

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

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.

Improvement Measures

Students provided with complex and individualised programs that are monitored by whole school processes as evidenced by pre and post data.

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.

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.

Student assessment is focussed through specific, measureable, achievable, relevant and time limited goals.

Progress towards achieving improvement measures

Process 1: Key Word Signing

Class teams, parents and school networks invited to participate in Basic Workshop training.

Evaluation	Funds Expended (Resources)
Broadening and strengthening signing vocabulary appropriate to Karonga context	Print outs from KWS site $0

Process 2: PECS

Staff PL base established [2019].

Development of appropriate physical resources.

Professional learning communities discussion and support for implementation of PECS in classrooms, and around the school site.

Evaluation	Funds Expended (Resources)
Review 2020 staff skill set and class cohort needs	Collection, review and refresh of PECs folders and activity folders

Process 3: Communication Passport

KCP trial teams established [2019].

Staff PL base established [2020].

Evaluation	Funds Expended (Resources)
Making of resources is a practical way in which we can develop this Strategic Direction. CESE is in discussion with The Hills School who developed the Communication Passport and hold the Intellectual Property Rights. Imminent roll–out of program, under a new name.	Further Objects of reference being developed by volunteers. Ordering of the plastic extrusion used for 3D printer to be organised in 2020. $25 x 2

Progress towards achieving improvement measures	
Making of resources is a practical way in which we can develop this Strategic Direction. CESE is in discussion with The Hills School who developed the Communication Passport and hold the Intellectual Property Rights. Imminent roll–out of program, under a new name.	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($50.00)

Progress towards achieving improvement measures	
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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.

Improvement Measures

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.

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 adjustments.

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.

Student assessment and monitoring is enhanced by implementation of PLP style guide inclusive of supervision of teacher assessment evidence sets.

Progress towards achieving improvement measures

Process 1: Karonga In the Zone for Learning [KITZ].

Data taken in classrooms that reflects increased student levels of engagement and also reduced incidents reports for serious behaviour.

Staff PL base established [2018].

Collaboration and sharing in PLCs.

Core KITZ trial teams established.

Core KITZ teams implementation.

KITZ whole school implementation [2019].

Evaluation	Funds Expended (Resources)
Established as a tool for teachers to reflect on students needs, and as assistance in Welfare and Wellbeing meetings to frame sensory needs	Sensory Profiling Tool as per online completion and generating report

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.

Improvement Measures

Students thrive through appropriate support developed through school wide collection and analysis of data.

Students succeed through whole school processes and programs that identify, regularly monitor and review individualised teaching and learning content selection.

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.

Progress towards achieving improvement measures

Process 1:   PBL

PBL team to monitor roll out matrix of whole school and specific area expectations mapped.

Resources and teaching plans developed.

Visuals package completed.

Evaluation	Funds Expended (Resources)
Awards in assemblies meeting results and responses from staff feedback	

Process 2:   MAPA

Reviewing MAPA expectations for all staff with ongoing maintenance cycle. Reinforce strategies for application of techniques with annual induction for new members of staff.

Evaluation	Funds Expended (Resources)
Being referenced and delivered on an individual basis	

Process 3:   Behaviour Data – fields of meaningful data defined and shared with an appropriate method for storage and retrieval developed.

Evaluation	Funds Expended (Resources)
Term 1 2020 Murray & DP IL to focus on Sentral being implemented and being a central repository for data	

Process 4:   Celebrate Me

Develop accessibility of the resource both in current format and investigating share platform. Reviewing expectations and reinforcing strategies with annual induction for new members of staff.

Evaluation	Funds Expended (Resources)
Celebrate Me resource is appropriate for use in classrooms. Need to focus on other priorities in the school improvement journey	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2000 **Funding Sources:** • Aboriginal background loading ($2 000.00)	We ended up offering 2 incursions as they were different opportunities to share Aboriginal understanding
English language proficiency	Nil	Nil
Quality Teaching, Successful Students (QTSS)	Nil	Nil
Socio–economic background	Nil	Nil
Targeted student support for refugees and new arrivals	Not applicable	Not applicable

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	44	54	44	53
Girls	27	33	29	27

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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.29
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	17.82
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	132,401
Revenue	4,818,637
Appropriation	4,562,657
Sale of Goods and Services	12,386
Grants and contributions	241,510
Investment income	2,084
Expenses	-4,279,074
Employee related	-3,853,106
Operating expenses	-425,968
Surplus / deficit for the year	539,562

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	2,935,307
Equity Total	45,786
Equity - Aboriginal	1,490
Equity - Socio-economic	9,530
Equity - Language	34,765
Equity - Disability	0
Base Total	807,493
Base - Per Capita	43,952
Base - Location	0
Base - Other	763,540
Other Total	386,714
Grand Total	4,175,300

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

Not applicable to have student voice recorded.

Attempt to have parent survey through TTFM recorded rates too low to be statistically significant – as advised by CESE

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.