

# 2020 Annual Report

## Karningul School



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# Introduction

The Annual Report for 2020 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

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Karningul School

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## School vision

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. 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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. **IN 2020 THIS PROCESS HAS CHANGED, WE ARE NOW EMPLOYING A MUSIC THERAPIST THAT WORKS ONE ON ONE WITH EACH STUDENT FOR 30 MINUTES..**

Evaluation	Funds Expended (Resources)
Based on attendance and participation data we will determine the continuation of the program in 2021.	\$70 per hour \$9800 per term.

##### 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)
The MultiLit program has had a significant impact on the Literacy levels of students accessing the program. All students have made an improvement in their reading.	\$15,000 per term.

##### 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 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
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## Progress towards achieving improvement measures

Evaluation	(Resources)
This program will remain an option if PCYC is no longer deemed suitable.	There were no allocated resources.

### 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 Fit4Life program has been very successful. All students have indicated they enjoy attending and ensure they are meeting their behaviour goals to avoid exclusion.</p> <p>Due to the increasing number of students attending, it was no longer possible to transport them by staff vehicles.</p> <p>The program has allowed the students to build positive relationships with NSW Police officers. Bankstown Police are committed to continue the program into 2021.</p>	<p>Opal Cards for Students and Staff to travel to and from the venue: \$220</p>

### Process 5: Quicksmart - Numeracy Program 2020

*QuickSmart* Numeracy focuses on understanding and recall of basic number facts, performance of elementary calculations, acquisition of appropriate mathematics language, and problem-solving skills. The primary aim of *QuickSmart* is for the students to develop automaticity. *QuickSmart* lessons emphasise the development of conceptual understanding. Conceptual understanding is ensured by explicitly teaching strategies that emphasise the key concepts underpinning the academic skills being taught.

Evaluation	Funds Expended (Resources)
<p>The training was completed in March. The students were all assessed to decide which students would be timetabled for 3 x weekly sessions.</p> <p>The program has had a significant impact on student learning and will continue in 2021.</p>	<p>Two days training, including the kit: \$7820</p> <p>Employment of a full-time SLSO:</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$0.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>

## Next Steps

The Music Therapy, MultiLit, Quicksmart and Fit4Life (PCYC) have all been successful programs with high impact on engagement and on learning goals.

It has been decided to run all four programs again in 2021.

## 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. **IT WAS DECIDED THAT THIS YEAR KARNINGUL TEACHING STAFF WILL CREATE WHOLE SCHOOL LEARNING PROGRAMS TO CREATE PREDICTABLE, INCLUSIVE AND SUPPORTIVE ENVIRONMENTS ACROSS ALL CLASSROOMS.**

Evaluation	Funds Expended (Resources)
All staff completed mandatory training.	Course fees.
Some courses were not offered due to COVID restrictions. Staff will have the opportunity to complete course in 2021.	<b>Funding Sources:</b> • Professional learning (\$4783.48)

##### 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. **IT WAS DECIDED THAT THIS YEAR KARNINGUL WOULD ESTABLISH AND IMPLEMENT POSITIVE BEHAVIOR FOR LEARNING AS A TARGETED WHOLE SCHOOL BEHAVIOURAL MANAGEMENT PROGRAM.**

Evaluation	Funds Expended (Resources)
The signs are completed and displayed in all locations around the school. Each expectation has been explicitly taught and will continue to be reinforced. The expectations vary depending on the location.	Signage of PBL expectations around the school: \$10 638.89

##### 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.

## Progress towards achieving improvement measures

**Process 3:** Class captains represent the student body as a school council and meet fortnightly to discuss ideas.

Evaluation	Funds Expended (Resources)
The SRC met monthly and set target goals for all students to participate in end of term reward excursions.	Catering for meetings: \$25

## Next Steps

Staff will identify areas of learning in their PDFs and courses will be sought for professional learning to improve their teaching practice.

The SRC will be newly formed and operate as a governing body representing the students' voice.

PBL will remain the focus in the school and taught explicitly to new students and reinforced to the existing enrolment.



## 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. **CASE REVIEW MEETINGS ARE HELD DURING THE YEAR AS REQUIRED.**

Evaluation	Funds Expended (Resources)
Comments received by parents and mainstream schools will be used to make changes as required. Comments to be shared as part of the annual report process.	No resources required.

##### Process 2: Transition Plans

Transition plans are negotiated between the two schools and and monitored weekly. Separate transition plans are written for students moving to new settings including Year 6 to 7. **AT KARNINGUL ALL STUDENTS WHO ARE TRANSITIONING TO ALTERNATE SETTINGS WILL HAVE A TRANSITION PLAN.**

Evaluation	Funds Expended (Resources)
Year 7 students are permitted to commence a two week full time trial in their respective high schools. Karningul staff will monitor progress and support high school settings.	Transition plans are created to ensure a successful beginning to high school for the year 6 cohort.

##### 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)
All students participated in the 8 week program. It was a valuable experience resulting in a video displayed on the Bulldogs' website, promoting community programs.  Students that met their behaviour targets, as determined by the SRC, attended the end of year reward excursion.	NRL Clinic: \$1500  Raging Waters Excursion: \$650

#### Next Steps

A variety of well-being programs will continue to be offered throughout the year.

Transition remains a focus of the Karningul program, supporting students and mainstream schools to enable successful integration and eventual return to mainstream settings.

Review meetings will be held at least twice a year to discuss progress with all stakeholders.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>BBQ with all students and a day of cultural activities.</p> <p>Purchase Aboriginal puzzles.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$514.04)</li> </ul>	<p>All students participated in the BBQ and indigenous activities and games.</p> <p>Puzzles are available to all students and will remain in classrooms to be rotated.</p>
<b>Socio-economic background</b>	<p>Provide funding for uniforms.</p> <p>Provide funding for participation in excursions.</p> <p>Provide funding for breakfast and lunch as needed.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$38 254.00)</li> </ul>	<p>All students, as needed, were able to access uniform assistance funds.</p> <p>Activities and excursion costs were covered to ensure all students participated.</p> <p>Targeted students attended individual lessons to improve Literacy and Numeracy.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	18	18	21	20
Girls	0	0	0	0

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

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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)	2.5
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	385,812
<b>Revenue</b>	1,413,916
Appropriation	1,407,989
Sale of Goods and Services	677
Grants and contributions	5,150
Investment income	100
<b>Expenses</b>	-1,300,972
Employee related	-1,070,963
Operating expenses	-230,009
<b>Surplus / deficit for the year</b>	112,943
<b>Closing Balance</b>	498,755

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	41,708
Equity - Aboriginal	3,455
Equity - Socio-economic	38,254
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	1,059,176
Base - Per Capita	9,654
Base - Location	0
Base - Other	1,049,522
<b>Other Total</b>	272,708
<b>Grand Total</b>	1,373,592

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, caregivers, students and mainstream teachers were invited to complete a survey about the Karningul program.

### Parent Surveys:

100% agreed their child had benefited from the program and their child had improved.

100% agreed the communication between home and school was effective.

100% would recommend the school to others.

Comments:

" Definitely a 5 out of 5 and a massive thank you"

"Excellence in planning and programming, child focused"

"Great atmosphere, great job, keep it up!"

Mainstream Partners:

100% of mainstream schools that responded that the program had assisted their student and communication was very positive.

100% would recommend the program to others.

Comment:

"The student we have shared with Karningul was much more engaged."

Student Surveys: (based on questions from Tell Them From Me)

All students indicated they were confident they could get help with their learning.

Students were asked if they would recommend the school to others, although all responded yes, 70% voted 5 out of 5.

All students feel safe at school with some concern in the community.

When asked which of the programs helped the most, many students chose all of them.

Comments:

"I need to go to uni to become a teacher."

"Teacher's here don't assume everything happened."

"The teachers are very nice and honest"

Has STEM had an effect on your learning? "A VERY, VERY, VERY, VERY BIG EFFECT IN A GOOD WAY.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.