

# 2020 Annual Report

## Arranounbai School



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## Introduction

The Annual Report for 2020 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

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## Message from the principal

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2020 was a significant year of change around the world and close to home, with life changing events taking place such as bush fires and COVID-19, changing us forever.

Life at Arranounbai, like many other schools, changed dramatically in March 2020 due to COVID-19. Many students remained at home to learn using technology to connect and continue their learning. Staff at Arranounbai were incredible, responding swiftly to develop accessible online material that could be taught at home and in the classroom. Every student was provided an ipad and access to online platforms as a technology pack was established and sent home within a week.

Each day the Arranounbai School community connected through zoom for lessons with their class and Storytime, daily at 2:30pm, with me. This assisted in creating a connection and support for our little school within a far less social environment. Many parents expressed their appreciation of this connection and how much their child looked forward to seeing their friends through this daily schedule.

Our collaborative planning and learning culture shone as did our strong partnership with our school community who supported, acknowledged and praised the work done throughout the year by our dedicated staff.

Within this document is the evidence of the incredible work undertaken at Arranounbai. I applaud and am so very grateful for the incredible team at Arranounbai that provide an unbelievably high standard of education and care to each and every student, every single day. Thank You!

Stephanie Hopkins

Arranounbai Principal



Students at play in the all accessible sandpit

## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
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.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
All staff participated and demonstrated increased awareness and understanding of the benefits of ongoing authentic data collection matched succinctly with student goals.	

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

Evaluation	Funds Expended (Resources)
Staff were more readily focused on the SMART goals and their purpose with SLSOs working collaboratively with teachers to collect and collate the data.. Student progress was noted to increase with the explicit data collection demonstrating achievement or the need to adapt the goal. Understanding how to interpret the data had a direct impact on student progress and provided relevant information to discuss with parents and include in final reports.	

**Process 3:** Collation and analysis of evidence.

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

Evaluation	Funds Expended (Resources)
The focus of data remained within the classroom and the school. Staff gained confidence in collecting, collating and interpreting data. Staff remained supported and guided with specific data types through the partnership with Jill Helleman, stating the regularity of her scheduled visits to Arranounbai improved their skills.	Weekly Engaged Learners meeting - staff support  Fortnightly visits from Jill Helleman  <b>Funding Sources:</b> • Professional learning (\$7500.00)



## 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.

#### 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)
Staff responded positively to the lunchtime workshops with a speech therapist to develop their skills using AAC devices. This led to staff seeking further support during RFF to book in time with the IT support staff to work on particular programs or devices. This has seen all staff become far more confident in using devices with the students, even when they are not designated to their class.	Weekly 1hr lunchtime workshops  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$4000.00)</li></ul>

**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)
Through the weekly sessions provided by external therapists conducted within the classroom, staff's knowledge of AAC devices has increased. Staff have worked with providers to develop their personal knowledge and skills through regular access. Therapists provide session notes which have strategies or a focus for the following week within the classroom. An email link provides effective communication between school, therapists and home ensuring everyone is on the same page.	Student therapy sessions at school

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

Evaluation	Funds Expended (Resources)
Through the use of Classdojo and email the connection between home and school has continually improved in all classes. Families provide a little blurb about the weekend, often with photos that are easily sent through the established platforms. Students enjoy sharing their weekend activities within their classes.	

**Process 4:** Increase opportunities for communication and modelling of communication

Evaluation	Funds Expended (Resources)
With communication being foundational to each day the opportunities for increased communication are continually growing. Communication is to be	



### Progress towards achieving improvement measures

functional and staff have developed highly effective strategies to ensure students get lots of opportunities throughout the day that cater to their individual needs.

The introduction of an individual device for all staff has also ensured that communication is clearly modeled at all times.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS Funding  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$14 220.00)</li> </ul>	Throughout 2020, Executive staff were released a day a week to work with staff in the classrooms. This assisted in developing and supporting effective strategies and resources for the Essential 8 program, allowing staff to trial resources with students 1:1 as additional support was provided.
<b>Support for beginning teachers</b>	Beginning Teacher Funding  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$8 123.00)</li> </ul>	Throughout Semester 2 2020 we had one beginning teacher that was given an additional day a week support. This provided the opportunity to observe other classes, work with colleagues to develop the Essential 8 program, develop resources for the Essential 8 program and develop programming and data collection skills with additional opportunities to work with our behaviour analyst.



## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	36	29	26	25
Girls	13	11	12	15

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

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)	6.89
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, 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>	848,889
<b>Revenue</b>	3,156,112
Appropriation	3,126,123
Sale of Goods and Services	202
Grants and contributions	28,729
Investment income	1,059
<b>Expenses</b>	-3,071,920
Employee related	-2,678,713
Operating expenses	-393,207
<b>Surplus / deficit for the year</b>	84,192
<b>Closing Balance</b>	933,080

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.

	2020 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	0
<b>Equity Total</b>	7,456
Equity - Aboriginal	760
Equity - Socio-economic	4,146
Equity - Language	2,550
Equity - Disability	0
<b>Base Total</b>	2,363,812
Base - Per Capita	25,744
Base - Location	0
Base - Other	2,338,068
<b>Other Total</b>	700,270
<b>Grand Total</b>	3,071,538

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.



Student using a Beebot during STEM

# Parent/caregiver, student, teacher satisfaction

## Parent Feedback 2020

During the COVID-19 remote learning period consistent contact was made with the Arranounbai Community through Zoom, email, Classdojo and targeted phone calls.

Families shared that learning remotely was extremely challenging and quite isolating. They found some days far better than others. Their children were missing the active school routine. Parents felt comforted by the fact every student and bus driver were having their temperature taken daily and that the student remained in their class bubble.

The Arranounbai community were grateful for the hard work and dedication of the staff during these difficult times. They loved the daily connection through Zoom in classes and as a whole school during Storytime each afternoon with Ms Hopkins. "My son's communication got better as he chatted on Zoom each day."

## Staff Feedback 2020 was based on;

What Functional Communication at Arranounbai looks, sounds and feels like right now-

**Look** - eye gaze, Proloquo2Go, Ipads, opportunity to engage outside the classroom, working with external providers, meeting student needs, individualised, smiles - linked to success, happy students, better informed staff and students, regulated students.

**Sound** - voices, positive interactions, calmer, interactions between staff and students, reinforcement, loud or silent, frustrations - grunts/groans, laughter and excitement, direct, specific, less confusing and constructive.

**Feel** - independence, empowerment, self-esteem, reaching goals, reduced anxiety and frustration, greater confidence and better interactions and relationships, sense of achievement, meaningful and purposeful, rewarding, achievement, room for improvement - endless opportunities, progress being made, students are being heard and understood, effective communication for staff and students.

What Engaged Learners at Arranounbai looks, sounds and feels like right now-

**Look** - Making choices, focused, interactions - turn-taking, settled and calm, involved, attending to tasks, looking at resources, scanning resources, engaged as tasks so individual, working together with specialists, team work, resources, organised data, trial & error, everyone is learning both staff and students, progressing, options, structure, dedicated and hard-working students, focussed staff and students, small achievable, easily communicated SMART goals.

**Sound** - Quiet discussion, responding appropriately, quiet, group talk, enthusiasm, collegial discussions, noisy - participating, reward for achieving, buzzing, excitement and confident.

**Feel** - Cooperation, enthusiastic, sense of achievement, focused and empowered, happy, achieving, some frustrations, students feel empowered and interested, feels like progress is being made 'from small things big things grow', willing to travel out of comfort zone and try new things.

**Student Feedback** - Completed as a survey

**I enjoy Arranounbai Attitude Lessons** - 69% Yes 19% Sometimes 12% No

**I like to use the traffic lights and stay on green-** 85% Yes 12% Sometimes 4% No

**I like to use the emotion zones-** 81% Yes 15% Sometimes 4% No

**I like using visuals at school-** 77% Yes 15% Sometimes 8% No

**I enjoy coming to Arranounbai School-** 88% Yes 8% Sometimes 4% No

**I like to learn Key Word Sign-** 65% Yes 23% Sometimes 12% No

**I communicate using key word sign-** 35% Yes 35% Sometimes 31% No

**I communicate using words/ipad/PECS/other-** 73% Yes 15% Sometimes 12% No



Storytime



# 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.



COVID inspired art