

2020 Annual Report

Karonga School



Karonga School

5670

Introduction

The Annual Report for 2020 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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Message from the principal

2020 has, in deed, been a challenging year, not just for Karonga students but for their families and the staff who support them both. Working from Home (between March 23rd and May 25th) challenged staff to teach parents what and how to support their young person, and parents the overwhelming responsibility of sharing teaching and learning opportunities and programs in the home context. Communication between the school and home was very important during this period with Microsoft Teams being the preferred platform, though phone calls and videos proved successful for many who struggled without visual engagement. Around 15% of students had attended throughout this period and needed to adjust to a very different school environment where staff led some inventive activities to maximise learning for such a varied group of students. Programs over terms 3 and 4 continued to be impacted by COVID-19 where the school was unable to either run excursions, nor accept volunteers, therapists and specialist facilitators on site.

As we conclude the 2020 school year, we have not only lamented much of this change, but learnt a lot too: learnt about resourcefulness, resilience and comradeship and how to pivot an experience into an opportunity.

School vision

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 School is a K-12 school for specific purposes having an enrolment of 70+ students, 3 of whom identify as of Aboriginal heritage. The school caters for students with moderate to severe intellectual disability including physical disability, challenging behaviours, autism and complex healthcare needs.

The programs have a strong focus on communication, and life-readiness. Positive Behaviour for Learning supports quality teaching practice. The school also supports the work of the Pennant Parade Tutorial Centre with a focus on re-engagement.

Karonga works in collaboration with the P & C and wider parent community to drive personalised learning programs and whole school initiatives. There is a strong focus on collegial team approaches with particular reference to student welfare and wellbeing.

Karonga has identified 'Learning, Independence & Partnership' as core values with which it identifies, and the school works in collaboration with the school community to drive authentic, realistic and progressive programs with high expectations. The school recognises the diverse multicultural community in which it is situated, with families who identify as Arabic, Chinese, Korean, and Indian representing over 75% of the families it serves.

The students are drawn from a radius of up to 20km around the school, and around 10% of the student population are in Out Of Home Care (OOHC).

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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)
Referenced and embedded in weekly and termly practice	KWS & Auslan vocabulary

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)
Evidence of PECs throughout the school, supported by related resources (folders/ visuals). Embedding in student programs.	SLSO to administer whole-school support for providing related resources Review use of Boardmaker to develop pcs. Funding Sources: • Literacy and numeracy (\$2000.00)

Process 3: Communication Passport

KCP trial teams established [2019].

Staff PL base established [2020].

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Conclusion of AfCL directly related to Passport for Learning (previously known as Communication Passport)

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Funding Sources:

- CESE allowance (\$5000.00)

Next Steps

The whole school community has benefited from some school-wide programming and delivery. The programs are well respected and authentic within the special education community, and Karonga recognises the need for evidence-based practice and data-based learning going forward. This suite of learning tools will be further supported and added to, in the 2021- 2024 Strategic Improvement Plan, to drive improved learning outcomes.

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.

Overall summary of progress

There has been significant foundational programming to support students and maximise learning. Rooms are better equipped to moderate teaching challenges and staff are better informed to deliver differentiated programs and personalised learning plans.

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)
Evidence of practice in some timetables, and some classes.	As per review.

Next Steps

We plan to energize staff with further professional development around student engagement and personalised learning with Sue Larkey delivering 5 hours of targeted PL. Her work supports the initiated in this 2018- 2020 plan and supports good foundational practices.

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)
Scope of developing videos/ animations to teach our students to be embedded in the new SIP.	Frame storyboards for PPTC to consider developing.

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)
What does it tell us?	Sentral
How does it inform our practice?	
Gaps that we are not reviewing?	

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

Evaluation	Funds Expended (Resources)
What does it tell us? Gauge/ capture staff response.	Sentral

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
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Progress towards achieving improvement measures

Evaluation	(Resources)
No longer included in Strategic Directions. Staff to explore on an individual basis as appropriate	

Next Steps

Promoting MAPA (Managing Actual and Potential Aggression) and PBL (Positive Behaviour for Learning) has been important for Karonga to consider professional and data driven professional learning. They are both evidence-based well researched programs which speak well to the school community and are both practical and relatable.

Karonga is committing to both programs going forward, and PBL, which has lost some momentum in this plan, will be promoted across the school with working parties exploring what it will look like in the Karonga context, particularly with respect to scripting, and class-specific needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>External indigenous experience providers to enrich the NAIDOC celebration.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$1 200.00) 	<p>Whilst NAIDOC is generally evident in the July holidays, COVID limitations necessitated it being celebrated in fourth term, and we were able to run 2 sessions for school-wide inclusion.</p>
English language proficiency	<p>Personnel commitment to making resources.</p> <p>Eye-gaze technology, and staff to attend visits to other schools to explore potential for Karonga.</p> <p>KITZ & Sensory Profiling Tool release time to ensure all student communications skills are audited and needs met.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$645.00) Professional learning (\$20 000.00) Quality Teaching, Successful Students (QTSS) (\$7 000.00) 	<p>Communication represents a significant part of the work evident at Karonga School, and now forms part of the SMART goals evident in PLP's (shared collaboratively with parents/ families)</p>
Quality Teaching, Successful Students (QTSS)	<p>Significant portion of this appointment is from the Commonwealth funding afforded the school as it is a Professional Experience HUB School. The QTSS funds supported this funding to finance the salary.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$26 000.00) 	<p>This appointment has been highly beneficial in supporting teaching staff</p>
Socio-economic background	<p>Additional SLSO support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$11 000.00) 	<p>Additional staffing to support these changes is important to support families who are life-challenged</p>
Targeted student support for refugees and new arrivals	<p>Not applicable in 2020</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$0.00) 	<p>Not applicable in 2020</p>
SSP Supplement	<p>3 days a week for a semester (teacher)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> SSP Supplementary funding (\$33 000.00) 	<p>This was a terrific opportunity to have some valuable, effective, personalised and productive time invested in future directions for Karonga. All teachers benefitted.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	54	44	53	57
Girls	33	29	27	23

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.

Post school destinations

Throughout the year, Karonga supported the families of Senior students to make well informed decisions about their young peoples' lives after they left school. Through Transition Plan Meetings and an information session for families of senior students, families were well supported to understand what was required for their young person to successfully transition out of school.

In 2020, five students graduated Y12, with the goal of participating in community and centre based programs, that focused on the development of independent living skills, social skills and work skills, as well as leisure activities.

In consultation with past and present families, Karonga has reflected on support practices and processes to determine forms and modes of supports required to ensure families feel supported and students experience a successful transition between school and life after school.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.3
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, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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.

The Staffing Methodology Review/ SSP supplementary funding use was instrumental in driving some 2020 school

initiatives.

Temporary and new staff - have been able to receive coaching & mentoring around specific programs due to Karonga staff being presenters of certain programs, and an Instructional Leader (above establishment) being available.

The Instructional Leader has also led Professional Learning initiatives, and driven regular meetings supporting accreditation which has had targeted impact.

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 Actual (\$)
Opening Balance	671,964
Revenue	4,872,204
Appropriation	4,700,264
Sale of Goods and Services	1,398
Grants and contributions	169,357
Investment income	1,185
Expenses	-4,898,117
Employee related	-4,189,606
Operating expenses	-708,511
Surplus / deficit for the year	-25,914
Closing Balance	646,050

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 Approved SBA (\$)
Targeted Total	32,266
Equity Total	13,288
Equity - Aboriginal	1,511
Equity - Socio-economic	11,131
Equity - Language	645
Equity - Disability	0
Base Total	3,896,172
Base - Per Capita	45,051
Base - Location	0
Base - Other	3,851,120
Other Total	523,493
Grand Total	4,465,219

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

A Google Form survey of parents in term 4 2020 has yielded the most successful response to a survey in the past 4 years. With a third of families/ carers responding, and using the 50% marker as significant: 85% of families felt Karonga communicated well through the communication book/ 90% through emails and 81% through the newsletter; 65% of parents would like more digital photographs, 63% of families would like hard copies of photos sent home; 57% of families would like an improved understanding of a personalised learning plan, and 63% would like an improved understanding of the curriculum that Karonga offers; 71% of families would like regular technology sessions run at school on specific themes; 71% of families would like sessions run to have an understanding of Positive Behaviour for Learning (PBL); 57% would like sessions run to have an understanding of Managing Actual and Potential Aggression (MAPA)

TTFM parent survey yielded no findings due to parents unwilling or unable to complete the survey.

Karonga teachers deemed that only 'Overcoming Obstacles to Learning' was identified as a strength at school, whereas all other areas proved to be gauged as weaker than NSW Govt Norms.

100% of staff agreed or strongly agreed that the school was well maintained

100% of staff agreed or strongly agreed that the school had a sense of belonging for students

86% of staff agreed or strongly agreed that the students focus on their learning

80% of staff agreed or strongly agreed that the school supports effective teaching practices

64% of staff agreed or strongly agreed that the school supported learning from home, whilst 14% agreed that learning at home was evident

58% of teachers agreed that staff morale was good;

86% of teachers agreed or strongly agreed that school leaders lead improvement and change

80% of teachers agreed or strongly agreed that the school communicated a strategic vision

87% of teachers agreed or strongly agreed that Karonga met the needs of students with disabilities or special needs.

93% of teachers in the TTFM survey identified Behaviour Management as a focus for professional development

37% of teachers (largest group) would like consultation to take the form of Working Parties/ Project Teams (15% want planned meetings; 22% want surveys & 25% want Teacher-led PL)

Assessment for Complex Learners (AfCL) in collaboration with CESE identified 75% of students involved in the research, 88% of staff having completed the training, and 75% of staff actively participating in the research. The school is keen to extend this relationship and research project. UNSW research, run in collaboration with the Disability Strategy team, has seen a trial of accessible methods for students presenting with high support needs. This is essentially around capturing 'Student Voice' from students who present with significant communication impairments.

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.