

# 2021 Annual Report

## Karningul School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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). The maximum enrollment is 21. 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 local school and continue further education. To aid in this re-integration, Karningul School operates a full time program, with students attending their local primary or secondary 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 local 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
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 growth and attainment

### Purpose

To maximise student learning outcomes in literacy and numeracy and to build on foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills and Use
- Personalised Learning

### Resources allocated to this strategic direction

**SSP Supplementary Funding:** \$123,331.00

**Socio-economic background:** \$19,172.62

**Aboriginal background:** \$3,614.93

### Summary of progress

Two School learning support officers were employed to deliver MacLit and Quicksmart. Due to limited face to face learning, not all students attended their three sessions per week online. Contact was made daily, but parents and carers were not able to enforce compliance. This had an impact on both attendance and growth. Upon return to face to face learning in October, students have been attending their allocated sessions.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All students have a Personalised Learning and Support Plan (PLSP) with identified learning goals in Literacy and Numeracy as determined by the data collected from targeted interventions.	All students had a PLSP during 2021. These were updated as needed throughout the year. Learning from home impacted the achievement of some learning goals for some of the students.
50% of all identified students attend one to one sessions in Numeracy and Literacy a minimum 3 times per week as required by the program for accurate measurement of progress.	During the period of home learning, not all students attended their 3 sessions per week. The return to face to face learning in Term 4 has enabled the programs to resume in the allocated time schedule. This impacted on the expected growth in outcomes for some students.

## Strategic Direction 2: Transition and Case Management

### Purpose

To provide strategies for students to enable them to adapt when moving between school settings and the community and ensure all stakeholders are included in the planning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Community Participation
- Professional Learning

### Resources allocated to this strategic direction

**SSP Supplementary Funding:** \$5,707.37

### Summary of progress

Professional learning was only available online throughout the learning from home period. Several staff members undertook extensive learning opportunities and covered numerous outcomes set out in their PDPs. The allocation of funding was not completely utilised as the courses were provided free of charge by the department.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
90% of students will attend 70% of off-campus activities throughout the year.	Opportunities were limited to attend off campus activities during the learning from home period. Data maintained when students were in attendance indicated this goal had been achieved.
70% of mainstream schools indicate a satisfaction rating of support received from Karningul Staff.	All schools that responded to the annual survey indicated a high level of support for the program and support being offered by Karningul School staff.

## Strategic Direction 3: Wellbeing and Development

### Purpose

In order to ensure all students within the school maximise their learning potential and improve in all areas every year, individual goals based on self-regulation, behaviour and wellbeing will be established and achieved.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student wellbeing
- Student Development

### Resources allocated to this strategic direction

**SSP Supplementary Funding:** \$44,201.63

### Summary of progress

**Student Wellbeing:** Even though Covid protocols hampered some of programs that can only be run at school, we still had great successes:

The Breakfast program is extremely popular with out cohort of students. Most order and consume a drink and/or toast etc on a daily basis.

The Music Therapy sessions have also become very popular. The students that choose to attend have a sense of pride and achievement when they improve their musical talents.

All the students participate in our Positive Behaviour for Learning (PBL) program and have the opportunity to attend our reward excursions. The Term 4 excursion was attended by 65% of students.

**Student Development:** Again, some of these programs were hampered due to Covid protocols, but Karningul had a lot of success with them.

The Year 7/8 completed the RAGE program, designed for Stage 4 students in Term 4.

The Fit4Life program (PCYC) is extremely popular with our students. Unfortunately, we were only able to attend 10 sessions in 2021. The students gain a lot of benefits from the programs and really enjoying attending.

The School swimming scheme was cut from two weeks down to one week due to Covid protocols but we had 100% of the students attend at least one lesson. The feedback from the students was very positive.

The outside of school sports programs we ran this year were AFL, Volleyball and Basketball. As they are run in school time we have extremely high attendance to them all.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student Wellbeing: 70% of the students attend 90% of the offered programs.	Our PCYC attendance data for 2021 was also very high. We bettered the expected 70% of students attending by 15%. Our overall percentage of participation was slightly lower than the expected 90%, at 85% .
Student Development: 60% of the students attend 90% of the offered programs.	During 2021 Karningul School had a lot of success with the extra sports programs on offer. We exceeded 60% of the students attending the programs by 25% and overall attendance was around 85% for all programs.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$39,172.62</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Karningul School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources - eg. access to specialist community facilities, Aerialize gymnastics program.</li> <li>• engage with external providers to support student engagement and retention - PCYC program and Gym program</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items - eg All students, as needed, were able to access uniform assistance funds. Activities and excursion costs were covered to ensure all students participated.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 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> <p>Students were able to focus on learning with less behavioural disruptions with increased learning time.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue these highly successful programs into 2022.</p>
<p>Aboriginal background</p> <p>\$3,614.93</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Karningul School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> ATSI students have a PLP consulted with respective stakeholders.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Have staff allocated continue to develop and monitor PLP's for 2022.</p>

<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Karningul School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This has resulted in students attending literacy and numeracy program three times a week. Their overall function has been tracked and recorded with overall improvement in all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue these highly successful programs into 2022.</p>
<p>QTSS release</p> <p>\$9,530.03</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Karningul School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A newly appointed Assistant Principal with a focus on Curriculum and Instruction.</p> <p>An increase in teacher knowledge in presenting differentiated curriculum across all subject areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Monitor and record student results to look for improvement.</p>
<p>COVID ILSP</p> <p>\$16,716.63</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

COVID ILSP \$16,716.63	<p>An overall improvement in student results and engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to develop and monitor our programs.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	18	21	20	19
Girls	0	0	0	0

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### 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)	1
Classroom Teacher(s)	2.51
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	498,755
<b>Revenue</b>	1,406,028
Appropriation	1,396,021
Sale of Goods and Services	900
Grants and contributions	9,064
Investment income	43
<b>Expenses</b>	-1,311,153
Employee related	-1,159,576
Operating expenses	-151,577
<b>Surplus / deficit for the year</b>	94,875
<b>Closing Balance</b>	593,630

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	42,788
Equity - Aboriginal	3,615
Equity - Socio-economic	39,173
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	1,081,918
Base - Per Capita	9,895
Base - Location	0
Base - Other	1,072,023
<b>Other Total</b>	250,861
<b>Grand Total</b>	1,375,567

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 staff 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:

"Thank you so much for everything"

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

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

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.

### **Student Comments:**

"They know how to deal with my behaviour."

"They are up to date with safety"

STEM: "Yes. They help with our learning".

# 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.