

# 2021 Annual Report

## Carinya School



5703

# Introduction

The Annual Report for 2021 is provided to the community of Carinya 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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Carinya School

Colebourne Ave

Mortdale, 2223

[www.carinya-s.schools.nsw.edu.au](http://www.carinya-s.schools.nsw.edu.au)

[carinya-s.school@det.nsw.edu.au](mailto:carinya-s.school@det.nsw.edu.au)

9580 2852

## School vision

Carinya School strives to design, develop and deliver educational experiences and challenges that will build the knowledge, confidence and independence of all students.

## School context

Carinya School provides educational programs across years 3 to 12 for students with autism, mild to moderate intellectual disability, mental health support needs. The school develops programs tailored to meet the individual needs of students building their confidence, knowledge and independence. The school fosters student connection with the wider community through; social; travel; vocational, and independent living programs that help students transition to post school environments. Students enrol via a placement panel process from the wider Sydney metropolitan area.

Personalised learning and support plans are integral to the delivery of quality education programs at Carinya. Students' educational plans are designed, developed and reviewed in collaboration with parents, carers and students during Individual Learning Plan meetings.

The school provides differentiated learning experiences according to student ability and delivers course outcomes across the curriculum areas at the life skill level. Explicit instruction in literacy and numeracy is a feature of all classes. Additional learning experiences are offered to students according to student need and ability across a range of areas such as: music, physical activity and sport, vocational and recreational skill development as well as TAFE courses for senior students.

The focus on each student achieving their personal best, academically, socially and emotionally is supported by wellbeing programs assisting students to manage strong emotions, develop social skills and build their problem solving skills. The school sources funding from Equity Loading and Aboriginal background funding as well as the Staffing Methodology Review program to develop programs to enhance the skills of emotional regulation in students. These initiatives are supported through instructional leaders, an occupational therapist, speech therapist and student support officer. The school has a positive approach to rewarding student success and works closely with allied health professionals and families to support student development.

The school shares facilities including; library, hall and canteen with Mortdale Public School.

The process for writing the strategic improvement plan has been a product of community consultation and involvement of stakeholders in the situational analysis of the school. Following review of parent feedback, student progress in personalised learning plans, school based literacy progress, teacher feedback and programming, student growth and attainment in literacy and numeracy was identified as an area of performance. Through similar sources and including attendance and suspension data along with school engagement data, the opportunity to improve student engagement through developing better connection and belonging was identified as an area of focus.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure that all students grow in a culture of continuous improvement in Literacy and Numeracy. This will be done through high impact research based practices that will embed data practices that will identify student learning needs and inform quality teacher practices .

### 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.

- High Impact research based practices
- Data informed practices

### Resources allocated to this strategic direction

**Professional learning:** \$11,023.00

**SSP quality teaching support:** \$70,020.68

**Literacy and numeracy:** \$1,365.30

### Summary of progress

Staff shortages and limited opportunities to observe research based practices in schools has impacted progress in this area. A data collection tool to track the growth and progress of students participating in targeted Mac Lit programs was successfully trialed. The instrument will be used for all students on the program in 2022. Instructional leaders have identified a suitable assessment tool to baseline the progression of all students' literacy and numeracy progress. The literacy component will be implemented in 2022.

### 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
Design and establish tool to measure students individual growth targets in literacy Collect and collate baseline data for all students	A school designed tool to measure individual literacy growth targets was used across the school to collect and collate baseline data for all students. Teachers have commenced use of the tool to support student's reading goals.
Design and establish tool to measure students individual growth targets in numeracy. Collect and collate baseline data for all students	Research into effective evidence based tool to collect numeracy data was conducted. The school will commence use of the assessment tool in 2021.

## Strategic Direction 2: Connections and engagement

### Purpose

To maximize student engagement to support learning through enhanced connections and a greater sense of belonging.

### 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.

- Connection
- Belonging

### Resources allocated to this strategic direction

**Socio-economic background:** \$92,690.55

**Aboriginal background:** \$12,130.35

**Professional learning:** \$4,000.00

**QTSS release:** \$7,848.26

### Summary of progress

In 2021 the school, supported by the "Keep Them Safe Team" reviewed its attendance practices and strengthened attendance monitoring and support across the school.

School funded therapists designed a tool reflective of our cohort to track the emotional regulation and social communication skills of our students. The tool will be trialed in 2022 and used to inform teacher support.

It has not been possible to identify a suitable tool to track student connection. Ongoing assessment of available tools will continue in collaboration with Woinora Rd School.

### 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
Establish tool to measure and gather baseline data for student attendance and connection.	The school is utilizing a tool to gather baseline attendance information and supports. Continued research into tool to baseline student connection.
Establish tool to measure and gather baseline data for student regulation	Continued research into tool to baseline student regulation.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$92,690.55</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carinya 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>• Connection</li> <li>• Belonging</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>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• engage with external providers to support student engagement and retention</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students are demonstrating increased connection to their learning goals. Parents and carers have reported observable progress in their child's literacy skills and engagement with school. Outdoor learning spaces have been positively utilized by staff and students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Expansion of outdoor learning spaces. Further development of formative and summative assessment practices to support student growth.</p>
<p>Aboriginal background</p> <p>\$12,130.35</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carinya 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>• Connection</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>• Employed additional staff to assist with PLP goals related to literacy</li> <li>• Instructional leader developing and adjusting Wellbeing programs to meet the needs of Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased recognition of student effort and achievements, improving attendance and greater participation in personalized learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To investigate increased connection and contribution of Aboriginal students in their PLPS.</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 Carinya 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>• High Impact research based practices</li> </ul>

<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved teacher quality in teaching literacy .</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of plans to support teacher development in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$7,848.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carinya 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>• Belonging</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>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved consistency of teacher understanding and practice in emotional co-regulation Improved student comprehension of and practice in emotion regulation and co-regulation regulation of emotion.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of program with the development of language strategies that will improve emotional regulation.</p>
<p>COVID ILSP</p> <p>\$34,416.60</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>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• providing intensive small group tuition for identified students who were identified by the program</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student progress in literacy and numeracy observed in supported students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of support in targeted literacy programs in 2022.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	40	34	41	32
Girls	4	3	6	6

Student enrolment fluctuates and is impacted the term by term offers of the operational directorate's placement panel.

## Attendance

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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

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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)	3
Classroom Teacher(s)	5.74
Teacher Librarian	0.2
School Administration and Support Staff	10.42

\*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 Actual (\$)
<b>Opening Balance</b>	551,667
<b>Revenue</b>	2,891,248
Appropriation	2,756,674
Grants and contributions	133,676
Investment income	99
Other revenue	800
<b>Expenses</b>	-2,982,207
Employee related	-2,395,526
Operating expenses	-586,681
<b>Surplus / deficit for the year</b>	-90,959
<b>Closing Balance</b>	460,709

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>	104,821
Equity - Aboriginal	12,130
Equity - Socio-economic	92,691
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	2,198,938
Base - Per Capita	26,387
Base - Location	0
Base - Other	2,172,551
<b>Other Total</b>	310,763
<b>Grand Total</b>	2,614,522

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

The school has daily communication with parents and carers with focused feedback being sought at the review of student progress each semester. Student voice is represented by a Student Representative Council. Student aspirations are reflected and supported in personalized learning plans. Students have positive regard for the the weekly celebration and acknowledgement of their efforts through weekly awards and assemblies. Students and carers value the opportunity to identify weekly engagement goals with their teachers and the ongoing feedback they receive about progress to these goals. Parents and carers provided feedback to the school through, daily communication with teachers, school wide surveys and participation in review meetings surveys. Feedback in 2021 indicated high levels of satisfaction with the school's provision of support and their child's progress in and engagement with the school community.

# 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.