

2022 Annual Report

Karningul School



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Introduction

The Annual Report for 2022 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

Karningul School

1A Auburn Rd

Regents Park, 2143

<https://karningul-s.schools.nsw.gov.au>

karningul-s.school@det.nsw.edu.au

9738 8511

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Delivering
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: \$87,818.30

QTSS release: \$9,768.29

Aboriginal background: \$2,711.20

Summary of progress

Two School learning support officers were employed to deliver MacqLit and Quicksmart. Students who were targeted attended 3 sessions a week and engaged regularly as two learning spaces were created to deliver each program. Both learning spaces were adequately resourced making transition from the regular classroom to one on one personal learning. This normalised the learning process for students, particularly after the COVID-19 experience, who were able to interact directly with their teacher and engage in the social aspect of learning. Respectful and trusting relationships are realised due to personal tuition.

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 will achieve a minimum one year growth in Literacy within a 12 month enrolment period. All targeted students, as determined by entry testing using PAT and MacLit, will reduce the gap between chronological age and functional level in Literacy.	All students that were identified as suitable candidates for the literacy program showed significant growth throughout the year. Two students completed the entire program. 45% of the students who undertook the program improved their reading fluency and accuracy by 100%.
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. 60% of students have reduced the gap between functional level and chronological age in Numeracy and Literacy outcomes.	100% of students have three literacy and three numeracy goals per semester in their Personalised Learning and Support Plan. According to the data from the literacy and numeracy programs, students who attend regularly have shown significant growth in reaching their literacy and their numeracy goals each semester. All goals in students PLSP's are collaboratively constructed and negotiated with the student, parents/caregivers, school and all other external agencies involved.

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: \$122,581.00

Professional learning: \$9,387.77

Summary of progress

Due to the long-term effects of COVID, our school saw an unprecedented amount of year 8 students transitioning to other settings. Close collaboration with students, parents/caregivers, external agencies and schools, we manage to successfully place all of our exiting year 8 students return into their census schools or other SSP's that would cater to their learning needs.; approximately 43% of students returned to their census schools.

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 80% of off-campus activities throughout the year.	65% of students attended 90% of off campus activities through out the year indicating progress towards our targeted measure of 90% of the students. In 2023, increased attendance will be the focus of our school to achieve our intended target.
80% of mainstream schools indicate a satisfaction rating of support received from Karningul Staff.	Data collected from mainstream schools indicated that 100% of mainstream staff were satisfied with Karningul's transition program.

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

Summary of progress

The Breakfast program is extremely popular with our 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 55% of students.

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. , we attended 35 sessions in 2022. The students gain a lot of benefits from the programs and really enjoying attending.

The School swimming scheme was two weeks with 100% of the students attend at least 5 lessons. The feedback from the students was very positive.

The outside of school sports programs we ran this year were AFL, Aerialize Gymnastics Program and NRL. 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: 80% of the students attend 90% of the offered programs.	65% of students attended 90% of the offered programs indicating that we are making positive progress towards our targets.
Student Development: 75% of the students attend 90% of the offered programs.	65% of the students attended 90% of the programs offered by Karningul School. A focus for 2023 will be to improve this further.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$55,695.06</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy & numeracy(Quicksmart & Maqlit) program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: All students were able to access uniform assistance funds. Activities and excursion costs were covered to ensure that all students could participate. Students were targeted so they could attend individual lessons to improve literacy and numeracy capacity.</p> <p>After evaluation, the next steps to support our students will be: Continue these initiatives and programs into 2023</p>
<p>Aboriginal background</p> <p>\$2,711.20</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: ATSI students have Personalised Learning Pathway where all stake holders and relevant community members are consulted.</p> <p>After evaluation, the next steps to support our students will be: Give staff allocated time to continue to develop strong PLP's for ATSi students in 2023.</p>
<p>Professional learning</p> <p>\$9,387.77</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Karningul School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing, behaviour management and working with students who

Professional learning \$9,387.77	<p>have complex trauma.</p> <p>The allocation of this funding has resulted in the following impact: Staff have been upskilled in evidence based practices that work in collaborative techniques regarding behaviour management.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop existing and new staffs capacity to work with students with behavioural difficulties.</p>
QTSS release \$9,768.29	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Karningul School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Newly appointed Assistant Principal of curriculum and instruction now implements a variety of assessments and curriculum reform.</p> <p>After evaluation, the next steps to support our students will be: Monitor the type of assessments given to students and make sure we are using ones that have the most impact on growth and attainment.</p>
SSP supplementary funding \$210,399.30	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Karningul School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • employment of additional staff to support in the creation of high-quality teaching and learning programs • employment of staff to improve the communication between the school and external stakeholders • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Personalised Learning and Support Plans are a lot more detailed with students increasingly reaching their educational and behavioural goals</p> <p>After evaluation, the next steps to support our students will be: Refine the schools system in analyzing school behavioural data.</p>
COVID ILSP \$20,060.00	<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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$20,060.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who were behind in reaching stage outcomes. <p>The allocation of this funding has resulted in the following impact: An overall improvement in students engagement and results in educational and behavioural outcomes.</p> <p>After evaluation, the next steps to support our students will be: Making sure students are developing their digital technology skills and increasing their digital capacity.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	21	20	19	20
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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	1.2
Classroom Teacher(s)	2.51
Teacher Librarian	0.17
School Administration and Support Staff	4.41
Other Positions	0.2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	495,197
Revenue	1,580,026
Appropriation	1,570,118
Sale of Goods and Services	-18
Grants and contributions	9,550
Investment income	377
Expenses	-1,412,879
Employee related	-1,177,641
Operating expenses	-235,238
Surplus / deficit for the year	167,147
Closing Balance	662,344

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	58,406
Equity - Aboriginal	2,711
Equity - Socio-economic	55,695
Equity - Language	0
Equity - Disability	0
Base Total	1,107,048
Base - Per Capita	10,143
Base - Location	0
Base - Other	1,096,905
Other Total	286,804
Grand Total	1,452,258

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:

83% agreed their child had benefited from the program and their child had improved.

83.3% agreed the communication between home and school was effective.

75% agreed that Karningul has high expectations for students

Comments:

"I think Karningul School is doing a great job with my sons progress I don't think they can improve on anything. I think everyone and all the programmes included are fantastic."

Student Surveys:

76 % of students felt that Karningul helped to develop literacy and numeracy skills

86% of students stated that behaviour monitoring cards help them manage behaviour at school.

92% of students identified and named the schools four expectations.

Student Comments:

Thank you for helping me "."

"UNDERSTAND ME WHEN I AM TALKING TO THE TEACHER WHAT HAPPENED IN CLASS AND OUTSIDE OF CLASS.

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 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

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.