Carinya School
Annual School Report 2014

"Building confidence, knowledge and independence"

5703

School context statement

Carinya School for Specific Purposes provides educational programs for students in Years 3 – 12 who are anxious and may have intellectual disabilities, mental health problems and/or autism. The school develops programs tailored to meet the individual needs of students, building their confidence, independence and knowledge. The school encourages students to interact with the wider community through service learning projects such as land care and work experience or job coaching.

Apart from the mandatory courses, the school offers a range of electives designed to provide hands on learning experiences. These include: music, physical activity and sport, marine studies and lifestyle and recreational studies. Students are offered regular or life skills outcomes, depending on the individual needs of the students, which are discussed and implemented after meeting with the student and families during Individual Learning Plan meetings.

The focus on each student achieving his or her best academically and vocationally is supported by a strong focus on developing social skills and building student resilience. Programs also promote the development of a healthy lifestyle for students. The school shares facilities such as library, hall and sporting ovals with Mortdale Public School.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Carinya SSP provides an education for students aged 8 – 18 years, with mental health disorders and/or an intellectual disability. The students come from a range of backgrounds, including Japanese, Sri Lankan, Chinese, Italian, Greek and Arabic. The student population includes 7% Indigenous background.

Enrolments — bar chart of Students by Year (2008–2014), showing Male and Female.
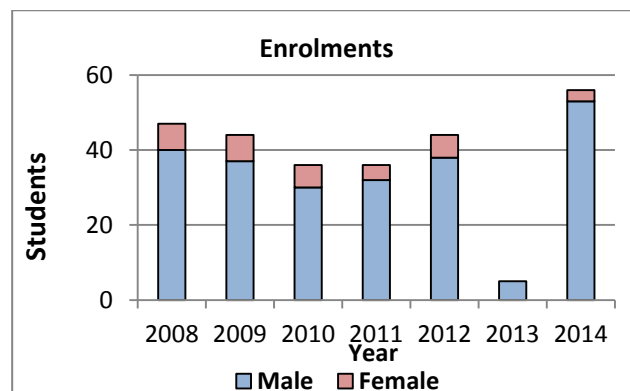
Student attendance profile

At Carinya School, parents/carers are contacted if a student does not come to school and the school has not been advised of any scheduled absence. If there are any ongoing concerns, parents/carers are asked to attend a meeting, where a plan is developed for the student's attendance to improve. If plans developed at the school are unsuccessful, a referral is made to the Home School Liaison Officer.

Post-school destinations

Students from year 12 went into post-school options programs for people with disabilities, including transition to work.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014, six students achieved their Life Skills HSC.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Carinya SSP caters for students in the Year 3 to 12 ranges with the majority of students being in high school. A new class was established and a new teacher and School Learning Support **Officer** commenced in Term 1 2014. As such the school

needs to provide educational experiences for students in a broad range of secondary subjects. To support this, the school employs specialist teachers in areas such as music, visual arts and technology subjects. These teachers support the work of the staff listed below.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	3
Head Teachers	
Classroom Teacher(s)	5.672
Teacher of Reading Recovery	
Learning and Support Teacher(s)	
Teacher Librarian	0.2
Teacher of ESL	
Careers Advisor	0.2
School Counsellor	0.4
School Administrative & Support Staff	9.822
Total	20.294

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Currently Carinya has no staff who have an Indigenous background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	**100%**
Postgraduate	**44%**

Professional learning and teacher accreditation

In 2014 all teaching and non-teaching staff participated in professional learning. All professional learning is designed to enhance staff ability and align with goals set in the school management plan. Staff participated in workshops/training focusing on CPR, Asthma Prevention, Anaphylaxis, literacy, numeracy, Autism and Behaviour Management.

The school regularly reviews DEC policies, such as; The Code of Conduct, Child Protection and Bullying and Harassment.

Beginning Teachers

Currently, there are no teachers who are Beginning Teachers.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
Income	$
Balance brought forward	106700.27
Global funds	120867.68
Tied funds	99805.80
School & community sources	14667.01
Interest	3573.02
Trust receipts	484.95
Canteen	0.00
Total income	346098.73
Expenditure	
Teaching & learning	
Key learning areas	16448.32
Excursions	968.81
Extracurricular dissections	5265.60
Library	469.27
Training & development	1850.01
Tied funds	132297.50
Casual relief teachers	39371.58
Administration & office	31986.09
School-operated canteen	0.00
Utilities	4804.89
Maintenance	20449.86
Trust accounts	478.95
Capital programs	0.00
Total expenditure	254390.88
Balance carried forward	91707.85

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Carinya School has a strong commitment to the development of the individual, with a focus on respecting and valuing all people, living things and property, and to take responsibility for their own actions. Students are taught these values through specific programs and they are also demonstrated through the systems and practices that operate within the school.

Students at Carinya particularly benefit from a "hands-on" approach to learning. Opportunities to try out a range of learning environments are provided each year. The aim is to encourage students to take risks with their learning and try out new situations and to develop in them strategies for lifelong learning.

Academic achievements

NAPLAN

Due to the small number of students who sat the 2014 NAPLAN tests, specific data contained within this report are not available as consistent with privacy and personal information policies.

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the *Find a school* and select *GO* to access the school data.

Higher School Certificate (HSC)

Students in years 11 and 12 engage in a program of Life Skills courses that meet the Board of Studies requirements for a 'Special Program of Study'.

To provide a relevant and meaningful program each student has an individualized learning plan based on their level of ability and interest.

Content Endorsed Courses and Distance Education courses are offered to students wanting to achieve regular outcomes in some subject areas.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Our school formally pays respect to the traditional custodians and owners of the land, both past and present at the beginning of formal school occasions. We adopt an inclusive approach to all teaching and learning activities and actively value and teach respect towards Aboriginal people and culture.

Multicultural education and anti-racism

The students at Carinya come from a diverse range of racial and religious backgrounds. The school provides ongoing opportunities for

students to share their cultural experiences with others as well as to learn about other cultures. Teaching values such as tolerance, respect and fairness is embedded into all teaching programs. All students have been informed of the role of our Anti-Racism Officer (ARCO) and encouraged to report incidents of racism that occur in the playground or classroom. All classes have been referred to the Racism. No way! Website and many have utilised activities from this site in class lessons.

Each year the school celebrates Harmony Day. This year we invited parents and carers into our classrooms to participate in a range of multicultural activities, which Afterwards the whole school participated in a range of physical activities such as football and a tug of war, and then a BBQ.

Aboriginal background

In 2014 there were 4 Aboriginal students attending Carinya School. There is a duel focus for students with an Aboriginal background: improving literacy and numeracy, through specific individualized learning plans and development of their vocational skills, which improves their engagement levels and provides a pathway once they leave school.

Socio-economic background

Funding developed and sustained a positive and inclusive school culture, by providing all students equal access to class excursions and sporting activities. Students' participation and engagement in learning was increased through the introduction of MiniLit and MultiLit.

Other significant initiatives

PBS at Carinya School

Positive Behaviour Support (PBS) has been implemented at Carinya School for approximately 3 years.

PBS emphasises school-wide systems of support, whereby all staff work together to implement strategies that promote positive behaviour. Our staff developed 5 school rules which reflect behavioural and social outcomes: be safe; focus on learning; respect yourself, others and our school; stay in bounds and follow instructions. These rules became the focus for our social skills instruction, with weekly lessons taught in class and reinforced in assembly presentations. All students had an opportunity to participate in practical demonstrations to develop shared understanding. Focus areas have included taming anger, staying safe around the school, respecting others, bullying no way, steps to following instructions, learning is fun and staying in bounds.

To reinforce these behavioural expectations, students and staff developed visual displays including a mural, class posters and visual prompts for class desks. Our positive reward system was aligned to student behaviour expectations, with all students encouraged to earn free time, class points for the prize cupboard

and social activity time in other classrooms. On the playground, sports monitors were chosen to be positive role models, while staff awarded raffle tickets to encourage participation and appropriate behaviour. Students were able to receive playground and taxi awards on Friday assemblies and a school rules poster competition has helped to reinforce these important concepts.

Consistent consequences for behaviour were implemented by all staff in response to rule violations and data collected was used for problem solving and planning purposes. The Learning Support Team met regularly to plan intervention strategies for at risk and high risk students, including regular school counsellor support, friendship groups, intensive social skills programs and mentoring groups.

As a result of implementing PBIS, the school has developed clear structures for teaching and encouraging positive behaviours, a consistent approach to school-wide student discipline and systems that support improved social and academic outcomes.

Friday Activities

Every Friday for 1 hour the students at Carinya take part in an activity of their preference. These activities build strengths and skills in a range of areas as well as encourage students to work together, be creative and improve social skills.

Friday Games

Over the year our Friday Games group had a lot of fun while learning and practicing a range of social skills such as sharing, taking turns, waiting, being patient and getting along with others. The students came from different classes and their ages differed significantly, however they learnt over the terms to tolerate each other's differences and enjoy being together.

The activities chosen were based on student preferences and these changed throughout the year. Some of our favourite games were blocks and building games, card games such as Uno, conversation games and a variety of board games. The students were usually enthusiastic to be involved and found these activities to be relaxing and settling.

Global Cookery

Global Cookery gives students an opportunity to gain an appreciation for the food habits of other cultures and to gain an understanding of the impact of these foods on the Australian diet and lifestyle.

Global Cookery takes students on a journey that encompasses foods and dishes from both early settlement Australia to modern Australian cuisine and then on to Europe, the Middle-East, South America, the USA, the United Kingdom and closer to home and to our neighbours in South East Asia.

Global Cookery successfully enhances the student's view of the international community and the diversity and richness of modern Australia. Students further develop skills in food preparation and presentation through 'hands on' experiences as well as gaining invaluable exposure to nutritionally balanced foods. This program assists in providing the fundamentals in helping students to make better food choices.

Landcare

Landcare is a Friday activity where students improve the appearance and care for the school's physical environment. During this time a number of tasks are undertaken ranging from weeding and mulching to the planting of new plants. The students work cooperatively in a small group with the teachers to ensure the grounds are kept neat and tidy through the cleaning of the basketball court and pruning any low lying branches off trees around the school. The dedication and hard work of the Landcare group has improved the schools physical environment whilst promoting team work. The group has safely used a range of tools and equipment to make the playground a safer place through the removal of large roots in the ground and elimination of any hazards. A big thank you to all students and staff who have been part of Landcare group for making Carinya's environment look great.

Craft & Construction

This group did a variety of activities over the year and was driven by the interests and abilities of the students each term. The students enjoyed participating in a range of crafts such as making pompoms, sewing, using felt, constructing jewelry boxes from paddle pop sticks, paper plate construction, papier-mâché, beading and making necklaces.

Mosaic Tiling

Students looked through pictures of famous and interesting mosaics for inspiration for their own art. The equipment used and the different techniques were explained demonstrated. The students were able to use a variety of tiling materials such as glass, ceramics and mirror tiles to create their art work. They learnt the technique of cutting through various tiles with cutters and finishing the process with grouting. Students were imaginative in choosing a design and enthusiastically completed their mosaics each term.

IPad activities

During these activities the students were given a chance to explore the various apps on the IPads. Each week a new app was introduced to the class by being displayed on the IWB. We all went through this together; so over a term students became familiar with many games and activities they had not seen before. The students were always enthusiastic and soon demonstrated great skill in using apps and troubleshooting minor issues.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

School planning 2012-2014:

School priority 1

Improved literacy outcomes for all students – preparation for the implementation of the new Australian Curriculum K-10

Outcomes from 2012–2014

- Improved performance by students on literacy tasks – school-based data will show each student achieving individual learning goals (as per their Personalised Curriculum Plan)
- Teachers utilising *Quality Teaching Framework* as key instruments to improve student outcomes
- Innovative Technology usage e.g. Smart Boards – will enhance Literacy and engagement in every classroom Increased competency levels will be demonstrated by staff and students
- Diminished gap in Literacy achievements between Aboriginal and non-Aboriginal students. This will be determined by comparing the assessments of students
- Scheduled professional learning courses for staff to review current curriculum planning, programming, teaching, assessing and reporting practices
- Familiarisation and planning for implementation of the new Australian Curriculum for English K-10

Evidence of progress towards outcomes in 2014:

- School based data has shown each student achieving individual goals in Literacy as per their Individual Learning Plan
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery
- Diminished gap in Literacy achievements between Aboriginal and non-Aboriginal students

- Evidence of staff collaborating to improve teaching/learning programs
- Evidence of assessment practices in all KLAs

Strategies to achieve these outcomes in 2014

- Analysis of individual students' needs through a Personalised Curriculum and provision of appropriate support
- Differentiated Professional Learning Programs
- Planned integrated approach to improving outcomes for Aboriginal students
- Development of a strategic and systematic assessment

School priority 2

Improved numeracy outcomes for all students – preparation for the implementation of the new Australian Curriculum K-10

Outcomes from 2012–2014

- Improved performance by students on numeracy tasks – school based data will show each student achieving individual learning goals (as per their Personalised Curriculum Plan)
- Teachers utilise *Quality Teaching Framework* as key instruments to improve student outcomes
- Innovative Technology usage e.g. Smart Boards – will enhance Numeracy and engagement in every classroom. Increased competency levels will be demonstrated by staff and students
- Diminished gap in Numeracy achievements between Aboriginal and non-Aboriginal students. This will be determined by comparing the assessment of students
- Scheduled professional learning courses for staff to review current curriculum planning, programming, teaching, assessing and reporting practices
- Familiarisation and planning for implementation of the new Australian Curriculum for Mathematics K-10

Evidence of progress towards outcomes in 2014:

- Evidence of high student engagement with 100% of students achieving their goals as per the Individual Learning Plan

- Number of staff attending courses & professional development days

- Diminished gap in Numeracy achievements between Aboriginal and non-Aboriginal students

- Evidence of staff collaborating to improve teaching/learning programs and assessment practices

Strategies to achieve these outcomes in 2014:

- Professional learning for teaching staff in analysis techniques and establishment of specific student goals as outlines in their Personalised Curriculum

- Identification of staff PL needs and planned individual programs to ensure implementation of QT framework in classrooms

- Alignment of literacy and numeracy strategies related to increasing participation of Aboriginal community in learning process

- Ensure monitoring and evaluation processes are in place and include community input

School priority 3

Outcomes from 2012–2014

Improved levels of student engagement, through classroom practice which demonstrates Quality Teaching elements embedded in program delivery

Outcomes from 2012–2014

- Student attendance rate at or exceeding state average

- Positive relationships between students and parent/carers

- High expectations of teaching and learning evident in all classrooms

- All students actively directing and assessing their learning and behaviour

Evidence of progress towards outcomes in 2014:

- Evidence of more teaching/learning programs and units that are engaging and motivate students to learn

- Classroom practice demonstrates *Quality Teaching* elements embedded in program and delivery

- Strong attendance – student attendance at or exceeding state average

- Evaluations by student, teachers and community members

- Fewer incidents of racism

Strategies to achieve these outcomes in 2014:

- Develop units of work that promote 'blended delivery" of the curriculum

- Provide access to resources and Professional Development to build staff capacity to implement: the *NSW Model of Pedagogy (Quality Teaching in NSW Public Schools)*

- Maintain welfare programs, including anti-bullying programs, leadership initiatives, welfare policies and recognition and rewards for student performance

- Maintain management strategies for students at risk

- Consolidate Anti-Racism Policy – staff and students to deepen their awareness of expectations

  Consistent collection, analysis and tracking of reliable and valid school based student assessment data that identifies student engagement

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Quality of Learning Survey results

In 2014 the school sought the opinions of staff, students and parents about the quality of learning at Carinya. Our class learning programs are designed with each student in mind; class

lessons are created and adapted based on students' goals in their Individual Learning or Transition Plans. Staff regularly collaborate with each other, parents, carers and staff from outside agencies to ensure the learning needs of our students are being met in the best possible way.

At Carinya we are committed to providing a stimulating, personalised and safe learning environment to all our students; this is reflected in our survey results. All staff (100%) believe their lessons reflect the individual needs of the students and are conducted in an interesting yet safe environment. The majority of parents (84%) and students (78%) agree that their classrooms are engaging places to learn.

Home to school communication is valued and 100% of staff are in regular contact with parents and carers about their child's learning. Parents (70%) and students (64%) also feel our level of communication home is satisfactory.

The students at Carinya have complex learning needs and perform best in a well structured environment where they feel safe to take on different and more challenging activities. The confidence to do this takes time, however, 86% of teachers believe their students regularly try new things and accept challenges, 56% of students agree with this. Staff (71%), Parents (78%) and students (73%) all agree that the school has high expectations of the students.

An area of concern is how well and to what degree students are able or willing to reflect on their own learning and engage in self-assessment. Staff (57%) believe some form of self-assessment occurs when prompted, however 43% of students admitted that they don't go over their work to make improvements. Even so, 56% of students say they do take pride in their work and try their best most of the time.

Staff at Carinya are committed to upgrading their skills through a range of professional development opportunities at school, online and through department programs. Most staff (85%) do this regularly and collaborate with their colleagues to share their ideas and experiences and improve their teaching practices.

Literacy Evaluation

Carinya recognises the importance of having strong literacy skills in order to successfully engage in all areas of the curriculum. Each subject area has different literacy requirements, therefore specific literacy skills are taught in all Key Learning Areas.

Teachers use modelled, guided and independent learning experiences to teach the critical aspects of literacy (reading texts, comprehension, vocabulary knowledge, writing, speaking, phonics, phonemic awareness and concepts about print).

Due to our rapidly changing and technology-driven society, students' literacy needs are constantly evolving. Staff at Carinya are committed to using technology to enhance student learning and developing our own skills in this area.

Data has been collected through staff, parent and student discussions and surveys.

Findings and Conclusions

Due to our diverse population the literacy needs of our students is wide-ranging and staff are adept at differentiating lessons in order to meet their needs. This year the school has introduced 2 new research-based literacy programs for struggling readers- Multi Lit and Mini Lit. We currently have 16 students accessing these programs through structured, one to one tutorials.

All staff use technology in some way to enhance their literacy activities. Popular online tools include The Literacy Shed, Storyline Online, BBC Bitesize and Reading Eggs. The majority of students have identified Reading Eggs as their favourite online reading activity.

Students have been engaged in preparing assignments using Microsoft Word and emailing these to staff, presenting Power Point Presentations, using Google for research and watching TED talks. IPads have also been used to reinforce skills in spelling, reading and writing lessons in class.

Students' individual literacy goals are identified through collaboration with parents and students during ILP and ITP meetings. These goals are reviewed and modified regularly. Staff have identified that students need the most help in reading more complex texts, comprehension skills and writing. Most students have indicated that they do not write at home; however, 60% indicated that they read at home for enjoyment purposes.

All staff reported that students are usually engaged in their literacy activities. However, most expressed a wish for more relevant reading materials. Students indicated that they would like to improve in all aspects of literacy with the majority wanting improvements in spelling and speaking in front of others.

Literacy will continue to be a high priority in 2015. The Mini Lit and Multi Lit programs will continue and extend to include more students. The Technology team will provide staff with ideas and training in a range of web tools and IPad apps useful for literacy.

Staff will be encouraged to share skills, resources and advice via staff meetings, supervision meetings and in professional development activities. The Literacy team will purchase more reading materials relevant to our growing population.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

http://www.schools.nsw.edu.au/learning/emsad/asr/index.php