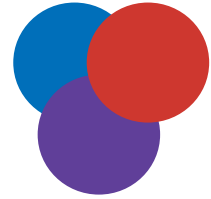


# Carinya School Annual Report



2015



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## Introduction

The Annual Report for 2015 is provided to the community of Carinya as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Craig Cleaver

Acting Principal

## School contact details:

Carinya School

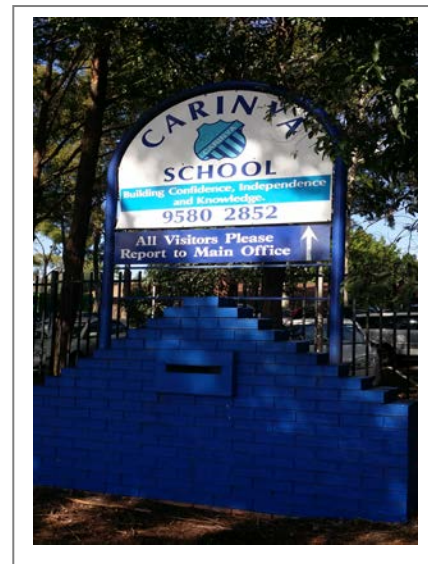
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## Message from the Principal

Carinya School has continued its strong commitment to student wellbeing and the ongoing development of student focussed personalised learning throughout 2015. The school community farewelled Principal Janelle Radke and acknowledged her dedication to the students, parents and staff of Carinya and the influence of her leadership on the professional learning standards of the school and the achievements of the students.

The year 2015 marked the commencement of our 2015 -2017 School Plan. Prior to the development of the plan, a rigorous process of whole school communication and collection of data was undertaken.

Staff, students, parents/carers and Government and non-Government agencies were surveyed on practices that were successful in the school and on areas for improvement. They were also asked where they would like our school to be in 3 years' time.

All staff were asked how the school was currently meeting the goals in relation to 21<sup>st</sup> Century Learning and what changes could take place to ensure these goals are achieved at Carinya School. Specific data from school assessments was collected to assist the analysis of the 2015-17 school plan. Consultative feedback from students, community and staff identified strengths, opportunities and areas of further development for the school plan 2015 – 2017. As a result, three key strategic directions were identified as a basis for a shared commitment to future development within the school. These are:

Leader/Teacher Learning

Student Learning

School and Community Learning

## School background

### School vision statement

At Carinya School, every student in our care has the opportunity to achieve their personal best through engaged, active learning, within an inclusive, diverse and safe environment. Students will develop a sense of self-worth and self-awareness, thus enabling them to better manage their emotional, mental and physical wellbeing.

### School context

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, 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.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the domain of Learning our efforts have been focused on: engaging students with complex learning and emotional needs in individualized learning experiences that are meaningful. We have integrated with the school learning and support team to focus on the wellbeing outcomes of students. The school collaborates strongly with parents and carers in the development of learning plans.

In the domain of Teaching we have worked towards developing a collegial culture that supports the performance and development goals of teachers which are aligned to school focus areas. Effective classroom practices have continued to develop through the ongoing use of data to monitor progress and effectiveness of educational plans and practices. Staff are developing the use of reflective approaches collegially to identify and analyse effective teaching and support practices in the school.

In the domain of Leading, the school has focused mainly in the area of school planning, implementation and reporting, with the new school planning process enabling meaningful collaboration with stakeholders to enhance partnerships with the school and its strategic directions.

Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

### Leader/Teacher Learning

#### Purpose

Teacher and Support staff build workforce capacity through forward professional learning that is sufficiently flexible to meet the diverse and complex needs of our students.

Staff engage in individualised, team and shared professional learning. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

#### Overall summary of progress

During 2015, the NSW Department of Education introduced the Performance and Development Framework to strategically link teacher professional learning goals with school identified goals. The overarching purpose of the Performance and Development Framework is to support the ongoing improvement of student outcomes through continuous development of a skilled and effective teaching workforce. The process provides the opportunity for teachers to identify goals to support the learning of the students in their class, in other classes and across the school. The goals for learning and the ensuing professional learning were linked to the strategic directions of the school and highlighted the teachers' commitment to the goals that were established during the initial consultation process. During this process teachers self assessed their own learning, participated in observation sessions and were provided with a supervisor's report.

The introduction to differentiation of class learning tasks was achieved in 2015. Staff capacity was enhanced through professional learning related to differentiation and use of The Engaging the Difficult Student website and supervisor support.

During 2015 a proforma which supported consistent teacher application of ILPS was developed through the Every Student Every School project. The proforma was introduced to staff at Carinya and adopted by all staff.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds expended
<ul style="list-style-type: none"><li>100% of staff will have a Performance and Development Plan (PDP)</li></ul>	All teaching staff have participated in the Performance and Development Framework and have developed performance and development plans linked to school goals.	\$3257.84
<ul style="list-style-type: none"><li>100% of teachers developing and delivering differentiated learning tasks that are tailored to meet the needs of students within the</li></ul>	All staff participated in school based professional learning on differentiated learning and all staff demonstrates differentiation and adjustments through class practice and programming.	Included in above funds

school		
<ul style="list-style-type: none"> <li>100% of Aboriginal students will meet their Individual Learning and/or Transition Plan goals</li> </ul>	All students have aspirational ILPs / ITPs and are working towards achieving these goals.	\$ 4,177

## Next steps

- More explicit instruction on differentiation will be delivered by staff who has participated in additional professional learning on differentiation in 2015.
- Teacher professional learning schedule for 2016 will be informed by the professional learning goals identified in teachers' PDPs.
- Supervisors will support programming with reference to the BOSTES teaching standards
- Teacher professional learning on the development of SMART goals in student ILPS and ITPs.
- Revision of the review process associated of ILPS and ITPS and the elements that contribute to enhanced collaboration with stakeholders.

## Strategic Direction 2

### Student Learning

#### Purpose

Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences, to promote achievement and foster well-being

#### Overall summary of progress

The reduction in suspension was supported by a strategic initiative to use older students as positive role models. The use of an off class executive enhanced consistency of teacher judgment and proactive in the implementation of positive behavior for learning. Explicit teaching of school rules during assemblies and class lessons contributed to the development of prosocial behavior in the school. Staff and students participated in the Smiling Minds – Mindfulness program.

Additional staff have been trained in Min Lit/ Multi Lit. Student progress in the program was enhanced by classroom literacy programming building on Min Lit and Multi Lit strategies and student progression.

Term updates provided by coordinator to staff regarding the levels of support being provided to students, systems of behavior management and emerging support issues, staff training. Staff are using positive behavior support plans for all students. All students requiring individualized interventions to support complex behavior needs have individualized management plans that are communicated to all staff.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
<ul style="list-style-type: none"> <li>100% of students will meet their ILP and ITP goals</li> </ul>	All students have aspirational ILPs / ITPs and are working towards achieving these goals.	
<ul style="list-style-type: none"> <li>5% decrease in suspension rates each year</li> </ul>	The peer modelling of senior students has contributed to students developing strategies and appropriate behaviours to manage strong emotions that had been adversely affecting them and others.	
<ul style="list-style-type: none"> <li>70% improvement in reading for students accessing MiniLit and MultiLit each year</li> </ul>	MiniLit, Multi Lit and other reading assessments indicate that all students have improved reading skills, word identification and reading levels.	\$23,768
<ul style="list-style-type: none"> <li>100% increase in reading levels for Aboriginal students accessing the MiniLit and MultiLit programs</li> </ul>	MiniLit, Multi Lit and other reading assessment indicates that all students have improved reading skills, word identification and reading levels.	\$8,969
<ul style="list-style-type: none"> <li>100% of staff clearly understand and implement Positive Behaviour for Learning(PBL) strategies and procedures</li> </ul>	All staff were provided with data, information and training regarding the implementation of PBL. Termly revision of systems and data supporting PBL in the school.	

#### Next steps

- Greater inclusion of student voice in reflection on behaviour and learning goals. Enhance staff capacity to collaborate with students in the development of ILP goals.
- Review and develop the ILP tools and resources within then Engaging the Difficult Student Website.
- Strengthen the communication, evidence and educational planning associated with students' progress in the Mini Lit and Multi Lit programs. Development of reporting protocols for teachers and parents regarding student literacy progress and goals.
- Strengthening school based approaches and team practice by incorporating Kids Matters within the school framework. Inclusion of a social emotional learning program throughout the school

## Strategic Direction 3

### School and Community Learning

#### Purpose

To inspire a culture of collaboration and communication between families, community members and key stakeholders which lead to improved student outcomes and a deeper sense of pride within the school community.

#### Overall summary of progress

Gauging parent satisfaction has been challenging given the geographical location of the school in relation to student home addresses. Additionally given the nature of the student population, parent communication has often focused on the negative. On the whole parents work with the school to support the emotional and social competence of the students and support school decisions in relation to management of students.

Parents have positively regarded the opportunity to meet with staff informally at a range of special events including, Education Week, Harmony Day and Presentation Day. Parents are proactively engaged with the development of student ILPS and regard positively the opportunity to contribute to their child's educational planning.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
<ul style="list-style-type: none"><li>50% increase in the satisfaction of parents/carers with the effectiveness of communication between school and home</li></ul>	Anecdotal feedback from parents to teachers, administration and executive has been on the whole positive.	
<ul style="list-style-type: none"><li>20% increase in our home school partnerships, with parents/carers attending school forums, cultural events and completing school surveys</li></ul>	Parents are strong supporters of special events and collaborative ILP planning for students.	
<ul style="list-style-type: none"><li>100% of Aboriginal parents/carers to receive written reports on strategies and programs to improve Aboriginal students' performance</li></ul>	All parents/carers collaborate with teaching staff in the ILP and ITP planning and development for their children. All parents have access to the ILP /ITP.	
<ul style="list-style-type: none"><li>20% increase in teacher/SLSO release time to promote Aboriginal Education programs</li></ul>	Support of Aboriginal students has focussed on literacy development.	



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## Next steps

- Positive feedback to families. New communication books facilitate positive and aspirational statements
- Enhanced communication with families post suspension
- Include any adjustments to be made to the School plan as a result of reflection and self-assessment
- Enhance staff capacity to work with Aboriginal students and families through the ILP process.
- Increase engagement with Aboriginal families/carers and support agencies
- Increased staff awareness of the issues affecting Aboriginal students and the supports and practices that enhance engagement and learning.
- Review and revise paediatric and mental health support for students with areas health providers including Burwood and Kogarah Diagnostic and Assessment teams

## Key initiatives and other school focus areas

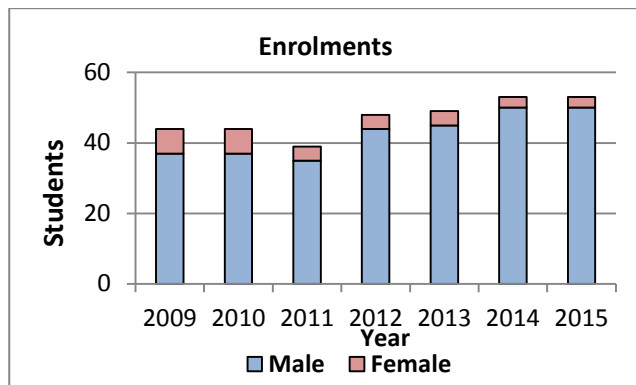
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	Reading levels of Aboriginal students have improved throughout 2015.	\$4,177
<b>Socio-economic funding</b>	The implementation of Min Lit and Multi lit programs has improved the literacy skills of participating students. Teachers are incorporating learning activities that build on skills developed in the program.	\$23,768
Other school focus areas	Impact achieved this year	Resources (annual)
<b>Every Student Every School</b>	Developed additional resources for the Engaging the Difficult Student Website Planning for the use of funds in further site and resource development and promotion.	\$31,000
<b>Sap ,Link, VET</b>	Students have been supported in work access programs in the local community.	
<b>Donations</b>	Donations have been used to improved student access to technology through the deployment of additional interactive whiteboards.	\$4,000

## 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

Gender	2009	2010	2011	2012	2013	2014	2015
Male	37	37	35	44	45	50	50
Female	7	7	4	4	4	3	3



### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment			
employment			
TAFE entry			
university entry			
other			100%
unknown			

### Year 12 students undertaking vocational or trade training

Nil in 2015.

### Year 12 students attaining HSC or equivalent vocational educational qualification

All Year 12 students who graduate from Carinya School do so with a Life Skills Higher School Certificate.

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

## Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	5.672
Teacher Librarian	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 School has no staff that has Aboriginal or Torres Strait Islander backgrounds.

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	44%

### Professional learning and teacher accreditation

In 2015 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.

## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	91707.85
Global funds	113921.14
Tied funds	112450.94
School & community sources	7087.20
Interest	2125.27
Trust receipts	276.20
Canteen	0.00
Total income	327568.60
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	19616.61
Excursions	2242.05
Extracurricular dissections	15413.48
Library	217.24
Training & development	3257.84
Tied funds	110861.18
Casual relief teachers	57330.90
Administration & office	33644.75
School-operated canteen	0.00
Utilities	5029.58
Maintenance	23541.75
Trust accounts	322.60
Capital programs	0
Total expenditure	271477.98
<b>Balance carried forward</b>	56090.62

### School-based assessment

#### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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. Click on the link [My School](#) and

insert 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.

### Parent/caregiver, student teacher satisfaction

In 2015 the school sought the opinions of parents/caregivers, students and teachers about the school in several different areas.

Parents have collaborated positively with teachers in the development of the individual learning plans for students.

Parents valued a commitment to enhanced communication between the home and school and the development of information forums which is reflected in the Carinya School Plan (2015-2017).

Parents and carers continue to value positively the school's commitment to the development of literacy skills of students through the MiniLit and Multi-Lit programs. In 2015 70% of participating students mastered all sightword lists and all students have improved at least 12 reading levels and report satisfaction with the program.

In 2015 the school supported the continuation of executive teacher assistance for staff in the management of the complex learning and behaviour needs of students. This initiative achieved by the release of an assistant principal from face to face teaching and was positively supported by staff, students and parents.

### 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. The school is committed to improving the outcomes of all our Aboriginal students and has developed personalised learning pathways for our Aboriginal Students. The literacy levels of all Aboriginal students improved in 2015.

## 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 and is part of our Positive Behaviour for Learning strategy.

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.

The school celebrates Harmony Day proudly with its community. This year we invited parents and carers into our classrooms to participate in a range of multicultural activities. The whole school participated in a range of games followed by a BBQ where Aunty Fay Carroll welcomed all to Harmony day and country.

## Other school programs

### Positive Behaviour For Learning

As part of the Carinya School Plan (2015-17) we will continue to implement Positive Behaviour for Learning (PBL). A team has been formed and is responsible for developing and maintaining effective learning and discipline procedures and resources that reflect the context of our school and its community.

Five school rules were developed 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 are the focus for our social skills instruction, with weekly lessons taught in class and reinforced in assembly presentations.

School wide supports for behaviour and learning have been designed and modified on the basis of the data collected in relation to the focus areas for the school.

Student success continues to be reinforced and celebrated throughout the school from class to

playground with awards for and recognitions of positive behaviour and learning being noted in class and at assemblies.

As a result of implementing PBL, 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 for all students has been developed that is data informed and responsive to changing needs.

### Engaging The Difficult Student Website

The *Engaging the Difficult Student Website* was developed by Carinya staff through allocated funds derived from the *Every Student Every School* initiative. Staff at the school have used this tool enhance collaboration with parents and carers in the development of Individual Learning Plans and positive behavior plans. The website continues to be developed and is increasingly being accessed and valued by educators outside of the Carinya school community.

### Work Experience

Senior students have the opportunity to engage in a variety of work experiences that assist with their transition to the post school environment. Through the generous support of local businesses our students have gained important experiences in large retail grocery stores and a variety of small local businesses.

### Student Representative Council

The Student Representative Council plays an important role in the school community. All students were given the opportunity to run in the election and all students were given the opportunity to vote. The elected students participated in leadership training and were encouraged to contribute to positive school culture through regular leadership meetings with executive staff.

### Land Care

The Land Care activity group is part of an activity program at school providing the students the opportunity to care for the environment and contribute to the enhancement of the natural appearance of the school.

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 Land care group has improved the schools physical environment whilst promoting team work.

### **Friday Games**

This year the Friday Games Group continued to focus on 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. The students were usually enthusiastic to be involved and found these activities to be relaxing and settling.

### **Sport**

During the year students were able to participate in a broad range of sporting experiences including: sailing yachts with "Sailors With Disabilities" on Sydney Harbour to sailing dinghies with their peers on Kogarah Bay, tenpin bowling, cricket lessons from NSW Cricket, gymnastics and football. The experience of learning new skills, rules and activities in a supported environment cannot be underestimated.