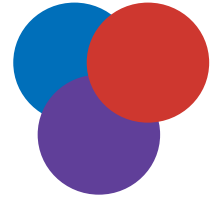


Arranounbai School Annual Report



2015



Arranounbai School

5656

Introduction

The Annual Report for 2015 is provided to the community of Arranounbai 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 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.

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Message from the Principal

What an amazing year for our school. We have gone from strength to strength with our Teaching and Learning Programs and our school refurbishment.

This year our focus has been on Literacy to develop communication and we have had great success. Debra Spence who trained last year as a Reading Recovery Teacher has done an amazing job with our students raising their reading ages quite considerably and developing their communication skills significantly.

The school has been fortunate to receive grants from a number of organizations. Goodman's a large international company with an office in our area has donated \$70,000 to help us refurbish our courtyard playground and also purchase eye gaze computers. Our P&C raised \$75,000 at the Trivia Night which included a donation from the Manly Sea Eagles of \$15,000. The Commonwealth Bank also raised \$28,000 from their Golf Day and Auction; this money will also go to our eye gaze computers as each computer setup alone is approximately \$10,000.



Our school sign is being upgraded to bring it into the 21st Century digital age.



Stephanie Hopkins our Assistant Principal produced a video with the help of our students which won a competition run by Channel 7 Sunrise program. We received \$25,000 which went towards new heaters and new fans for the hall. This has made a big difference to the temperature in the hall.

Our partnership with St Luke's Grammar School has been an amazing experience for students with both schools benefiting from the interaction.

Anne Temple
Principal

School background

School vision statement

To provide quality teaching and learning through an inclusive educational environment that is supportive, innovative and engaging to develop each individual's true potential.

School context

Arranounbai School is a school for specific purposes (SSP). The student population is quite diverse and consists of children and young people K-12. The types and levels of disability include physical disability, autism, intellectual disability and chronic medical conditions. Each class has a full-time teacher and a school learning support officer. Arranounbai School aims to improve the learning performance of all of its students in diverse areas including academic, physical, social, behavioural and self-care. All students, through personalised programs, engage in learning that is relevant and appealing, maximising their opportunity to succeed in the current and future environments.

The school achieves its outcomes for all students in collaboration with families, other professionals and community members and groups. The place that Arranounbai School maintains in the local community is essential to providing students with a thorough and detailed education that is relevant to their needs. The provision of a safe, enhanced and ordered learning environment translates into high level outcomes in all areas and maximises success.



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.

Learning

In the domain of Learning, Arranounbai has primarily focused on data collection. In 2015, Term 1 the class dojo app was trialed in one class moving to all classes in Term 2. This app was introduced to collect behavior-focused data within the classroom and eventually in the playground (Term 3 & 4). Collection of data was driven under the schools focus on PBL and the Arranounbai Attitude- Communicating, Cooperating and Caring.

The wellbeing of students is a priority for the Arranounbai School community. Through the collection and revision of data both classroom and playground management policies have been revised and changes implemented. The collection of data has had a positive influence on students with an increase in the opportunities for individuals to be recognized for positive behavior choices.



Teaching

In the domain of Teaching, our focus has been data use to influence our teaching programs to ensure all students are active, engaged and connected learners. At Arranounbai we strive to use assessment data to ensure the best possible outcomes for all students and therefore are consistently adapting individual learning programs based on the data to ensure all students are achieving their full potential.

Leading

In the domain of Leading, Arranounbai has focused on community relationships through active and supportive partnerships. During 2015 the foundations of a partnership with St Luke's Grammar School was introduced. Year 9 students were assigned a class for four weeks, visiting for an hour each Thursday morning to work and support the Arranounbai students in their regular classroom. 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

Students will be active, engaged and connected learners.

Purpose

To meet the needs of all students by recognising the diversity of our learning community.

Overall summary of progress

In 2015 classes were specifically structured to encompass the diversity of learning and to encompass maximum engagement. A 'trial' class was created that was typically *larger* than the typical SSP ratio. This model utilised the specific skills of the Reading Recovery Teacher to support an intense reading model to improve communication through Literacy. The class program was structured to work in differentiated small groups that remained fluid. This was to ensure all students' needs were being appropriately met and expectations of all individuals remained high.

ILP's (individual learning plans) are created each Semester to ensure each students needs are being met by the school. Family members meet with the teacher and any relevant agencies currently working with the individual students to review and implement goals.

In 2015 a number of students in Yr11 & Yr12 completing HSC Lifeskills required a work skills program to be developed and implemented. The work skills program included a Canteen Program and the production of cards and tea-towels, which involved printing, packaging and sales.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
Professional Learning: Develop staff proficiency in multifaceted communication (styles) systems to cater for individual <i>learning</i> styles.	Funding received to purchase four eye gaze computers	\$ 28,000
Develop efficient school based systems for the implementation and analysis of student learning and assessment.	Training and implementation of class dojo app for data collection Load student data onto PLASST tool.	

Next steps

In 2016 classes will remain fluid to allow movement to best meet the needs of all students. A class with students most suitable to access technology through the participation and use of 'eye gaze' computers will be formed. All staff will be trained to set up each computer system, including calibrating the Tobii computer for each individual. Teaching staff will be trained to use, adapt and implement various programs that best suit the eye gaze format. Another class will be structured with a focus on communication through PECS (picture exchange communication system) The class with the intense reading/communication and group work focus will continue.

Strategic Direction 2

Staff will be dynamic, collaborative, informed communicators.

Purpose

To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspire every student and teacher to excel and learn to their full potential.
To ensure that learning is differentiated and personalised for all students and staff.

Overall summary of progress

In 2015, teachers attended collaborative Professional Learning outside the Department of Education – Opera House, RAS, Sydney University. All teaching staff participated in the CMIT Professional Development throughout the year. The focus for staff remains on data collection and the use of the results effectively to program and report.

All staff attended workshops in using the class dojo app to access data and communicate with the wider school community.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
Closely monitor and record school based assessment results to track student progress.	Reading data collated and assessed.	\$500
All staff will implement assessment based teaching and learning within the classroom.	Training and implementation of class dojo app for classroom data collection. Evidence of adjustments for students included in class programs.	

Next steps

In 2016 all staff will continue implementation of class dojo app to communicate with all staff and parents. This app will be used as a communication method in conjunction with the current communication books. Staff will be trained and encouraged to utilize the class story tool within the app to engage the wider school community and enhance greater *instant* communication.

Strategic Direction 3

Community relationships will be developed through active supportive partnerships.

Purpose

To develop student confidence through awareness, support and understanding of our diverse school.

Overall summary of progress

A partnership with St Luke's Grammar School was introduced in 2015. Students in Year 9 participated in a class for a three-week period, visiting for an hour on Thursday morning to interact, support and buddy up with Arranounbai students. This program saw many benefits for all students involved from both schools.

Along with the St Luke's program we have other regular volunteers who support the ongoing and varied programs of the school: RDA, shopping (lifeskills), work skills – card and tea towel printing and the weekly school swimming program.

Arranounbai continues to be involved with the WCoS (Warringah Community of Schools) and participates in regular meetings and Professional Learning.

Greater communication with the local and wider school community is encouraged through regular use of our school information board.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
Extending communication through Literacy.	Apply for ESES money to support project Literacy and Communication. Continue Reading Recovery Program.	\$25,000
To develop and communicate the school's identity to the wider community through building proactive Learning Alliances and mentoring programs with local schools.	Build alliance with St Lukes that will be an ongoing Program for future years. Community support and sponsorship for Arranounbai Trivia Night from Fraser Motorcycles and Michael Lister	

Next steps

2016: St Luke's Year 9 students will attend for a two hour session each Thursday morning. Further interaction between the two schools will be encouraged through reciprocal participation at school events. Arranounbai students and families will be invited to St Luke's drama night. St Luke's students will volunteer and support at fund raising events such as the High Tea, Family Picnic and the Annual Arranounbai Christmas Party.

Arranounbai will continue to support students from neighbouring schools to complete work experience, community service hours, Duke of Edinburgh and class observation hours for students studying education.

Look towards selling cards, tea towels and food items at a community market.

Raise the profile of the school by purchasing school banners to display at the market, Christmas Party and other venues when appropriate.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	No funding was received in 2015	\$0
English language proficiency funding	No funding was received in 2015	\$0
Targeted students support for refugees and new arrivals	No funding was received in 2015	\$0
Socio-economic funding	Funds are allocated to assist families with student participation in all school programs including excursions & student incursions.	\$1056
Low level adjustment for disability funding	No funding was received in 2015	\$0
Support for beginning teachers	All beginning teachers receive additional support in the first three years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time.	\$13 127.38

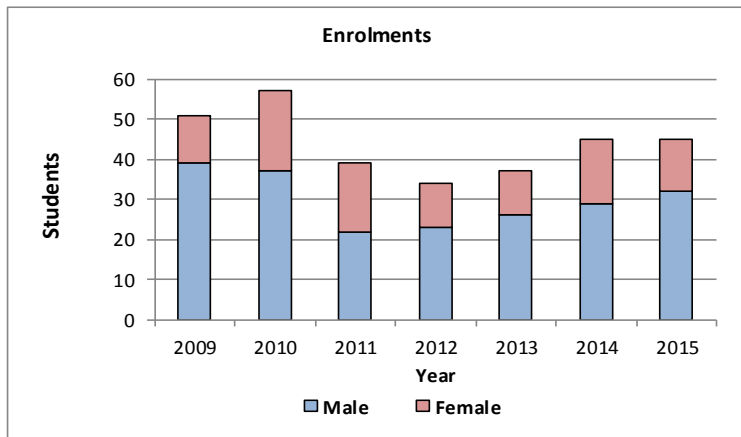


Student information

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

Student enrolment profile

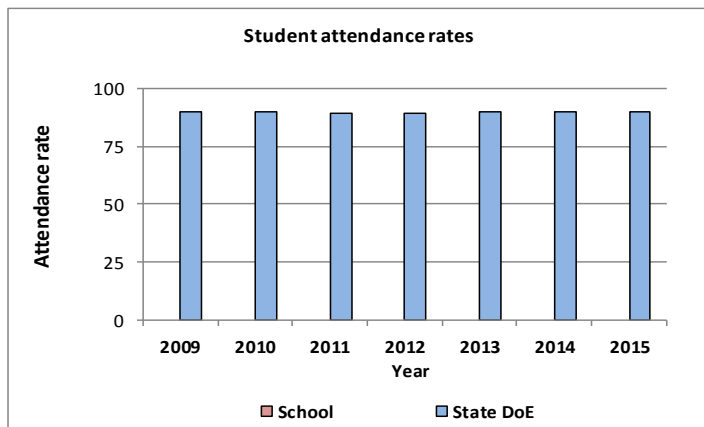
Gender	2009	2010	2011	2012	2013	2014	2015
Male	39	37	22	23	26	29	32
Female	12	20	17	11	11	16	13



Arranounbai School has one Autism Intervention class in addition to our annual school enrolment.

Student attendance profile

School	Year	2009	2010	2011	2012	2013	2014	2015
	7	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
8	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
9	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
10	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
11	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
12	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Total	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7



Note: Attendance rates for central schools are for 7-12.

Management of non-attendance

All families must provide written notes to explain absences and call the school on the first morning of the absence to inform staff and also advise transport personnel.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	0	0
employment	0	0	0
TAFE entry	0	0	0
university entry	0	0	0
other	0	0	100
unknown	0	0	0

This year we have 3 students leaving. One student is pursuing his career with Fighting Chance and the 2 others will be engaged in Community Options Programs.

Year 12 students undertaking vocational or trade training

A group of Year 12 students moved on to Community Options Programs which include Fighting Chance.

Year 12 students attaining HSC or equivalent vocational educational qualification

A student from Arranounbai attained his HSC in 2015 and two received their HSC (Lifeskills)



Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Classroom Teacher(s)	8
Music Teacher (2days)	1
Art Teacher (2days)	1
Teacher Librarian	1
School Counsellor	1
School Administrative & Support Staff	2
Student Learning Support Officers	7
Total	25

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

At present we do not have any Indigenous Staff members at Arranounbai.

Workforce retention

2015 has seen a position advertised and filled by Merit Selection, Assistant Principal and a position filled permanently, School Learning Support Officer

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	10%
NSW Institute of Teachers	25%

Professional learning and teacher accreditation

Ongoing professional development is encouraged for all staff. Although we do receive funding to support professional learning for teaching staff, SLSOs (School Learning Support Officers) must be funded through general funds. As all staff work as a team SLSOs are included in all our training sessions.

During 2015 staff teachers and SLSOs have participated in staff development days, professional learning afternoons and regional courses to ensure quality teaching across the school.

In 2015 professional learning was provided in the following areas:

Anaphylaxis -online

CPR

First Aid

Administration of Prescribed Medication

Health Care Procedures

Ipad training

Asthma Medication

Microsoft Office

Live Life Well at School

Teacher Accreditation at Proficient Teacher Level

Disability Standards

Environmental Education

Leadership Development

Class dojo app

PBEL (Positive Behaviour for Learning)

CMIT (Count Me in Too)

Child Protection



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
Income	\$
Balance brought forward	78,696.00
Global funds	143,586.57
Tied funds	130,981.29
School & community sources	144,456.38
Interest	3,259.56
Trust receipts	50,146.73
Canteen	0.00
Total income	551,126.53
Expenditure	
Teaching & learning	
Key learning areas	27,741.11
Excursions	1,561.30
Extracurricular dissections	25,221.94
Library	2,019.15
Training & development	2,400.39
Tied funds	80,511.08
Casual relief teachers	35,328.07
Administration & office	40,978.45
School-operated canteen	0.00
Utilities	33,552.55
Maintenance	24,709.70
Trust accounts	58,991.89
Capital programs	26,479.08
Total expenditure	359,494.71
Balance carried forward	191,631.82



School performance

School-based assessment

Arranounbai School caters for students with disabilities. We offer quality teaching through the curriculum and specialized programs;

Literacy and Numeracy

An innovative literacy and numeracy program has been developed at Arranounbai which aims to provide a program of short, regular and intensive structured learning sessions for selected students in literacy and/or numeracy.

The aim of the program is to identify and target the individual skill level of each student and design a sequence of learning experiences to address specific learning needs. Through directed and intensive learning support within a designated time frame, each student will develop essential skills in literacy and numeracy and be supported to extend their knowledge and skills to develop fluency and confidence in a secure and safe environment.

The program is run by highly skilled and qualified teachers with extensive width and breadth of experience. The proven methodologies and integrated computer technology (ITC) will provide specific benefits for all students.

Each program has been tailored to the needs of individual students with a focus on outcomes that will enable active school and community participation. The expectation is that the skills and abilities developed within the school context will be generalised to provide a solid basis of skills, knowledge and fluency in literacy and numeracy for effective application in a community context.

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.

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.

In 2015 no students participated in NAPLAN.

Higher School Certificate (HSC)

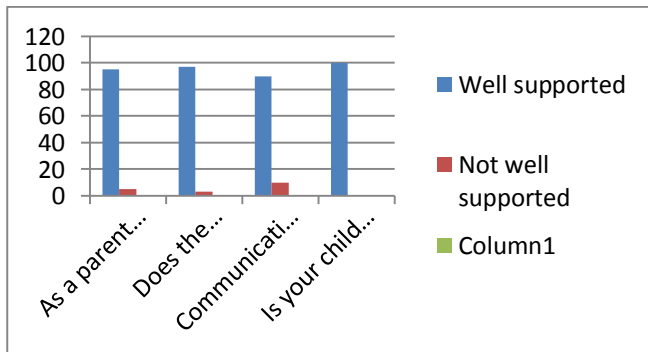
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

This year Jacob Hillier finished his final HSC subjects Studies of Religion and Computer Applications will be leaving to join the supported workforce at Fighting Chance and Northside Enterprises.

Two students Briana Hammnett and Jayden Koolloos achieved their HSC (Life Skills) this year and are moving into community access programs in 2016.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2015, the school sought the opinions of parents, students and teachers about learning in the school.



As a parent do you feel supported by the school?

Does the school cater to/for the learning needs of your child?

Communication between school and home is good.

Is your child happy at school?

Teacher Survey

The staff undertook: "The Focus on Learning" Teacher Survey report.

The Eight drivers of Student Learning for Arranounbai School are shown below:

Parent Involvement

Leadership

Collaboration

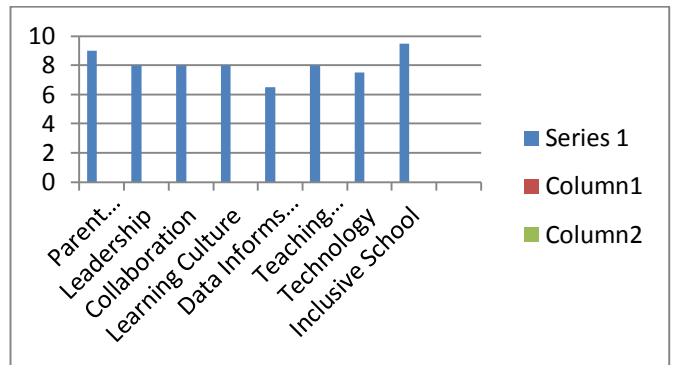
Learning Culture

Data Informs Practice

Teaching Strategies

Technology

Inclusive School



Results from this survey indicate that the school needs to take more data to inform practice.

Policy requirements

Aboriginal education

Aboriginal studies are incorporated into the K-12 Human Society and its Environment (HSIE) curriculums. Focus topics covering Aboriginal studies were included in all class programs. Our programs for Aboriginal Education revolve around music, dance, stories and art. It is through these mediums that students study Aboriginal culture. This year we celebrated Naidoc week with an Art and Dance morning.



Multicultural Education and Anti-racism

Students at Arranounbai are provided with many experiences to learn about other cultures. Our library lessons provide students with opportunities to explore other cultures through stories and film.

In our Food Technology programs students explore various different cultures throughout the world discovering different cuisines, histories and geographical locations around the globe.



Other school programs

Physical Education and Sport

The PE and sports program at our school has continued to develop over 2015. Students have been involved in a range of physical activities throughout the school year. This year we were able to continue our Horse Riding Program at Riding for the Disabled. This was a positive experience for both students and staff, achieving great social and physical improvements. We are glad to be able to offer this program again in 2016.



Our Swimming Programs cater for all students operating on Monday and Friday. The Programs have been a great success with students developing water safety skills and having fun in the water whilst learning to swim. These programs will be continuing in 2016. Students have also enjoyed PE lessons each week. We have been able to introduce sports and games including Bocce, Dance, Yoga, Bush Walking, T-Ball, Croquet, Cricket, AFL, Netball and Basketball. We also held a School Sports day this year which was a lot of fun and will be held again next year. Every morning students start the day with a fitness program. This aims to build up fitness and help students start the day with their minds and bodies alert.



In 2016 we look forward to continuing to develop the sports and PE programs at Arranounbai School.

Music

Joy Howes has been our Music teacher for terms 1, 2, and 3 but due to ill health has been replaced by Waling Gorospe. The music program is an extremely important component of our school curriculum providing many valuable learning experiences as well as lots of fun. Students have music once a week and are exposed to different music styles as well as drama.



Art

Once again our wonderful and talented art teacher Amanda Barrett has produced some outstanding artworks with our students.

Every student attends Art lessons each week. These lessons provide stimulating activities tailored to the interest and need of each student.

Our senior students have once again been involved in photography producing a calendar showcasing their work.

Student's art work is displayed around the school giving students a sense of pride as well as recognition of their achievements.

We had two students chosen to exhibit their works in Operation Art, Julian Bleicher and Ethan Moore.



Drama

Arranounbai School developed and performed a musical based on the story 'Possum Magic' by Mem Fox.

Throughout Term 3, the students at Arranounbai School worked towards the final performance, while at the same time participated in a connected unit of learning surrounding the story. The student's engaged in literacy activities, created props for the performance in visual arts and cooked food featured in the story.

The entire student population was involved in the performance. Rylee Condron and Jessika Kelderman played the roles of Grandma Poss and Hush, while Ethan Moore recorded the narration. Each class group performed a scene representing a city in Australia as the two main Characters travelled around the country.

The performance was inclusive and focused upon the students. A number of volunteers and staff members assisted on stage.

In the final weeks leading up to the performance, the students rehearsed and prepared for the show on a regular basis. They supported each other by joining in



all of the songs during rehearsals. The final performance was held at Glen Street Theatre, Belrose. A large number of parents, family and community members came to watch.

Kitchen Garden

Our kitchen garden produced much of the produce used by our senior school in their Food Technology program. With the new kitchen in operation we plan to extend our kitchen garden to supply the fresh products for cooking. We have chickens that are producing 2 eggs per day to supplement the program.



St Luke's Peer Support program



Arranounbai School

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