

# ARRANOUNBAI SCHOOL

## Annual School Report 2014



## School context

The 2014 student group K-12 represents a diverse set of educational and welfare needs.

The students include those with physical disabilities, chronic medical and health care needs, Autism Spectrum Disorder and those with a combination of need.

All students receive individualized educational programs and health care support where needed. During 2014 the maximum student enrolment was 45, including seven students in the autism intervention class.

Arranounbai School is staffed by teachers and School Learning Support Officers (SLSO) in the classrooms. The school office is staffed by a School Administrative Manager (SAM) and School Administration Officer (SAO 2 days). A general assistant (GA) is also available two days each week.

Teachers and SLSOs work in collaboration to provide teaching-learning programs for each student and child in the school.

The teaching staff is an experienced and competent group of professionals. They pursue professional learning to keep up-to-date. Each teacher undertakes an annual process—Teacher Assessment and Review Schedule – to ensure that they remain efficient and effective.

The school executive includes the non-teaching principal, three assistant principals and the school administrative manager.

A school counsellor is available to support students and families with assessment and counselling.



Visit from Forestville Fire Brigade

## Principal's message

As we near the end of 2014 I look back and reflect on what a great year it has been so far.

We have been fortunate in receiving \$14,000 in grants and donations. \$7,000 from the Commonwealth Bank Community Grant Foundation, \$2,000 from our senior students winning video for the Commonwealth games and a very generous donation from HSBC of \$5000 this is thanks to the Botheras Family. This money is going towards an in ground trampoline in our courtyard replacing the sandpit.

The Teachers Environmental Grant and the Environmental Trust Grant have enabled us to set up our environmental area at the back of the school. Lisa Golding our environmental co-ordinator has organised our new garden beds and they are now full of soil and ready to plant. Lisa's dedication to our garden areas has resulted in our plants, worms and composting thriving. Our back yard is now fully fenced thanks to the hard work of Terry Crouch our General Assistant and it is now safe to let our chooks roam free.

Our students have participated in a number of excursions and incursions throughout the year Healthy Harold, The Seymour Center, visits from the Police and Ambulance, Wannabies, Musica Viva The Special Swimming Scheme and we hosted the Interschool Bocce Competition,.

Once again our Book Week Parade and Grandparents Day was a great success, we celebrated Science Week with a science expo organised by Alice Burdon with the help of staff from Cheltenham Girls High. As a school we attended Little Big Shots film festival at the Opera House and were fortunate to be able to go ice skating twice this year at Macquarie Ice Rink. We had a visit from the Sydney Swans and the Sydney Kings and a

very informative talk from Stephen Downs from the Maritime Authority.

Our two captains Jacob Hillier and Jessica Kelderman with their mothers and myself were invited to Kirribilli House to have morning tea with the Prime Minister along with other captains and Principals in the Sydney area. This was the first time such an event has occurred and Arranounbai School was there!

We had our first Senior Social Night last term and this will become an annual event.

We welcomed Alice Burdon to our staff as a permanent teacher and farewelled Kay Tydeman and Jessica King. Sadly we will be farewelling Carly Nankervis and Rosie Linwood who have been on a staff for the past 2 years. I would once again like to acknowledge the wonderful work that all my staff do for our students, we have a great school, great staff, great students and great parents.

Anne Temple  
Principal



Working hard in the food Technology Room

### **P & C and/or School Council message**

Whilst still being a productive year for the P&C, 2014 was characterized by being an 'off year' in regards to our fundraising activities. It was decided early on in the year that in order to utilize the resources available to us, it was necessary to run

major fundraising activities like the trivia night every second year. Thus as we draw this year to a close we have already begun thinking and planning for the 'on year' of 2015.

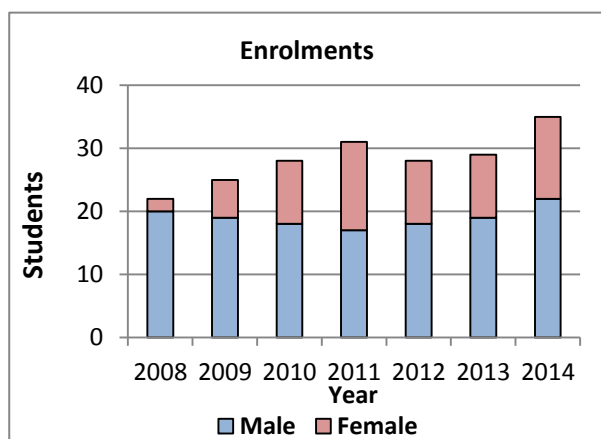
As a P&C we continued to run both the Mothers Day and Fathers Day stalls. These are not financial earners for either the school or P&C, but certainly add to the school culture in a way that has great value beyond a money making exercise. We will continue to allocate time and resources to this for the coming years. We did however run a chocolate drive and participate in the Bunning's BBQ day, both of which added to our fundraising total for the year.

As the year drew to a close, and after many associated issues it was decided by the executive that the P&C no longer operate as contractors for the Department of Assisted School Travels Program. We have informed the Department that this year will be the final year that we operate a bus run. It has been decided that the bus be utilized by the school for the use and benefit of the students, and both the P&C and the school will work together to meet the financial costs involved in having a school bus. The Department will allocate each student previously on the Arranounbai P&C run to new runs. As we draw the year to a close we are very excited by what 2015 will bring for the P&C and the Arranounbai community. There remain many opportunities to support both staff and students and we look forward to meeting them.

Nellie Evans  
President.

## Student Enrolment

Gen	2008	2009	2010	2011	2012	2013	2014
M	20	19	18	17	18	19	22
F	2	6	10	14	10	10	13



### Staff and Senior students enjoy the Senior Social night

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.

### 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

No students left school this year to attend post-school programs.

### Workforce information

It is a requirement that the 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)	8
Teacher Librarian	1
School Counsellor	1
School Administrative & Support Staff	2
Physical Education Teacher (3 days)	1
Music Teacher (1 day)	1
Art Teacher (2days)	1
Total	18

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	90%
Postgraduate	10%
NSW Institute of Teachers Accreditation	25%



**Premier Mike Baird attended our Commonwealth Games Presentation Ceremony**



## Professional learning

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

During 2014 staff teachers and SLSO's (School Learning Support Officers) have participated in staff development days, professional learning afternoons and regional courses to ensure quality teaching across the school.

In 2014 professional learning was provided in the following areas:

Anaphylaxis

CPR

First Aid

Administration of Prescribed Medication

Health Care Procedures

Ipad training

Asthma Medication

First Aid

Microsoft Office

Live Life Well at School

Teacher Accreditation at Proficient Teacher Level

Disability Standards

Environmental Education – Observatory Hill

Live Life Well at School



Walk to school day

## 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	30-11-14
<b>Income</b>	
Balance brought forward	55,682.48
Global funds	135,677.82
Tied funds	61,336.98
School & community sources	115,983.11
Interest	2,150.99
Trust receipts	26,521.92
Canteen	0,00
<b>Total income</b>	<b>341,670.82</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	14,080.46
Excursions	2,946.58
Extracurricular dissections	19,364.22
Library	816.47
Training & development	6,526.83
Tied funds	54,917.79
Casual relief teachers	49,471.72
Administration & office	26,00.32
School-operated canteen	0.00
Utilities	36,555.73
Maintenance	25,708.42
Trust accounts	17,704.60
Capital programs	64,655.87
<b>Total expenditure</b>	<b>318,749.01</b>
<b>Balance carried forward</b>	<b>78,696.00</b>

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

### Academic achievements

Arranounbai School follows the NSW Curriculum in both Primary and Secondary classes within the school. Senior students at Arranounbai School have the option of some or all Year 7-12 curriculum through distance education with classroom support. The students achieve full School Certificate and Higher School Certificate; they may also choose to study part through distance education and part through Life Skills Outcomes at school. TAFE Vocational Education and Training can be included.

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

One of our students participated in the Year 9 tests with pleasing results.

Our across curriculum approach to learning ensures students are actively engaged academically throughout the day across all Key Learning Areas. Academic programs at Arranounbai provide for individualised learning with students following Individualised Learning Programs developed in collaboration with teachers, parents, students and relevant therapists.

### 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).

Last year Jacob Hillier achieved Band 2 English and Band 4 Music and achieved a pass in Work Studies. Jacob is studying the HSC through pathways. He is now studying Religious Studies and Information Skills for the HSC.

One student Cameron Latty has achieved his HSC (Life Skills) this year and is moving into a community access program in 2015.

### Significant programs and initiatives

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.

## Physical Education and Sport

The PE and sports program at our school has continued to develop over 2014. 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 which 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 2014.

Our Swimming Programs cater for all students running 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 2015.

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 2015 we look forward to continuing to develop the sports and PE program at Arranounbai School.



Visit from the Sydney Swans

## Senior students out and about at the Australian Museum



## Music

Bel Keevers our Music Therapist once again provided music therapy for all students for students from Term 1 to 3. Unfortunately for us Bel has left us to pursue her social work career. Joy Howes has taken over and will be providing music 2 days a week in 2015. The music program is an extremely important component of our school curriculum providing many valuable learning experiences as well as lots of fun.



## Art

Once again our wonderful and talented art teacher Amanda Barrett has produced some outstanding works 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.

Our Junior School has been exploring the sensory side of Art colour, wet/dry as well as sound.

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.

## 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.



## 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**

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 explored various different cultures throughout the world discovering different cuisines, histories and geographical locations around the globe.

## **Community Programs**

Two disability groups – Catholic Care Broken Bay Diocese and Northern Beaches Interchange – have continued to use school facilities during weekends and school holiday periods. These programs provide respite and activities for school-age children with disabilities.

Taekidokai Martial Arts School hire the hall each Tuesday night and Collaroy Plateau Physical Culture group hire the hall for a few months of the year, as a practise venue.

## **Positive Behaviour for Learning (PBL)**

Arranounbai commenced the PBEL Program in 2012, with a survey completed by all staff identifying priority areas to be addressed to provide maximum learning for all students. A core group of staff has undertaken specific training to instruct staff on how to implement the required strategies. This is a continual process as the PBEL Program is introduced over a 3-5 year period. There are four phases in the Program and Arranounbai has recently implemented Phase

Three. Phase One involved establishing a purpose statement and three target areas for expected behaviour which form the basis of rules in all areas. These three target areas – Communication, Co-operation and Caring come under the main focus “The Arranounbai Attitude” and the combined notation of being Safe and Responsible. Phase Two involved the implementation of expectations for all non-classroom areas which includes playgrounds, corridors, bathrooms etc. Phase Three is the implementation of expectations within the classroom with clearly defined rules positively stated relating to the expectations of Communication, Co-operation and Caring. Staff have also completed a second survey to assess the effectiveness of the Program since implementation. This survey was completed at the end of 2014 and demonstrated improvement in priority areas. Parents were introduced to the Program at an Information evening Term 1 2014 and a laminated home copy of the Arranounbai Attitude School-Wide expectations is distributed to each family along with information explaining the specific reward system and incentives. Many students have already achieved Bronze Awards

Jo Osborne

## **School planning and evaluation 2012—2014**

### **School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- School map data
- Regular evaluation of school programs at staff meetings
- Individual Learning Plan meetings with teachers, parents and Principal

## **School planning 2012—2014: progress in 2014**

### **School priority 1**

#### **Literacy and Numeracy across the school**

##### **Outcomes from 2012–2014**

- Establish and use literacy and numeracy baseline performance data for all students and children.
- Development of consistent measures of performance across the school.
- Provision of access to Best Start and NAPLAN assessments in literacy and numeracy for all eligible students.
- Integration of literacy and numeracy outcomes across the curriculum.
- Access to professional learning for all staff.

##### **Evidence of progress towards outcomes in 2014:**

- Intensive Literacy and Numeracy Program implemented on an individual basis with clear ongoing assessment data collated at the end of the year.
- All Individual Learning Plans have literacy and numeracy goals

##### **Strategies to achieve these outcomes in 2015**

- Continue the Intensive Literacy and Numeracy Program with assessment and reporting data in school reports.
- Subscription to Sunshine Readers and Mathletics online to be used both at school and home.

### **School priority 2**

#### **Student Wellbeing**

##### **Outcomes from 2012–2014**

- Improved physical function and health outcomes for all students and children.
- Development of regular, structured physical activities for all children and students that involve fine motor and gross motor outcomes.
- Inclusion of all students in sport activities that meet their current needs and physical abilities.
- Development of a monitoring system for students to ascertain physical strength and agility.
- Access to a range of age-appropriate recreation and leisure activities for all students and children.

##### **Evidence of progress towards outcomes in 2014:**

- Whole School fitness program implemented each morning
- All students participate in regular PE lessons
- Whole school sports day designed to include all abilities

##### **Strategies to achieve these outcomes in 2015:**

- All classes participate in PE lessons each week
- Students to participate in swimming programs if appropriate
- Development of soft play sensory room for high needs students.

### **School priority 3**

#### **Senior students involved in relevant programs**

##### **Outcomes from 2012–2014**

- Senior students studying regular outcomes enrolled in Distance Education programs.
- Develop and fund in-school work-type activities for all senior students.
- Locate suitable work placements. Match students to work activities.

- Selected students supported to participate in suitable TAFE programs.
- Liaise with local businesses to arrange work experiences and training.
- Community activities and locations accessed by students.
- Student Volunteering and Service Learning with The Beach School

#### Evidence of progress towards outcomes in 2014:

- Continuing Distance Education Programs for years 11 and 12.
- Food Technology Program run by senior students was self-sustaining with the sale of cooked produce.
- Students from Beach School and other High Schools involved in work experience programs with our students.

#### Strategies to achieve these outcomes in 2015:

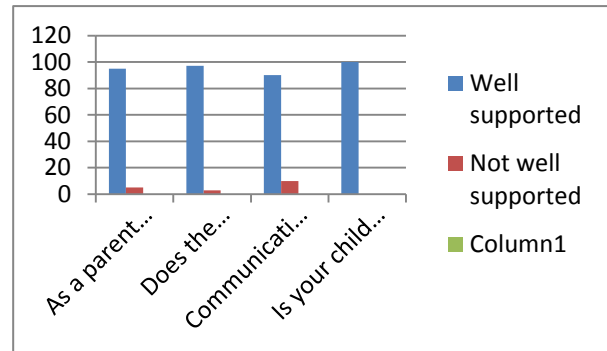
- Continue with work experience programs with local High School students.
- Development of a peer support program with St Lukes School at Dee Why.
- Food Technology to continue with emphasis on being self-sufficient – growing food and selling finished products.

#### Future Directions 2015-2017

NSW DEC is implementing a new school planning process for 2015-2017. The new plan will be published on the schools website from the beginning of Term2 2015.

#### Parent/caregiver, student, and teacher satisfaction

In 2014, 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 the learning needs of your child?

Communication between school and home is good

Is your child happy at school?



**Wheel chair students enjoy our Liberty Swing**

#### Teacher Survey

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

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

Parent Involvement

Leadership

Collaboration

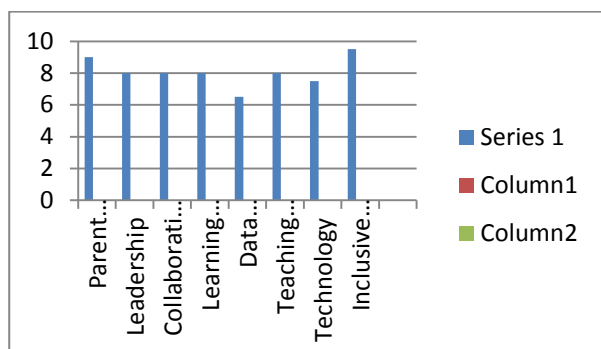
Learning Culture

Data Informs Practice

Teaching Strategies

Technology

Inclusive School



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

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.

Anne Temple Principal

Kay Tydeman Assistant Principal

Stephanie Hopkins Assistant Principal

Jo-ann Osborne Assistant Principal

### School contact information

Arranounbai School

5 Aquatic Drive

Frenchs Forest

Ph: 02 94523168

Fax: 02 99755041

Email: arranoun-s@det.nsw.edu.au

Web: www. arranoun-s.schools.nsw.edu.au

School Code: 5656

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:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>