



Education &  
Communities

Public Schools NSW

5606

# Cairnsfoot School

## Annual School Report



# 2012

## Messages

### Principal's message

All staff at Cairnsfoot aim to provide a safe, caring and quality learning environment while respecting the dignity and individuality of all members of the school community. The staff, in partnership with parents and the wider community create functional learning plans (PSLP's) for students across the Key Learning Areas (KLA's). The individualised curriculum provides the beginning of lifelong learning and has an emphasis on receptive and expressive communication and high standards of social behavior. Students and their families encounter numerous challenges including the transition from school to adult services. To ensure that families are best able to meet these challenges, the school uses the school clinic model to introduce parents to the various agencies and supports available in post school life.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Lesley Bruce**

### P & C

The P&C meets on the 2<sup>nd</sup> Tuesday of the month at 10 a.m.

The P&C meetings are informal and are there not only as a fund raising mechanism for learning resources but to support the many parents of the Cairnsfoot Community. This is achieved through informal discussions between parents, staff and the school counselor as well as more formal meetings with speakers when requested. The P&C is an important part of the school's operation and I would encourage all parents to attend our monthly meetings. The school values your support.

Thank you to parents who gave their time and support during 2012.

**Carolynne Farrell**

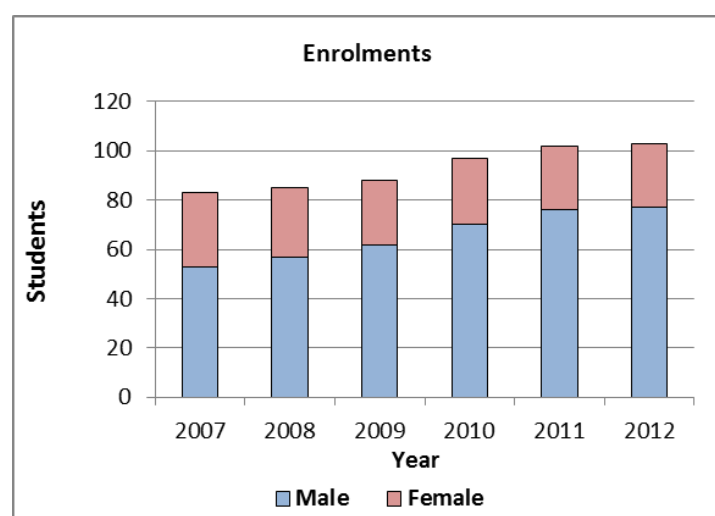
## School context

### Student information

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

### Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012
Male	53	57	62	70	76	77
Female	30	28	26	27	26	26



### Management of non-attendance

Student non-attendance is not a problem at Cairnsfoot School. Our rolls and records are regularly checked by the HSLO and all student absences are monitored by the Principal

### Post-school destinations

All of the students who graduated in 2012 received offers for Community Access and Participation Programs. A Transition Clinic was held for each student to address any ongoing health care concerns and provide a link to adult services. All students and their carers were given the opportunity visit their placements and to meet with staff prior to attending. Many of the program providers also visited Cairnsfoot to meet with the staff and to discuss the students programs. Staff at Cairnsfoot offered ongoing support for students

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

All of our Year 12 students in 2012 were awarded a Life skills Higher School Certificate.

## Staff information

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

We had a total of 43 staff this year. This included 6 executive staff, 13 classroom teachers, 1 teacher for transition (based at the school), 3 specialised support staff including a teacher librarian, and 2 'relief from face to face' (RFF) teachers.

The teaching staff was supported by 17 school learning support officers, 1 ethnic learning support officer, 1 senior administrative manager, 2 part time school administrative officers and 1 full time general assistant.

## Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teachers	13
School Learning Support Officers	17
Ethnic Learning Support Officer	1
Teacher of Transition Education	1
Teacher Librarian – Part time	1
Teacher of ESL – Part time	0
Counselor	1
School Administrative & Support Staff	3
General Assistant	1
Total	43

The National Education Agreement requires schools to report on Indigenous composition of their workforce. At this time Cairnsfoot has no indigenous members of staff

## Staff retention

In 2012 the staffing at Cairnsfoot remained relatively stable. A new teacher was appointed to replace a teacher who transferred to a new position.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	60
Postgraduate	40

## 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	193786.26
Global funds	191560.79
Tied funds	132581.30
School & community sources	5504.51.
Interest	9472.96
Trust receipts	230.45
Canteen	0.00
Total income	533136.27
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	12548.31
Excursions	651.78
Extracurricular dissections	0.00
Library	500.50
Training & development	3686.44
Tied funds	62802.96
Casual relief teachers	58446.47
Administration & office	56485.38
School-operated canteen	0.00
Utilities	44508.95
Maintenance	37346.11
Trust accounts	230.45
Capital programs	52059.00
Total expenditure	329266.35
<b>Balance carried forward</b>	<b>203869.92</b>

A full copy of the school's 2012 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 2012

### Achievements

#### Arts

The Presentation day concert continues to involve all students in demonstrating their artistic talents. The school community and parents showed their enthusiasm by their attendance at the concert (standing room only), assistance with costumes and supporting staff with rehearsals.



All staff worked collaboratively to ensure a smooth performance which showcased a diversity of student strengths.

Music, dance, drama and creative arts are always the essential elements of this polished performance. The highlight was when students were able to join their parents for a celebratory BBQ lunch afterwards.



#### Sport

Physical fitness is an important aspect of the Curriculum at Cairnsfoot. 2012 being an Olympic Year enabled students to experience a variety of sport influenced by the Olympic Games.

Staff researched the Olympic program and students were able to view a variety of sports using the internet and participate where possible in suitable games. The opportunity to investigate other countries and experience live internet broadcasts relating to the Olympics ensured an extensive Curriculum coverage.

The culmination of this was the Cairnsfoot Olympics Day where students demonstrated a variety of sporting skills which involved individual techniques and team cooperation.



Parent attendance was impressive and the school culture of 'trying your best' and 'having a go' was deeply enriched.

A group of students also participated in the Special Olympics NSW Program. Students travelled in the school bus to participate in Tennis, athletics and soccer programs; students excelled in all areas and achieved second place in the soccer competition.



## **Academic**

### **Completion of Year 10 in 2012**

Year 10 studies were completed by the following students Isabelle, Natalie Edward , Keanu Manu, Ahmad and Harry.

All of the students satisfied syllabus requirements in the Stage 5 Life Skills Strands of English, Mathematics, Science, Australian History, Australian Geography, Personal Development, Health & Physical Education, Visual Arts, Music, Dance, Design & Technology and Languages.

### **Completion of Year 11- Preliminary HSC**

The following students Timothy, Matthew, David , Nathan Angela, , Samuel.

All of the students satisfied syllabus requirements in the Preliminary Stage 6 Life Skills Strands of English, Mathematics, Personal Development, Health & Physical Education, Creative Arts, Technological and Applied Studies and HSIE – Geography.

### **Higher School Certificate 2012**

The Higher School Certificate was awarded to Sophie Corey, Jessica, Lisa, Robert, Joshua, Stephen and Edmund

All of the students satisfied syllabus requirements in the Stage 6 Life Skills Strands of English, Mathematics, Personal Development, Health & Physical Education, Creative Arts, Technological and Applied Studies and Citizenship & Society.

## **Significant programs and initiatives**

### **Aboriginal education**

As a school community we promote the informed and meaningful understanding of Aboriginal culture and heritage through all of the KLA's. Students in the upper primary classes were involved in the HSIE unit of work 'Australia - You're Standing in It'. Students were able to experiment with Aboriginal art techniques, listen to 'dreamtime stories' and use the internet to explore aspects of Aboriginal culture especially dance and music.

### **Multicultural education**

A high proportion of Cairnsfoot Students come from a range of diverse and enriched cultures. Close collaboration is essential to form bonds of trust with our parent community. Respect for cultural sensitivity is an important factor in building solid parent community partnerships. The interpreter service plays a vital role in this and In School Clinics, PLSP

Meetings, regular contact between teachers and parents support the scaffolding of enhanced learning. Students are provided with many and varied opportunities to research and celebrate their own multicultural heritage and that of their peers.

## **Progress on 2012 targets**

### **Target 1**

**Increased levels of literacy outcomes through the development of receptive and expressive communication supports for students.**

Our achievements include:

- Review of school developed tools for assessing, goal setting and tracking of student progress in communication
- Training of staff in developing increased competency in identifying clear student goals for communication across a range of environments.
- Linking of communication goals to all areas of the curriculum to ensure quality educational outcomes for students.

### **Target 2**

**Strengthened leadership and management capacity of school staff, executive and principal to drive school improvement**

Our achievements include:

- Teachers supported in pursuing professional learning, which was relevant to school targets and shared with all staff in professional learning meetings.
- Early career teachers provided with support to maintain their accreditation through access to relevant professional learning opportunities.

- 100% of teaching staff have demonstrated their competence in using interactive technology in the teaching and learning programs to support individual student learning.

### Target 3

#### Clear alignment between the implementation of curriculum, professional learning and student engagement

Our achievements include:

- Development of set of programming outlines to ensure that goals are linked to appropriate syllabus and stage outcomes.
- Staff inserviced as to the use of an assessment for functional behaviour and supported in becoming competent in identifying functional behaviours in individual students.

### School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the Transition Process for Senior students to Post School Programs.

#### The Transition Process

##### Background

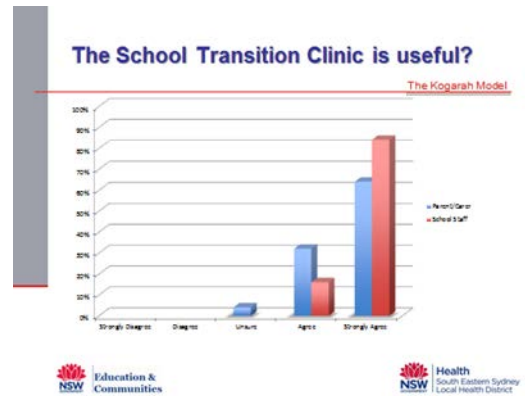
In 2012 our School, with support from Kogarah Diagnostic Developmental Assessment Service, carried out a survey with staff and parents as to the value of School Transition Clinics. The Transition Clinic is a progression from regular school clinics that assist the school in gaining a complete picture of the student

With interagency collaboration the Transition Clinic aims to provide a smooth transition for students and their families from paediatric services to adult services.

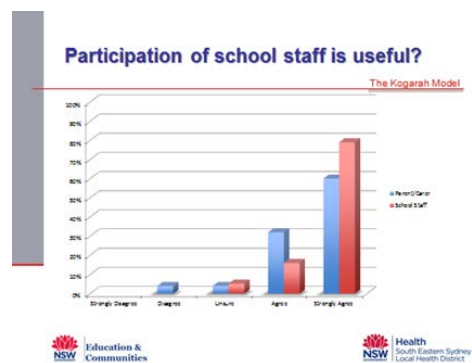
##### Findings

The survey covered 6 areas with the findings below: Red (Staff) Blue (Parent)

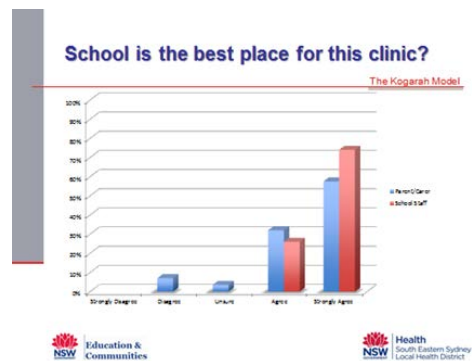
- **The School Transition Clinic is useful?**



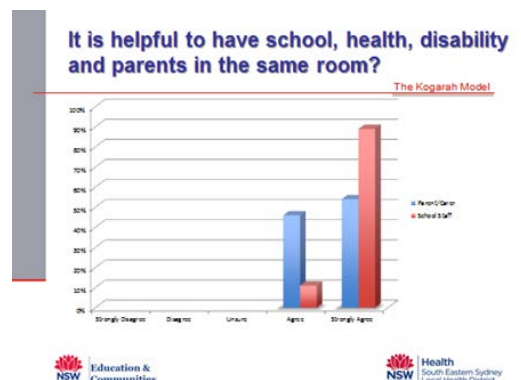
- **Participation of School Staff is useful?**



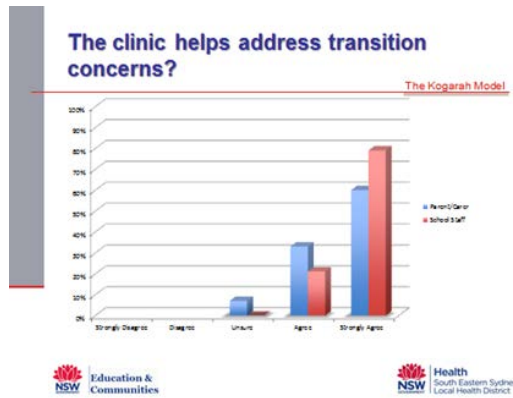
- **School is the best place for the clinic?**



- **It is helpful to have school, health, disability and parents in the same room?**



- **The clinic addresses transition concerns?**



- **The clinic provided service I couldn't get elsewhere?**



- That the focus on student learning through communication and socialization programs is the school's main priority
- That recognition and celebration of achievement, no matter how small was important
- That providing students with a range of learning strategies and resources in order to develop new skills, especially leisure and IT skills was important
- Staff identified an area for improvement, as being the need to develop a school wide tracking system for students.

Parents indicated:

- that they felt positive about the teaching/learning programs of the school
- that they valued the communication between the school and home
- that they found it a positive experience to meet with the teachers to discuss the half yearly report and student progress
- that they were supportive of an upgrade to school facilities
- that they valued the school clinic process

Some areas pinpointed for improvement were:

- continued development of a Parents Support Group
- continued development of communication systems for students for students that can be generalized across environments
- upgrade of the physical facilities of the school

### Future Direction

There was feedback from parents indicating that having a large number of allied health personnel present in one room would be stressful. To rectify this we will collaborate with Kogarah Diagnostic Centre to tailor allied health personnel attending clinics to suit student needs

### Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and staff about the school.

Their responses are presented below.

Staff Reported

- They valued the school's professional development program and the strong support they receive from the executive and each other

### Professional learning

All staff attended staff development Days held at the beginning of Terms 1, 2 and 3 and the end of Term 4. Topics included on these days Programming – What Makes a Program, Functional Assessment, Programming and Assessment of Living Skills, The Stages of Learning, School Structure and Programming, First Aid, CPR and Anaphylaxis.

Training was held for all staff on Non Violent Crisis Intervention. New staff member were able

to complete the full course and all other staff member were required to complete a refresher course to update their skills.

Nominated teachers attended DET training courses including The SSP Teachers and Leaders Conference, Environmental Education and Developing Motor Skills..

Staff members also attended training sessions on the use of the new Panboards, iPads in special education settings and literacy and numeracy development in special education students.

## **School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### **School priority 1 - Numeracy**

#### **Outcome for 2012–2014**

**Increased levels of achievement in numeracy outcomes for students accessing the curriculum.**

##### **2013 Targets to achieve this outcome include:**

- Teachers identify strategies that lead to achievement of curriculum outcomes.
- Development of assessment tools from existing resources and school developed resources.
- Teachers identify technology to use to assist in achievement of curriculum outcomes

##### **Strategies to achieve these targets include:**

- Investigating systems and structures already in place.
- Professional development with staff on SENA, Count me In Too, mathematical language and the meaning of functional numeracy
- Examine student individual learning needs.

### **School priority 2 - Leadership**

#### **Outcome for 2012–2014**

**Strengthened leadership and management capacity of school staff, executive and principal to drive school improvement**

##### **2013 Targets to achieve this outcome include:**

- 100% of teachers effectively utilise a professional development plan linked to professional learning, performance and student outcomes and review their progress on a regular basis in consultation with their supervisors.
- 100% of teachers will build their professional competence in using technology to meet requirements in individual student learning plans.

##### **Strategies to achieve these targets include:**

- Use of the Leadership Capability Framework to assist teachers in leadership in the classroom.
- Create a network to support executive with Accreditation for Professional Leadership
- Develop teacher capacity to use ICT to improve teaching and learning through quality professional learning and access to curriculum resources

### **School priority 3 – Curriculum and Assessment**

#### **Outcome for 2012–2014**

**Clear alignment between the implementation of curriculum, professional learning and student engagement**

##### **2013 Targets to achieve this outcome include:**

- 100% of teachers embed Quality Teaching into everyday practice
- 100% of teachers engage in consistent and meaningful assessment and feedback practices from K-12.
- 100% of staff relate to and communicate with students across environments.

Strategies to achieve these targets include:



- Support teachers in implementing the QT elements in their teaching programs.
- Provide opportunities for reflection and evaluation of teaching practice.
- Staff are supported in becoming familiar with functional behaviour.

## **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.

### **School contact information**

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

<http://www.schools.nsw.edu.au/asr>