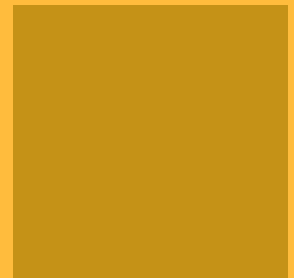
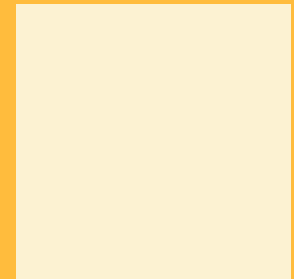


# Cairnsfoot School Annual School Report 2013



## School context

### Principal's message

Cairnsfoot School aims 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 personalized learning and support plans for students across the Key Learning Areas (KLA's) The individualized curriculum provides the beginning of lifelong learning and has an emphasis on effective communication, high standards of social behavior and the productive use of learning and leisure time. ICT is an important and growing resource and Cairnsfoot ensures that all students are developing the skills necessary to access a variety of devices.

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 works in close partnership with outside agencies to foster mutual understanding, respect and trust.

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.

One aim of the P&C is to support the students and staff by providing learning resources. This is achieved through various fundraising activities across the year.

The other aim is to provide support and information for families through informal discussions between parents, staff and the school counselor.

The P&C relies on continued parent support through attendance at meetings and activities. Thank you to parents who gave their time and support during 2013.

Carolynne Farrell

## Student attendance profile

It is a requirement that the reporting of

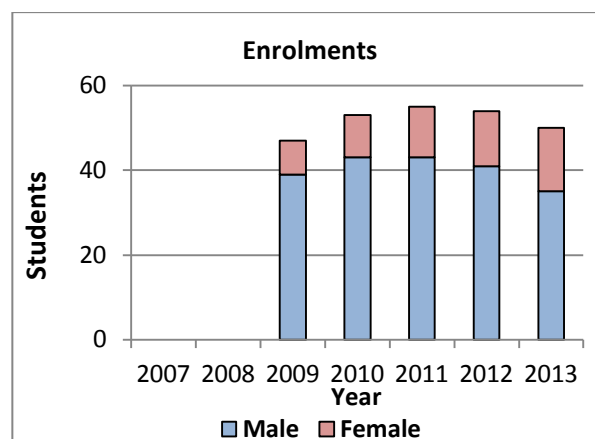
	Year	2008	2009	2010	2011	2012	2013
School	K		#N/A	#N/A	#N/A	#N/A	#N/A
	1		#N/A	#N/A	#N/A	#N/A	#N/A
	2		#N/A	#N/A	#N/A	#N/A	#N/A
	3		#N/A	#N/A	#N/A	#N/A	#N/A
	4		#N/A	#N/A	#N/A	#N/A	#N/A
	5		#N/A	#N/A	#N/A	#N/A	#N/A
	6		#N/A	#N/A	#N/A	#N/A	#N/A
	<b>Total</b>	<b>#N/A</b>	<b>#N/A</b>	<b>#N/A</b>	<b>#N/A</b>	<b>#N/A</b>	<b>#N/A</b>
Region	K		95.4	95.8	95.9	95.3	96.0
	1		94.9	95.3	95.2	94.9	95.4
	2		95.1	95.5	95.3	95.2	95.7
	3		95.2	95.4	95.6	95.3	95.7
	4		95.1	95.6	95.4	95.3	95.6
	5		95.3	95.6	95.5	95.3	95.6
	6		94.5	94.8	94.8	94.7	94.8
	<b>Total</b>	<b>95.2</b>	<b>93.7</b>	<b>95.4</b>	<b>95.4</b>	<b>95.1</b>	<b>95.6</b>
State DEC	K		94.3	94.7	94.7	94.3	95.0
	1		93.7	94.2	94.2	93.9	94.5
	2		94.0	94.4	94.2	94.2	94.7
	3		94.1	94.5	94.4	94.4	94.8
	4		94.0	94.5	94.3	94.3	94.7
	5		94.0	94.4	94.2	94.2	94.5
	6		93.6	94.0	93.8	93.8	94.1
	<b>Total</b>	<b>94.1</b>	<b>92.1</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>

information for all students be consistent with privacy and personal information policies.

## Student information

Gender	2007	2008	2009	2010	2011	2012	2013
Male	0	0	39	43	43	41	35
Female	0	0	8	10	12	13	15

## Student enrolment profile



## 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 2013 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 to visit their placements and to meet with staff prior to attending. Invitations were offered to program providers to visit 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.

## Workforce 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 44 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.

## Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13
School Learning Support Officers	17
Ethnic Learning Support Officer	1
Teacher Librarian	1

Teacher of Transition Education	1
School Counsellor	1
School Administrative & Support Staff	3
General Assistant	1
Total	44

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

At this time Cairnsfoot has no indigenous members of staff

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	60
Postgraduate	40
NSW Institute of Teachers Accreditation	10

## 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	30/11/2013
<b>Income</b>	\$
Balance brought forward	203869.92
Global funds	178718.10
Tied funds	145353.99
School & community sources	13893.85
Interest	7496.05
Trust receipts	340.00
Canteen	0.00
Total income	549671.91
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	14768.27
Excursions	1736.59
Extracurricular dissections	118.44
Library	0.00
Training & development	2033.46
Tied funds	101708.62
Casual relief teachers	84464.38
Administration & office	40693.33
School-operated canteen	0.00
Utilities	49748.84
Maintenance	32397.66
Trust accounts	340.00
Capital programs	13691.82
Total expenditure	341701.41
<b>Balance carried forward</b>	207970.50



A full copy of the school's 2013 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 2013

### Achievements

#### Arts- Presentation Day

The Presentation Day Concert is a highlight of the school year at Cairnsfoot. Staff select concert items based on a common theme – 2013 Cairnsfoot Goes Around the World. Students have spent time looking at the culture they are representing and have been actively involved in designing dances, creating costumes and making props. Music, dance, drama and creative arts are always the essential educational elements of this performance.



All staff worked together to ensure that the concert is presented with minimal stress to students with each student having an opportunity to perform on stage.



The whole school community is eager to attend the Concert and the family BBQ which follows. Word has also spread to the wider community with the Principal receiving requests for seats from community members and DEC officers.

### Inter School Sport

Cairnsfoot School participated in a **Cricket Gala Day** at Bankstown Oval in September. The event was partly funded by Active after School Communities. Twenty six Cairnsfoot students were able to travel together by bus. The event involved warm up exercises, cricket practice drills a sausage sizzle and award presentations. Teams comprised of a mixture of Cairnsfoot and Broderick Gillawarna students



**The Special Olympics** at Marrickville PCYC focused on athletics and basketball skills.

Cairnsfoot School was one of eight schools participating in the event. It was a great opportunity for our students to play basketball on a full sized court.



## Weekly Interschool Cricket Practice

The second semester saw weekly cricket skills training sessions at either Broderick Gillawarna school (when eight Cairnsfoot students would travel in our school bus along the M5) or Arncliffe park where two groups of Broderick students were shuffled to meet students at the Arncliffe park cricket nets. These weekly sessions were an invaluable opportunity to mix with students from another school, have fun and develop sporting skills. Active after School Communities were instrumental in initiating the inter school sessions and they continue to play a supportive role as the students from both schools continue to develop from ongoing weekly visits.



## Academic achievements

### Higher School Certificate 2013

The following students achieved a Life Skills HSC in 2013:-

Nathan Amditis, Timothy Chiang, Matthew Chiang, David Doan, Timothy Lockwood James Richardson Angela Soliman and Samuel Siu.

All of the students satisfied syllabus requirements in the Stage 6 Life Skills Strands of English; Mathematics; Personal Development, Health & Physical Education;; Creative Arts; and Geography Life Skills.

### Record of School Achievement (RoSA)

#### Year 11

Year 11 studies were completed by the following students:-

Isabelle Baqui, Natalie Ivanokska , Edward Jang, Hiba Naaman, Ahmad Naser and Harry Tran.

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; Technology Life Skills and Geography Life Skills.

#### Year 10

Year 10 studies were completed by the following students:-

Kevin Chen, Daniel Cho, Steven Hoang, Satrya Imawan, Ali Morad, Liam Payne, Matthew Phan and Austin Yuniadi.

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 and Design & Technology.

## 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 Key Learning Areas. Students across the school have completed artworks which reflect Aboriginal art and design. A number of classes have completed literature studies on the books of Jeannie Baker which lead students to acknowledge and explore a first people's perspective on Australia.

### Multicultural education

A high percentage of Cairnsfoot Students come from a diverse range of cultures which enrich the experiences of the whole school community. 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 process. Interpreters are required for medical Clinics and meetings to develop Personalised Learning Plans for students.

Regular contact between teachers and parents supports the scaffolding of enhanced learning with parents understanding the programs that their child is participating in at school. Students are provided with many and varied opportunities

to research and celebrate their own multicultural heritage and that of their peers.

### **Every School Every Student.**

In 2013 Cairnsfoot joined together with St George, Wairoa, Bates Drive and Minerva Schools to produce a website to assist teachers in mainstream schools to meet the complex needs of students with disabilities who are enrolled at their local schools. Teams of teachers and executive met together throughout the year to collate resources, design programs, differentiate syllabus documents and identify best practice for meeting the needs of students.

The areas that were covered in details were Student Welfare, Numeracy, Literacy, The Curriculum, Technology, General behaviour supports and Specific behaviour supports for autism.

The resulting website contains a wealth of information which is of practical use to teachers as they assist students to learn in complex learning environments.

SSP staff are now able to be of immediate support to their mainstream colleagues in assisting them to support the complex learning needs of identified students.

## **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:

- Review of current practices and procedures
- Providing support to staff as they assess and implement new practices.
- Provision of training to ensure that all staff are confident in using new technology and implementing new curriculum.

### **School planning 2012—2014: progress in 2013**

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

### **Outcomes from 2012–2014**

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

##### **Evidence of progress towards outcomes in 2013:**

- Teachers are able to identify concepts in numeracy which support literacy development.
- Teachers trained in the use of SENA and Count Me In Too to create a relevant assessment tool of student numeracy skills.
- Teacher competence in using technology to support student learning.

##### **Strategies to achieve these outcomes in 2014**

- Linking of numeracy and literacy through the use of accurate functional language across a range of learning formats.
- Staff professional development to build upon competencies and confidence in differentiating the syllabus.
- Using new Mathematics K-10 syllabus for programming in 2014.

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

#### **Outcomes from 2012–2014**

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

##### **Evidence of progress towards outcomes in 2013:**

- Improved levels of leadership in the classroom evident in improved student learning outcome.
- Teachers are working closely with supervisors on a regular basis for both professional development and classroom management.
- All teachers have participated in professional development to develop their competencies in using technology in the classroom.

##### **Strategies to achieve these outcomes in 2014:**

- Continuing of programs of professional support for teachers when working with their supervisors in the classroom

- Executive staff working with early career teachers to assist them in achieving accreditation
- Continued professional development of teacher ICT skills in using Proloquo2Go, Clicker 6 and ChooseIT Maker.

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

### **Outcomes from 2012–2014**

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

##### **Evidence of progress towards outcomes in 2013:**

- Staff are able to identify the elements of the Quality Teaching Framework and apply it to evaluate the effectiveness of their teaching programs
- Staff are able to identify the components of functional behaviour in their students and assess their impact on learning.
- Professional discussion and reflection opportunities provided in staff meeting and time with supervisors

##### **Strategies to achieve these outcomes in 2014:**

- Continuation of supervision program based on classroom visits and ongoing support.
- Collaborative programming using the BOS site to incorporate new syllabus documents.
- Professional discussions amongst staff to provide support in accessing and using new formats and syllabus documents.
- Identification of professional practices that produce accurate and meaningful assessment.

## **Professional learning**

The professional learning opportunities provided for all staff in 2013 have covered a range of identified needs. The Staff Development Days have looked the use of new Personalised Learning Support Plans and the development of meaningful student profiles, an introduction to the new K-10 English and the updating of CPR.

In 2013 we had the opportunity to combine with other SSPs for professional development.

The topics covered included:

- Using the new Board of Studies Programming site.
- Using Count Me In Too and the SENA assessment tool in special needs education.
- Using the iPad to support learning programs.
- Using the App. Proloquo2Go for communication.
- A presentation from ADHC therapists on assisting student to be successful eaters.

Staff have also completed online courses on Emergency Care, National Disability Standards and anaphylaxis. Teachers have also had the opportunity to complete the online course for the new K-10 syllabus online.

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

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents reported they were satisfied with the following aspects of the school

- All students enthusiastic participation in our end of year concert showed great development socially and academically.
- The quality of discussions around students' individual education needs which take place in PLS meetings.
- The quality and usefulness of discussions around transition for students to community participation and transition to work programs.
- The inclusion of cross class groupings as a strategy for developing socialisation skills.
- The assistance provided by the school with developing visuals and resources to support parents at home.

Parents have requested:

- Further parent group meetings.



- Teachers have requested further professional development
  - Of ICT skills.
  - for Assessment and communication strategies.

## Access the New NSW K-10 English syllabus

### Background

In 2014 all school in NSW are required to implement the new English K-10 Syllabus based on the Australian Curriculum. School were given the opportunity in 2013 to become familiar with the document , provide training for staff and plan for implementation in 2014.

### Findings and conclusions

- The objective of the new English K-10 syllabus is to make meaning through language, which all staff agreed was very relevant to the focus of all student personalised learning plans.
- Staff are now able to navigate the new syllabus and are confident in planning a short unit of work accessing the new outcomes with reference to their current class.
- Staff where shown the online resources available to assist with implementation.
- The Staff Development Day in Term 3 was well received as staff were given training in accessing the support available through the Board of Studies website.

### Future directions

All staff are confident in accessing the English K-10 syllabus and have been encouraged to access the online training packages available through the DEC Intranet. The change from strands to objectives will require further support as staff move from the traditional areas of programming.

## Use of iPads in the Classroom

### Background

More of our students are using iPads as a recreational tool but they are also being used as an assistive device for communication. To support our school community in the use of iPads the school executive identified a need amongst the staff to increase their proficiency in using

iPads and in incorporating them into teaching and learning programs.

### Findings and conclusions

- Most staff were confident in using an iPad to support students in investigating Apps and using their recreational time productively.
- The trial of Apple TV in one classroom has demonstrated that this is a valuable teaching tool and allows the iPad to be integrated into a class program.
- The use of a class set of iPads which as has been shared across the school has been successful as teachers were able to monitor students skills and collect data on proficiency.
- Staff require support in using the more complex applications for augmentative and assistive communication..

### Future directions

The Executive has identified that there is a need for further staff training on the use of specific iPad applications, specifically Proloquo2Go. In conjunction with intensive training in other software staff will be offered professional training and support in 2014 in using iPads in the classroom to support communication programs. To support this initiative additional iPads will be purchased.

## 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.

Lesley Bruce	Principal
Peta Avis	Deputy Principal
Kathy Mystriotis	Assistant Principal
Pauline O'Brien	Assistant Principal
Susan Green	Assistant Principal
Christopher MacDonald	Assistant Principal
Carolynne Farrell	P&C President



## **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:

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