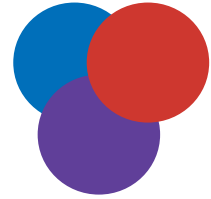




Education

Cairnsfoot School

Annual Report



2015

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Introduction

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

Lesley Bruce
Principal

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Message from the Principal

2015 was the beginning of a new school management plan that aims to improve student outcomes. There was extensive consultation with the community and staff in the development of the plan and the next three years will ensure that the focus is on the best possible learning for all our students. At Cairnsfoot we continually strive to be a school of excellence and the *School Excellence Framework* now gives us a framework to reflect against the domains of Learning, Teaching and Leading. The staff continually strives to improve their teaching skills to support students learning, especially around the social and communication outcomes. This year the school has begun a three year journey to be more innovative and creative to ensure the best possible results for all our students within and beyond the classroom.

Some of our key achievements this year include:

- Our ongoing weekly sport programme funded through Sport in Schools which resulted in an improvement in basic game skills. This ensured a generalisation to the playground during senior lunch where students were beginning to enjoy group games.
- Our end of year concert showcased the progress of our students and once again brought together the whole school community in celebrating our students' numerous achievements.
- The transition to a new environment with the relocation of the school to Brighton-Le-Sands in 2016 ensured a concentration of staff in fine tuning supports for students through routines within and beyond the classroom. This resulted in a reduction of challenging behaviour across a range of settings.

School background

School vision statement

At Cairnsfoot School we:

Encourage independence and lifelong learning.

School context

Cairnsfoot school has an enrolment of 107 students and is located in Arncliffe. All students have either a moderate or severe intellectual disability and many students also have complex additional needs including autism and challenging behaviours.

The school consists of 17 classes with 50 staff comprising of SASS and teaching staff. We have a diverse student enrolment from a range of socio-economic backgrounds with 64% of students from a non-English speaking background. The strategic directions for the school include *high expectations for educational outcomes, social inclusion across the school and community and student wellbeing*. In 2016 Cairnsfoot school will be relocating to a purpose built school in Brighton-Le-Sands.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

In the area of **learning** our school focussed on the elements of *Learning culture* and *Wellbeing*. The Quality Teaching Framework was revisited as a significant tool for enhancing student engagement and learning. A strong focus school wide, was to ensure all students were provided with the supports they required to understand expectations in relation to routines, transitions and learning throughout the day. Based on the Quality Teaching Framework a rubric was developed to allow teachers to reflect on the level of supports they were providing their students and the effect these were having on student level of engagement.

Our major focus in the area of **teaching** has been on *Learning and Development* and *Professional Standards*. The implementation of the new performance and development process gave us the opportunity to develop and refine our own processes around performance and development, professional learning and peer observation. Building on this, we have also begun to further develop our programs for beginning teachers' induction and mentoring. Our project this year on performance and development has been a wonderful opportunity to determine teachers' level of understanding of the professional standards and to allow them to trial and refine the process. The implementation of Learning Walks across the school successfully allowed teachers to provide and receive constructive feedback around teaching and learning programs and the effect on student engagement.

In the area of **leading** Cairnsfoot school has been focussing on *Leadership, School planning and implementation* and *school resources*. As we prepare for the move to our new location in Brighton-Le-Sands the Cairnsfoot community has been working tirelessly with project managers, designers and builders to ensure the new school meets and exceeds the needs of all students. The new purpose built school has been specifically designed for the students of Cairnsfoot School and aims to ensure the highest level of engagement and learning for all students. Through regular P&C and parent meetings, parents and community members have had the opportunity to engage in discussions and preparations for the transition to the new school. Input has been welcomed and acted upon. With the up and coming implementation of NDIS, planned in our area for 2017, we have also been working to ensure all parents feel informed and prepared for the effects it will have on their child's education and access to services.

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

High expectations for educational outcomes

Purpose

It is important for us to ensure we have a school culture where individualised teaching and learning is rigorous, relevant, meaningful and challenging for all students. Through this student independence will be supported.

Overall summary of progress

Our school achieved all milestones for the Performance and Development Project with all teachers successfully completing the performance and development process, articulating goals, completing personal professional development, participating in observation and reflecting on progress.

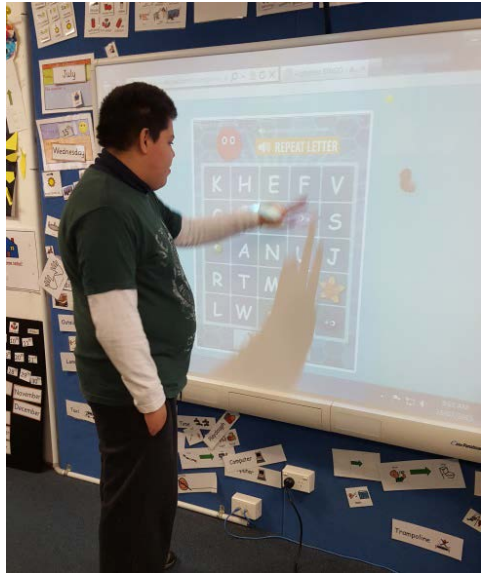
All staff participated in professional development around the performance and development cycle, classroom observation processes and the Quality Teaching Framework with particular attention to routines and the learning environment. A rubric for routines and the learning environment was developed and all teachers participated in Learning Walks, both observing and being observed. They then reflected on their own practice.

The impact of this project was evident through teachers' feedback and reflection on their own and their colleagues use of routines and supports within the learning environment. The majority of teachers identified some need to further develop the supports they were using and executive identified how the rubric could be refined.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Development of Rubric of 'Quality teaching at Cairnsfoot' and continuum of skills and strategies.	Initial component of rubric was developed and used to inform learning walks and peer observations. All teaching staff participated in learning walks providing feedback to colleagues.	\$6000
Teachers articulate goals, professional development and evidence, meeting performance and development goals	All teaching staff articulated goals, aligned them to the teaching standards and reviewed them accordingly. Identifying and supplying evidence is an area requiring further development.	\$6000

Next steps

Performance and development framework imbedded into schools annual processes, Learning Walks process will be further developed and the Quality Teaching Rubric will be expanded to underpin future Learning Walks.



Strategic Direction 2

Social inclusion across the school and community

Purpose

Students and their families are at risk of living highly isolated lives due to the nature of the students' disabilities. It is important for students to have the social and communication skills to participate in life to their full potential

Overall summary of progress

2015 saw the Cairnsfoot Community begin to prepare for transitioning to our new school site in Brighton-Le-Sands. A gallery of pictures on our website has tracked the progress of the new school site and some senior classes have visited the site on a regular basis taking photos and sharing these with other classes. Regular P&C meetings have kept parents up to date with the progress of the school and has begun preparing them for the process of transitioning.

School executive have participated in regular project meetings with project managers and contractors related to the progress of the building and ensuring that the needs of all students are considered and met. Collaboration around the selection of furnishing and resources has taken place and these have been ordered to be ready for our move in term 3 of 2016.

Our community access project has progressed well this year. We have achieved most of our milestones with our direction changing slightly throughout the year. Staff surveys allowed us to ascertain staff understanding of the issues around community access and to gear professional learning accurately. Staff brainstormed the issues around community access for our students, their families and our staff. As a result we have decided to change the name of community access to 'Learning Beyond The Classroom'. With this has come a change in philosophy and focus for our teaching and learning programs for students as we aim to give them the skills necessary to access any environment they choose. We have begun to develop a tracking document for the skill sets of 'Learning Beyond the Classroom' and to match these to task analysis for each skill. Supports for these skills will developed and implemented in the future.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Smooth transition to the new school site	50% students have either visited or seen photos and video of the progression of the new school sight. School website tracks the progress of new school with time lapse camera tracking the first few months of construction. 95% of staff visited the site and walked around the local area with a view to being able to identify issues around 'Learning beyond the classroom' at Brighton-Le-Sands.	\$2500
Programs reflect real life learning	Community access has become 'Learning beyond the classroom' with a change in focus for programming.	

Next steps

'Learning Beyond the Classroom' teaching and learning programs will be developed and implemented. All students will have a profile and plan for transition to the new school.



Strategic Direction 3

School Community Wellbeing

Purpose

Many of our students have a range of complex needs. Finding family centred solutions is crucial for full participation in life for the students and their families.

Overall summary of progress

This year we put a strong focus on supporting parents particularly as we move towards the implementation of NDIS. NDIS will bring about significant changes to the home and school lives of students with disabilities and their families. We achieved all of our milestones in this project.

P&C meetings regularly addressed NDIS as our knowledge about it progressed. Evidence of the impact of this can be seen in P&C numbers increasing from a maximum of 2 to a regular group of a minimum of 5 parents. Information packs were sent home to all families and regular updates and information nights are published on our school website.

We have had speakers from Ability Links present at a P&C meeting and 5 families have now accessed the service, reporting it to be beneficial. Presenters have also spoken about post school options and NDIS

Schoolkit, our school clinics website has now been published providing information to other schools, services and parents about the process and its benefits. Clinics bring together the people involved in a child's care to make shared decisions around strategies for addressing specific issues in a holistic manner.

Our mind matters project is progressing, all staff attended training with our community of schools and our committee has been formed

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
School website contains information about services available to parents/cares	Website contains information about NDIS and Ability links with site analysis showing page viewing had doubled over the past year	\$1000
School clinics website is developed and published	Schoolkit website, developed in conjunction with Kogarah DAS, has been published and Principal has presented it at SSP conference, School Counsellors and Principals and at interagency meetings with NSW health	\$1000
Increased number of parents accessing school clinics	36% of families attended school and transition clinics with 75% of those families attending follow up clinics	\$2500

Next steps

Processes for NDIS implementation to be developed with a strong focus on providing parents and families with the support they need through the change. The Mind Matters project will continue and further development of the school website will track the progress of school relocation and NDIS.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>SLSO time was used to assist teachers in developing individual resources.</p> <p>Each student was supported on a needs basis using communication resources during unstructured times</p>	\$2,117 (SLSO time)
English language proficiency funding	<p>EALD students were supported across school through EALD teacher time. This was used across the year to support in the implementation of individual and class programs focusing on vocabulary building and the development of proficiency in using visuals communication strategies for expressive communication. Data showed an increase in staff concentrating on strategies for expressive communication.</p>	.2 teacher time \$31,430
Targeted students support for refugees and new arrivals	<p>Students were supported on a needs basis</p>	\$1300
Socio-economic funding	<p>Students were supported on a needs basis. The support focused on supporting the implementation of communication strategies and programs that speech therapists had developed with class teachers.</p>	\$6720 (SLSO time)



Mandatory and optional reporting requirements

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	2013	2014	2015
Male	77	79	81
Female	28	26	24

Post-school destinations

Post-school destinations

In 2015, 8 students gained their Higher School Certificate in Life Skills; Kevin Chen, Daniel Cho, Steven (Khue) Hoang, Satrya Imawan, Ali Morad, Liam Payne, Matthew Phan and Austin Yuniadi.

All students were granted funding in the Post School Options program run by ADHC and all transitioned to Community Participation programs in the local area.

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)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	14
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administrative & Support Staff	23
Other positions	5
Total	50

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

There are no teachers of Aboriginal or Torres Strait Islander backgrounds at the school.

Workforce retention

In 2015 we had a total of 50 staff. Two new classroom teachers were appointed to fill vacancies. A number of temporary appointments were made during the year to fill vacancies resulting from staff on long service leave, leave without pay and maternity leave.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

This year staff participated in weekly professional learning sessions to support student engagement and learning outcomes and mandatory guidelines. Semester One PL included; Australian Professional Standards for Teachers, National Data Collection on Disabilities and Update on Curriculum and adjustments and Quality Teaching Semester Two PL included: Non Violent Crisis Intervention, Maths Syllabus implementation, positive Behaviour for Learning and Support at Cairnsfoot; Routines and use of supports. We also had three staff development days this year where staff was given professional learning in Mind Matters, Classroom Observation, Learning Walks, Community access as part of the PDHPE Syllabus and The Disability Standards. Staff completed their three personal professional learning goals in many diverse areas such as ipads for learning, behaviour management and developing group games within the lunch breaks.

Staff also completed mandatory training in CPR, code of conduct, child protection, and emergency care and anaphylaxis.

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	202956.95
Global funds	196851.82
Tied funds	315735.25
School & community sources	10381.46
Interest	6478.57
Trust receipts	55.00
Canteen	0.00
Total income	<u>732459.05</u>
Expenditure	
Teaching & learning	
Key learning areas	9614.49
Excursions	870.03
Extracurricular dissections	0.00
Library	3052.36
Training & development	1620.00
Tied funds	121974.09
Casual relief teachers	84453.92
Administration & office	54496.67
School-operated canteen	0.00
Utilities	43430.96
Maintenance	25288.02
Trust accounts	55.00
Capital programs	0.00
Total expenditure	<u>344855.54</u>
Balance carried forward	<u>387603.51</u>

School performance

We have high expectations for educational outcomes at Cairnsfoot School. All students participate in quality education programs based on the mandatory requirements of the NSW Syllabus for the Australian Curriculum. Through the collaborative curriculum planning process Personalised Learning Support Plans are negotiated with parents to provide individualized adjustments and supports for each student and highlight individual goals to be embedded throughout curriculum content.

NAPLAN

For students at Cairnsfoot School participating in the NAPLAN is not relevant and students were, by parental request, exempted from the process. Comprehensive, relevant assessment, however, does take place focusing on students' performance against their individual goals and level of achievement within each KLA.

Higher School Certificate (HSC)

In 2015, 8 students gained their Higher School Certificate in Life Skills; Kevin Chen, Daniel Cho, Steven (Khue) Hoang, Satrya Imawan, Ali Morad, Liam Payne, Matthew Phan and Austin Yuniadi.

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

All students were granted funding in the Post School Options program run by ADHC and all transitioned to Community Participation programs in the local area.



Year 11

The following Year 11 students completed a preliminary Life Skills HSC program in 2015, Barsath Bhandari, Jennifer Bingle, Jason Keller, Socrates Lazaris, Tim Ou, Mohammad Sayed Hassan, Adriana Sterjovski, Tristan Wennekes-Wheldon

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, and Geograph.

Year 10

In 2015, 3 students completed year 10. Rahil Kumar, Benjamin Teoh and Tristan Ho all satisfied the requirements for English (Life Skills), Mathematics (Life Skills), Science (Life Skills), History (Life Skills), Design and Technology (Life Skills), Music (Life Skills), Visual Arts (Life Skills) and Personal Development, Health and Physical Education (Life Skills).

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.

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Their responses are presented below

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

- The community consultation process and the directions of the school for the next three years.
- The full participation of students and school community in the end of year concert as they believed it highlighted to family members student progress.
- The focus of physical activity and sporting skills through the weekly program of Sporting schools and the bike riding program as it developed leisure skills and supported a healthy body.
- Parents and school community were extremely excited with the news of the construction of the new school and the planned transition in 2016
- The clinic process for students and especially the introduction of the Transition clinics as they felt it gave them knowledge of transition to adult medical services and support for the future.

- 90% of parents attended PLSP meetings and reported that the school supported the learning and behaviour needs of their child

Policy requirements

Aboriginal education

As a school community we promote the informed and meaningful understanding of Aboriginal culture and heritage through all aspects of the curriculum. Students across the school have completed artworks which reflect Aboriginal art and design. Students are encouraged acknowledge and explore a first people's perspective on Australia.

RAM funding was received and used on SLSO time to ensure each student was supported on a needs basis using communication resources during unstructured times.



Multicultural Education and Anti-racism

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.

Other school programs

Cairnsfoot Fun Run

As part of our schools sporting initiative and the PD/H/PE program we again ran the Cairnsfoot school fun run. Individual students were sponsored to complete the run. Families were also invited to join us at school for the run and other sporting activities followed by a sausage sizzler and some ice cream.



Cairnsfoot Concert

Nothing showcases our school progress and student success like the end of year concert. Once again it was a raging success, we squashed as many parents, families and friends into our tiny concert hall as we possible could and treated them to our last concert at Arncliffe. The students showed off there socialization skills as 99% of all students up on stage happy and confident.



Sailing with Disabilities

Once again some of our students were lucky enough to have participated in the Sailing program. They practiced safety around water, following safe sailing practices under the guidance and supervision of SWD crew and Cairnsfoot teachers. They all had a wonderful time and we thank the crew for all their support and guidance.

