



Education &  
Communities

# Cairnsfoot School Annual School Report 2014



5606

## School context statement

Cairnsfoot school is a special school located in Arncliffe. We cater for students with a moderate or severe intellectual disability, with many of our students having complex additional needs including autism and challenging behaviors. Cairnsfoot School has been established for over 50 years and has high expectations for educational outcomes and prioritises social inclusion across the school and community.

## Principal's Message

Throughout 2014 the strong partnership continued between staff, parents and outside agencies in creating functional individual educational programs for students across the Key Learning Areas (KLA's). The continued emphasis on communication and socialization skills showed positive outcomes with all students participating in the end of year concert and Family Days, a great achievement for our students with autism.

2014 ended on a high note for the whole Cairnsfoot Community with the long awaited announcement that construction on the new school would begin in 2015 with completion early 2016. The next few years will involve a strong focus on transitioning students, staff and parents to new beginnings.

## P&C Message

Cairnsfoot P&C meets every 2<sup>nd</sup> Tuesday of the month at school. These meetings are very informal and aim to build friendships and networks for families and carers. Caring for a child with a disability can be challenging on many different levels. Through the P&C meetings we can discuss concerns and issues with others that understand. 2014 saw an increase in attendance from parents. This is not only pleasing for support for the school but great to see the friendships between parents being developed. We look forward to seeing even more parents attend in 2015.

Thankyou to all parents who supported the P&C's fundraising over the year. All monies raised go to supporting our

children in achieving their outcomes and providing access to technology.

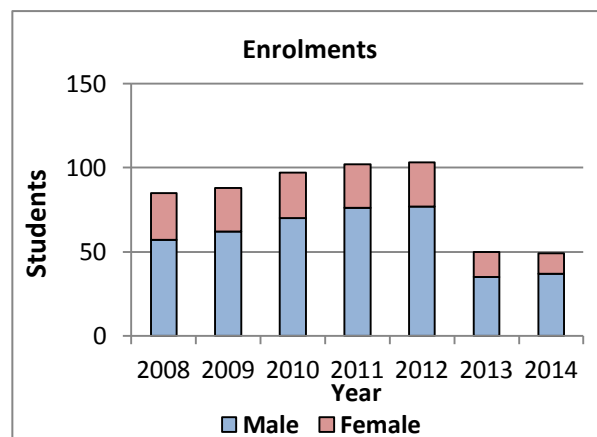
Carolynne Farrell

President

## 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



## 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 45 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 and a District Guidance Officer based at the school.

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
Head Teachers	0
Classroom Teacher(s)	13
Transition Teacher	1
Learning and Support Teacher(s)	0
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1
School Administrative & Support Staff	22
Total	45

The Australian Education Regulation, 2014 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
Degree or Diploma	60
Postgraduate	40
NSW Institute of Teachers	2

### Professional learning and teacher accreditation

In 2014 approximately \$20,000 was spent on Professional Learning with all staff offered professional learning activities across a range of topics including:

- Technology - Proloquo2Go, Clicker 6
- Quality teaching framework focusing on Quality learning environments
- Great Teachers, Inspired learners
- New k-10 Syllabus and Program Builder
- Student nutrition and feeding concerns

### Beginning Teachers

In 2014 funding under Great Teaching, Inspired Learning was used to release mentors for support and provide beginning teachers with release time to observe experienced teachers across the school and reflect on their own practice. Professional learning across a range of topics, as outlined above, was also provided

## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	207970.50
Global funds	198317.50
Tied funds	112984.69
School & community sources	9919.56
Interest	6195.04
Trust receipts	55.00
Canteen	0.00
<b>Total income</b>	<u>535442.29</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	13294.45
Excursions	944.27
Extracurricular dissections	0.00
Library	80.26
Training & development	966.97
Tied funds	105836.79
Casual relief teachers	83733.26
Administration & office	52011.74
School-operated canteen	0.00
Utilities	46509.42
Maintenance	27553.18
Trust accounts	1555.00
Capital programs	0.00
<b>Total expenditure</b>	<u>332485.34</u>
<b>Balance carried forward</b>	202956.95

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*Instructions for 229 schools on the Financial Summary are included on page 6 of the ASR 2014 Support Guidelines.*

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

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.

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.

### Post-school destinations

In 2014 6 students gained their Higher School Certificate in Life Skills. All students were granted funding in the Post School Options program run by ADHC. All students moved to Community Access programs

### Record of School Achievement (RoSA)

In 2014 7 students were awarded the RoSA in life skills.

### Higher School Certificate (HSC)

The following students achieved a Life Skills HSC in 2014:-

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

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 Life Skills and Geography Life Skills.

### **Record of School Achievement (RoSA)**

#### **Year 11**

The following Year 11 students completed a preliminary Life Skills HSC program in 2014

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 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:-

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 Stage 5 Life Skills Strands of English; Mathematics; Science; Australian History; Australian Geography; Personal Development, Health & Physical Education; Visual Arts; Music and Design & Technology

### **Achievements in Arts, Sports and Other school programs**

#### **End of Year Performance**

Once again the Cairnsfoot end of year concert was a great success. We thank everyone who worked so hard on the performances, props and costumes including our tireless volunteers. This years' theme was 'Friendship at Cairnsfoot' and I think it was obvious how many friendships have been formed between the students, the parents of the Cairnsfoot community.

Once again the hall was filled to the brim with parents and community members and I think it is safe to say everybody left

with a smile on their face. The end of year concert is a wonderful opportunity to see how far all our students have come socially with 99% of students up on stage, confident and happy!! A special thankyou to students from Ashfield boys who videoed the performance which parents can buy from the school.



### **Whole School Art's Project – Friendship at Cairnsfoot**

Part of our end of year performance was a whole school arts project which involved each class making a life size artwork of the members of each class. Each classes artwork was then presented throughout the school on presentation day so when visitors arrived they walked through a life size mural of the students and friendships at Cairnsfoot. The effect on the day was absolutely spectacular.





### Interschool Sports Program

Our Interschool sport program with Broderick Gillawarna School continued throughout 2014. Each week 8 students from Cairnsfoot travelled to Broderick Gillawarna School for an hour's session of sports drills and games. Both senior and junior students participated. The sessions were run by coaches from Active After School Communities, staff from Cairnsfoot and staff from Broderick Gillawarna. The program gave Cairnsfoot students a fantastic opportunity to make new friends and generalise social skills such as turn taking, waiting and good sportsmanship.



### Sailors with Disabilities

Cairnsfoot students participated in two Sail Days run by Sailors with Disabilities in 2014. Both Sail days involved student s learning safe sailing practices under the guidance and supervision of SWD crew and Cairnsfoot teachers. Students were able to steer under the Sydney Harbour Bridge and help the crew with tacking as they sailed around Sydney Harbour



## Special Olympics and St Andrews

Cairnsfoot students participated in the Special Olympics Athletics day at St Andrews College, Sydney University in October. As well as soccer drills and soccer game students learnt how to play Bocce and throw a modified javelin.



## Peer support Network

In 2014 Cairnsfoot continued its interschool program with Saint Ursula's School. There was a change of focus in 2014 to implementing a reciprocal visit program on a 4 week rotation between the 2 schools. The purpose of the program was to:

create a peer support network for the Cairnsfoot students.,

allow the students to participate in a wider range of activities than those available in their home school.

Provide Cairnsfoot students with an opportunity to generalize their communication and social skills to another environment.

## Significant programs and initiatives - Policy and equity funding

### Aboriginal education and Aboriginal Background

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 Aboriginal Background funding was used to support teachers in the development and implementation of programs.

### 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.

### English Language proficiency.

In 2014 the ESL funding was used to facilitate language development in students from the Preschool to Year 6.

The ESL teacher supported teachers in the implementation of individual and class programs focusing on vocabulary building and the development of proficiency in using visuals.

### Socio-economic background

Support programs for students from low socio-economic backgrounds have been focused around student wellbeing and ensuring inclusion in all aspects of community access programs.

### Personalised Learning and Support

#### NCCD

In 2014 Cairnsfoot School participated in a trial of the Nationally Consistent Collection of Data on school students with disabilities which involved using the information already available to the

school about the level of disability of students and the adjustments and supports being provided. The data was completely confidential and used to provide the Australian Government with information needed to better plan for students with disabilities.

## **Every Student, Every School**

### **National Partnerships Project**

#### **SSP's as Centres of Expertise**

#### **Can do education**

In 2014 Cairnsfoot, in conjunction with Bates Drive, Minerva, St George and Wiaroa Schools continued development of our resources to support mainstream teachers of students with complex needs in their classrooms. The resource consists of a website aimed at providing teachers with a process for supporting and programming for students with disabilities in the mainstream classroom. It also provides resources, subject specific curriculum adjustments, behavior support and information on student welfare.

In 2014 we worked with web developers and graphic designers on refining the website 'Can Do Education' which will be accessible early 2015.

#### **Student Wellbeing**

Student wellbeing is always a focus at Cairnsfoot. We are acutely aware of the importance of students being healthy and feeling safe and secure if they are to be able to engage in learning. One such strategy that allows us to support and promote student wellbeing is our School Clinic Process. With Pediatricians attending the school on a monthly basis to conduct clinics for individual students addressing issues around sleep, behavior, nutrition, puberty, transition to adult services and general concerns

### **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 planning 2012-2014:**

##### **School priority 1**

##### **Numeracy**

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

Teachers are beginning to program using the new syllabus documents.

Teachers have made a competent contribution to staff professional development in implementation of the new K-10 curriculum.

Focus on functional language is evident in programming and planning.

##### **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.

##### **School priority 2**

##### **Leadership**

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

Teachers are demonstrating improved levels of leadership in the classroom evident in the success of Positive Behaviour Support plans

Pedagogical discussions across stage groups



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

Encouraging teachers to work closely with supervisors and mentors

Ongoing programs of professional support for teachers when working with their supervisors in their classrooms.

All staff working with early career teachers in assisting them to achieve accreditation.

Peer review and feedback for teachers in developing their ICT skills in utilising new software and assistive technology.

### **School priority 3**

#### **Curriculum and Assessment.**

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

Teachers are increasingly embedding Quality Teaching into everyday practice.

Individual supports for students are increasingly evident across all learning environments

Teachers are engaged in meaningful feedback with students.

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

Ongoing supervision programs based on classroom visits and ongoing support.

Participation in professional learning around the Quality Teaching Framework

Discussions in staff meetings and case studies around individual supports for students

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

In 2014, 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 PLSP 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** more information around NDIS, support with accessing and developing social networks for themselves and their children

**Teachers have requested** further professional development around assessment strategies and recording processes for mathematics, communication and literacy

#### **Future Directions**

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

#### **Strategic Direction 1 -High expectations for educational outcomes.**

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

#### **Strategic Direction 2 -Social inclusion across the school and community**

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.

### **Strategic Direction 3 -Student wellbeing.**

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.

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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

### **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
Christopher MacDonald	Assistant Principal
Carolynne Farrell	P&C President

School contact information

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