

# Ajuga School Annual Report



2015



## Introduction

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

Amanda Kowalczyk  
*Principal*

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## Message from the Principal

2015 saw another year of opportunities and challenges for the community of Ajuga School. It was a year to continue implementation, evaluate and fine tune all the great initiatives and practices introduced or developed over the past few years. These initiatives include our Assessment Matrix, Reporting and Programming, Literacy, Teacher Performance and Development Plans, Individual Learning Plans, Every Student Every School project, Stephanie Alexander Kitchen and Garden classes, Environmental Education and gardening, four whole school sporting events, integration and home school support, connect:ed parent group and Learning Management and Business Reform.

The achievements of the students stem from their willingness and resilience to learn. These achievements often start with the commitment, creativity and persistence of the staff – staff able to patiently build respectful connections with students and able to work as a supportive team. Congratulations to our students, our staff and all the educators and teachers we have worked with in 2015. It was an amazing year.

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.

*Amanda Kowalczyk*

## Message from the Senior Administration Manager

Ajuga School was one of the first 229 schools in NSW to change over to a new combined computer system to manage student records, business operations, asset management and Human Resources in 2014. This was part of the Learning Management Business Reform (LMBR) introduced by the Department of Education to improve functionality in these areas. This changed our financial and administrative practices and provided many challenges and learning opportunities. The challenges continued in 2015 as we sought to introduce best practice that would enable us to best manage our school to support the needs of our students, staff, suppliers and requirements of the department.

Our aim is to use the system as a tool to budget and manage our resources using best practice that will ensure we are effective in best accounting procedures that enable us to produce accurate and transparent data to our community and all stake holders. We were audited in April 2015 and it was rewarding to find all our new practices were satisfactory.

*Tina Pokorny*

## Message from the Student Representative Council

Ajuga School staff and students certainly had a busy 2015. The SRC were involved in various fundraising activities throughout the year with a focus on giving back to the community.

We helped raise awareness for the White Ribbon Campaign by tying white ribbons on our school gate and purchasing ice-cream spiders and white ice-blocks. Students and staff participated in "Footy Friday" where a



gold coin donation allowed you to wear your favourite team's jersey which raised \$120 for the Nepal earthquake appeal. We also organised a pyjama and movie afternoon where the students purchased food and drinks to raise money for some additional sports equipment.

The SRC held two meetings a term, where we discussed ways to assist students to appreciate and enjoy their time at school. Additionally, each week during our whole school assembly, one SRC representative had the opportunity to make an announcement increasing their confidence and practicing their public speaking skills. The SRC is a great asset to Ajuga School because it gives students the opportunity to speak about what they would like to see happening in our school. We are looking forward to continued success with our SRC in 2016.

## School vision statement

The purpose of Ajuga School is to provide an individualised approach so that each child can become independent, resilient and confident. On completion of the Ajuga program our aim is for students to successfully integrate into the most suitable environment, such as high school, primary school, an alternate educational setting, TAFE, university or the work force.

Our shared vision is to offer a high quality educational program in a caring and safe environment. Using a range of quality student-centred teaching and learning programs we provide students with the opportunity to learn the skills and strategies to enable them to reach their full potential socially, emotionally, academically and physically.

## School context

Ajuga School forms part of a complex of schools for specific purposes situated on approximately two hectares of land; ideally suited to providing a therapeutic setting for K-12 students with a severe emotional disturbance. Ajuga provides an integration program for up to 49 students.

Currently there are 4 primary classes including a class for students with Autism and an emotional disturbance and 3 high school classes. Our classes are predominantly organised according to stage groups. The school is staffed by highly dedicated and experienced staff working in a team environment. Each class has a Teacher and a School Learning Support Officer.

Our school community consists of parents and carers, referring home schools, Sydney Distance Education, TAFEs, local businesses, health services and our neighbouring schools. The school and its community have high expectations and value the provision of a variety of learning experiences including: Music Therapy, Counselling, Environmental Education, Sport, Ajuga Reading Challenge, Social Skills, and an inclusive curriculum in all Key Learning Areas.

Ajuga School is participating in the Empowering Local Schools reform and is part of the initial implementation of the Learning Management and Business Reform program. Ajuga School continues to receive a range of new processes and tools to support education and learning.

## 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 2015 the executive team met regularly to assess, validate and monitor the school's progress toward Strategic Directions. The School Excellence Framework guided progression through milestone goals and gave scope for continual improvement. Below is a narrative of Ajuga School's performance against the elements of learning, teaching and leading from the School Excellence Framework.

#### Learning Domain

Ajuga School has a positive learning culture where respectful relationships are nurtured between students, staff and the community. This culture is underpinned with policies that ensure student attendance is analysed and appropriate action is taken to best support students and families. Student success, learning and behaviours are discussed daily with all staff during a debrief meeting. Whole school communication develops a holistic approach that supports the emotional and learning needs of our students. The school is beginning to utilise data to track student learning to inform future directions.

Students are taught to accept responsibility for their choices through daily reflection. This gives peers and teaching staff the opportunity to address both successes and areas for student improvement. In addition, every student works towards behaviour goals underpinned by the *SMART* principle. Students are active participants and are key contributors to the planning and execution of various fundraising initiatives and contribute to the wider community. The school's *Welfare and Discipline Policy* ensures that a fair and consistent approach to behaviour support is provided for students with appropriate consequences for positive and negative behaviours. The policy clearly defines behavioural expectations that are of a high standard. Improved student wellbeing is evidenced by a reduction of suspension days by 27% compared to 2014 data.

#### Teaching Domain

Ajuga School provides opportunities for all staff to undertake leadership roles within the school that move beyond the classroom. Project teams plan and execute whole school events that give students the opportunity to showcase their talents to the wider school community. These events are well attended by parents and are highlights of the Ajuga School calendar. Further, opportunities for classroom teachers to relieve in executive roles are facilitated to support aspiring leaders.

Collaboration is the pivotal component that enables teachers to establish classrooms that are well managed so students access the curriculum equitably. Primary Mathematics is an outstanding example of collaborative planning that meets the learning needs of individual students. A clear demonstration of this is evident from the *Tell Them From Me* surveys that indicated Mathematics was the best part of the daily student experience at Ajuga School.

An evidence based lesson format is delivered in all classrooms. This involves explicit instruction complimented with a Learning Intention and Success Criteria. Through this format, students are able to assess their own learning and have a clear understanding of the educational purpose of the lesson. Timely feedback that focuses on the next step in student learning is evident in classrooms and student feedback is gained through exit slips. As a result students are at the centre of the learning process and have an understanding and input into curriculum delivery.

## Leading Domain

Ajuga School adopts a holistic approach to leadership whereby students, parents/carers and staff have opportunities to make positive contributions. The school has an active SRC that take on personal responsibility to conduct themselves in a manner that sets an example to peers. The social and emotional development of students is targeted through students taking responsibility to lead assemblies and take on individual responsibilities around the school.

We are developing an active parent community who attend whole school events and have contributed to school planning through surveys. The parent community provide peer support at our weekly parent group – *Connect:ed*.

Ajuga School requires all staff to connect to external schools and agencies to best support our students. Classroom teachers establish clear communication links with mainstream schools to enable successful integration of students. SLSO staff support the dynamic needs of students in mainstream schools on integration days. The executive team is well respected and provides support for staff across all levels of school functioning as evident in survey data.

School facilities have been upgraded to meet the broad range of students at Ajuga School. Classrooms and common areas have been repainted and learning walls have been installed. The Flexible Learning Space has been designed to give students the opportunity to learn in an environment that is conducive to their own style of learning. The Orchard and Stephanie Alexander Kitchen Garden receives modifications as per need and produces seasonal produce used regularly in the school. Fresh eggs are obtained from our upgraded chicken coop that requires classes to maintain. Upgrades to facilities have contributed to learning spaces being organised, in good condition and aesthetically pleasing thus contributing to a welcoming and supportive environment for all.

At the school executive conference the School Plan was assessed. The School Plan now directly aligns with the School Excellence Framework with Strategic Directions focusing on Learning, Teaching and Leading. Programs within the school link directly to the School Plan and a focus on data collection regarding the impact of products and practices have been adopted.

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

### Sustainable Educational Partnerships

#### Purpose

To ensure that the Ajuga School community including parents, carers, mainstream schools and external agencies form an integral part of the decision making process. Joint collaboration between the school and community lead to improved students outcomes and a deeper sense of pride within the school community.

Partnerships with all stakeholders both within and beyond the school are encouraged and sustained through high quality communication and shared professional practice.

#### Overall summary of progress

Student integration back to mainstream schools is the primary focus of the Ajuga Program. 2015 saw 11 students integrate to mainstream settings full time (5 days). In addition 48% of students increased their amount of integration days. This is due to effective collaboration between Ajuga and home schools and catering for individual student need.

2015 saw the launch of the schools social media strategy with both Twitter and Facebook accounts created. The Facebook page received 20 likes and was used to promote school events and celebrate student achievements. The Twitter account was used for the same purpose and received 4 'retweets' from the School Education Director. Social media has increased the schools profile in the community with numerous comments, likes and posts.

Connect:ed parent group operated on Tuesdays and linked with the Community of Schools on the Hilltop (Ajuga, Glenfield Park and Campbell House Schools). Average attendance each Tuesday was 9 parents, comprising from the Community of Schools. Parents completed the required modules for the Tuning into Teens program and received certificates to certify their success. Parents also participated in the annual Parent Retreat at Bundanoon and linked with mainstream schools from Liverpool.

Exit Slips were initiated for parents when attending school events. Feedback was ascertained as to where the school could improve. For example parent BBQ's were moved to the upper playground.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Increased educational opportunities for parents	Parents were given the opportunity to complete the Tuning into Teens modules. Parents also were given the opportunity to attend a Resilience workshop. Finally parents were included in the process of developing BSPs and ILPs.	\$5,500.00 School Learning and Community Support Officer
Integration data shows successful re-integration of students to post Ajuga settings	20 students exited the Ajuga Program in 2015. 11 returned to mainstream settings. 2 completed their HSC. 1 left school at the age of 17. 1 student moved interstate. 3 enrolled in an independent school. 2 enrolled in alternate special education settings	\$20,000.00 School Learning Support Officers



## Strategic Direction 1

### Next steps

The School Plan was altered to best meet the needs of our school. Strategic Direction 1 was renamed Excellence in Learning. This direction will encompass the following processes in 2016.

#### Curriculum, Assessment and Reporting

- Creation of Data Walls for mathematics
- Pre and Post numeracy test to be conducted
- Assessment tool to plot student on numeracy continuum
- IEP staff training

#### Wellbeing

- Positive Education training and implementation
- The development of Standard Operating Procedures for every repeating school event to ensure they continue to provide students with the best experience

#### Student Engagement

- TTFM student surveys to be conducted
- Attendance policy developed
- SRC and senior school fundraising

## Strategic Direction 2

### Learning and Leadership Excellence

#### Purpose

To support the efficiency of Ajuga School operations and strengthen innovative practices in a framework of continuous change and dynamic student population.

Capacity building and reform management are driven by strong leadership, planning and evaluation. Staff contribute to ensure a school culture of high expectations in all areas of learning is established and maintained.

#### Overall summary of progress

All staff have developed a performance and development plan that contributes toward the school vision and expectation of the school plan including capacity building in leadership. Staff are empowered to develop and execute whole school programs which provide a culture of collaborative leadership. The swimming carnival, Ajuga games, T20 cricket and science day were all planned and implemented by classroom teachers.

Standard Operating Procedures documents have been developed as required to ensure the corporate knowledge is kept in the school about specialised events or processes.

The Ajuga School staff handbook has been evaluated and the required changes have been allocated to staff for completion. These changes include all relevant and updated information, which will assist in providing a quality induction process ensuring new staff transition positively to the Ajuga program.

All classrooms displayed A3 versions of School's Strategic Directions. Staff are familiar with the directions and utilise them as the purpose for underpinning new projects, initiatives and events. Professional learning is centred on teacher need and corresponds to the National Teaching Standards.

Ajuga School is a White Ribbon ambassador school. This assists students to engage in the whole school culture of speaking out against violence. This has created a safer school community as evidenced by a reduction in violence related suspensions.

The launch of Ajuga School's social media platforms has enabled the school community to become more informed about the special events and everyday learning encounters that our students experience. This forum allows parents and carers to provide valuable and informative feedback.

Using evidence based lesson structures that incorporate Learning Intentions and Success Criteria, learning was differentiated for students. 100% of teachers were using this structure by Term 4 2015.

Evidence was gathered to inform the development of an Assessment and Reporting Policy. The policy outlines the reporting schedule and guidelines for report writing that highlight learning achievements and specified areas for growth.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
100% of all teaching staff collate data and in their PDP develop three professional goals with	All staff completed their PDP plans. Key phases of the annual performance and development process assisted in; the development of goals, identifying appropriate evidence, observations and giving and receiving	\$15,000.00 Executive and Teacher relief



## Strategic Direction 2

one aligned directly with the school plan.	feedback.	
Suspensions and unexplained absences will decrease by 5% as a result of students being increasingly engaged and interested in their own learning and development.	Suspension days decreased by 27% compared to the 2014 data.	\$5,000.00 Executive and Teacher relief
100% Assessment and Reporting documents will include specific student learning achievements and specified areas for growth shared across school settings.	All staff implemented Learning Intentions and Success Criteria (LISC) into their lessons. Students were able to use this teaching strategy to progress through learning milestones and assess their own learning.	\$15,000.00 Executive and Teacher relief

## Next steps

The School Plan was altered to best meet the needs of our school. Strategic Direction 2 was renamed Excellence in Teaching. This direction will encompass the following processes in 2016.

### **Performance and development framework**

- All staff working towards goals that contribute to the school vision and expectations set out in the school plan

### **Collaboration**

- Parents and carers have access to wider range of resources.
- Strong partnerships within and around Ajuga school

### **Effective practice**

- Motivated and engaged staff
- Best use of resources and knowledge to give students' opportunities they may not otherwise have
- Staff deliver high quality programs. Students will access curriculum in multimodal environment

## Strategic Direction 3

### Authentic Teaching Practices

#### Purpose

To strengthen and transform educational practices at Ajuga School where explicit systems for collaboration and feedback sustain quality teaching practices.

To inspire and create excellence in teaching and learning through positive personalised and differentiated experiences driven by focused professional development.

#### Overall summary of progress

All classes engage with the White Ribbon initiative to address violence in our school community, enrich interpersonal strengths and develop positive peer relationships. Suspension days decreased by 27% from 2014 data.

The SAKG program adheres to student sensory needs and promotes a sustainable culture within the school.

Tell Them From Me surveys indicated that 80% of students indicated that math groups were the best part of their day.

2015 saw the installation of 7 Commbos screens and are utilised daily in every classroom for a variety of educational purposes. 21 iPads were purchased that provide wireless internet access for students. An Apple TV was purchased. 1 class used connected classroom technology to provide an incursion for students. 1 class accessed adobe session to complete Distance Education study requirements.

An evidence based lesson structure is implemented daily that includes Learning Intentions and Success Criteria (LISC). Using this structure, students are able to assess their achievements as they learn. Staff received professional learning regarding individualised assessment in term 3.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
100% of staff delivering quality learning experiences designed to meet the individual needs of students.	All classes engaged with the White Ribbon and the SAKG program.	\$5,000.00 Executive and Teacher relief
100% of staff are using technology regularly in their classroom.	All staff received training in Commbos operation and this technology and teachers have reported its regular use across all KLA's and subjects.	\$5,000.00 Executive and Teacher relief
A strong trend is evident in teachers practice showing a move away from summative assessment towards more formative styles of practice.	100% classes utilised LISC by term 4.	\$10,000.00 Executive and Teacher relief

## Strategic Direction 3

### Next steps

The School Plan was altered to best meet the needs of our school. Strategic Direction was renamed Excellence in Leading. This direction will encompass the following processes in 2016.

#### **Management practices**

- Integration Booklet updated and implemented
- Staff Handbook updated and implemented
- Ongoing completion of SOPs

#### **Systems Leadership and Capacity Building**

- Time allocated for project development (1 staff meeting per term)
- Assistant Principals & Classroom Teachers collaboration tours of the Hilltop Community of Schools
- Relieving Executive opportunities for Classroom Teachers.

#### **Community Engagement**

- Attendance record sheet developed for school events and in SOP's
- Strategic Communication Policy developed- promote social media
- Develop questions for TTFM

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p>All students have individual learning plans (ILP) and are demonstrating progress across the literacy and numeracy continuums.</p> <p>The Opportunity Hub provided secondary indigenous students with weekly learning experiences aimed to enhance employment opportunities post school. Collaboration and problem solving were key features of the program that was designed around individual student need.</p>	<p>\$6,500</p> <p>Teacher Relief</p> <p>SLSO support</p>
<b>English language proficiency funding</b>	<p>A range of strategies have been incorporated to increase communication with parent/carers and community members from culturally diverse backgrounds. Social media platforms have been established to strengthen parent and community engagement in school activities.</p>	<p>Strategic Direction 1</p>
<b>Socio-economic funding</b>	<p>Increased student achievement and engagement is evident for all students. An improved understanding of data collection and interpretation has enabled the school to create learning experiences more responsive to individual needs. Staff are better equipped to differentiate programs to address the holistic needs of our students, including their academic and wellbeing requirements. Flexible learning spaces have been created across the school to support learning and teaching programs.</p> <p>Launch of the schools social media strategy with both Twitter and Facebook accounts created. They were used to promote school events and celebrate student achievements. Social media has increased the schools profile in the community with numerous comments, likes and various posts.</p> <p>Feedback collected from the community, staff and students (surveys, regular feedback, number of community members attending) attests to the positive relationships built through the school community.</p>	<p>\$50,000</p> <p>Teacher Relief</p> <p>Strategic Direction 1</p> <p>Strategic Direction 1</p> <p>\$5,000.00</p> <p>School Learning and Community Support Officer</p>

<p><b>Low level adjustment for disability funding</b></p>	<p>Classroom teachers have designed and implemented learning programs that support the individual needs and required adjustments for all students within the classroom environment.</p>	<p>Strategic Direction 3</p>
<p><b>Support for beginning teachers</b></p>	<p>Early Career teachers have been supported by receiving additional teacher release time, individualised professional development, mentoring and coaching sessions. Beginning teachers are highly supported by the Assistant Principals to deliver excellent curriculum and focus on improving student learning outcomes.</p> <p>Teachers actively participated in Stage and whole school planning and reporting. Teachers feel supported in the development of their knowledge and skills and a valued member of the school community.</p>	<p>\$12,500.00 Teacher and Executive release</p>
<p><b>Other school focus areas</b></p>	<p><b>Impact achieved this year</b></p>	<p><b>Resources (annual)</b></p>
<p><b>Quality Teaching, Successful Students</b></p>	<p>Teachers have established effective ongoing professional relationships that are collaborative, future focused and support each other to improve their teaching practices. All staff have worked collaboratively to develop units of work and assessment tasks.</p>	<p>Strategic Direction 3</p>

## Student information

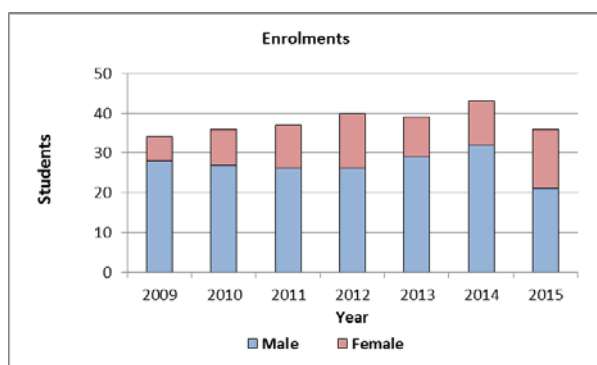
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

Since 2011 Ajuga has been staffed to enrol 49 students across K-12. Ajuga has been at full capacity since 2000 however this is not accurately reflected in the graph below as it only shows recorded student numbers at a certain census point in 2015. Student enrolment constantly fluctuates due to the integration model at Ajuga, which sees students exit and enter at various times throughout the school year.

Students are referred to Ajuga from their mainstream school. Applications are considered by a regional panel at an intake meeting held in Week 8 each term. The panel consists of regional welfare personnel as well as principal's representing schools for specific purposes, primary schools and high schools. Recommendations for placements are made by the panel and students enrol into Ajuga within the first few weeks of the following term.

Gender	2009	2010	2011	2012	2013	2014	2015
Male	28	27	26	26	29	32	21
Female	6	9	11	14	10	11	15



### Student attendance profile

In 2015, the majority of our students were provided special transport to Ajuga. Students became eligible for the Assisted Special Transport Program following an application made by their parent or carer. This service assists students to attend on a regular basis.

### Management of non-attendance

Ajuga School monitors and expects regular student attendance in line with the Department of Education School Attendance Policy. Student absences are followed up by executive staff and ongoing issues of attendance are referred to the Home School Liaison

Officer. We run an attendance reward program to encourage 100% attendance.

### Class sizes

At Ajuga School there is a maximum of seven students in each class with a teacher and a learning support officer.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment			
employment			50
TAFE entry			
university entry			
other			50
unknown			

### Year 12 students undertaking vocational or trade training

No year 12 students undertook trade training in 2015.

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

100% of enrolled Year 12 students attained their HSC in 2015.

### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Ajuga had 9.788 teaching positions allocated in 2015. This included staffing allocated to the Glenfield Suspension Centre and a regional Student Welfare position.

In 2015 we used a combination of our staffing allocation to employ a music therapist.

Our teaching staff are supported by 8 School Learning Support Officers including 1 at the Glenfield Suspension Centre, a full time School Administration Manager, a School Administration Officer and a General Assistant.



Position	Number
Principal	1.0
Assistant Principal(s)	2.0
Head Teacher(s)	1.0
Classroom Teacher(s)	5.0
RFF Teacher(s)	0.588
Teacher Librarian	0.2
School Counsellor	0.4
School Administrative & Support Staff	8.962
Student Welfare- Educational Services	1.0
Total	21.15

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

During 2015 there were no indigenous staff members at Ajuga School.

### Staff retention

There was no movement in permanent teaching staff in 2015.

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

### Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Ajuga School staff in 2015.

All staff participated in weekly professional learning sessions on a vast variety of topics relating to our context. These topics ranged from Child Protection to Effective iPad Use, Autism, Challenging Behaviours and Individual Learning Plans.

Teachers participated in external professional development in the areas of Mental Health First Aid, Literacy and Numeracy Continuums, Growth Coaching, Classroom management through effective teaching, Building resilience, Leading change with a growth mindset at a total cost of approximately \$15500.

In 2015, we had four teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation and two maintaining accreditation at Proficient level.

## Financial Information

This summary covers funds for general operating costs, permanent salaries and maintenance. In 2015 a large portion, approx \$90,000, of the operating expenses was spent on purchasing new technology hardware such as iPads, interactive screens and associated software.

### Financial summary for 229 (SAP) schools

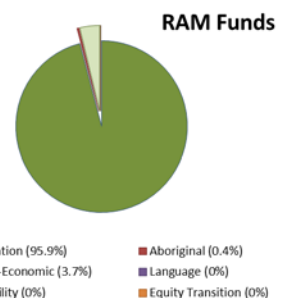
#### Financial summary table for the year ended 31 December 2015.

	2015 Actual (\$)
Opening Balance	289,334
<b>Revenue</b>	<b>2,056,366</b>
Appropriation	2,033,184
Sale of Goods and Services	2,075
Grants and Contributions	16,375
Investment Income	4,732
Gain and loss	-
Other Revenue	-
<b>Expenses</b>	<b>(1,936,120)</b>
Recurrent Expenses	
Employee Related	(1,739,472)
Operating Expenses	(196,648)
Capital Expenses	
Employee Related	-
Operating Expenses	-
<b>Surplus/Deficit for the Year</b>	<b>120,246</b>
<b>Balance Carried Forward</b>	<b>409,580</b>

The information provided in the Financial summary is current at the date shown. This summary includes reporting from 1 January 2015 to 31 December.

Funds received through the Resource Allocation Model

Component	RAM
<b>Base</b>	<b>366,806</b>
Location	-
Other Base	366,806
<b>Equity</b>	<b>77,984</b>
Aboriginal	6,864
Socio-Economic	71,120
Language	-
Disability	-
Equity Transition	-
<b>Targeted Total</b>	<b>1,363,531</b>
<b>Other Total</b>	<b>100,501</b>
<b>Total</b>	<b>1,908,822</b>



The RAM data is the main component of the "Appropriation" section of the Financial summary above. 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.

## School Performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

### Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

### 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:

- Parents and carers were involved in ongoing discussions regarding the development of our School Plan. The information collected from these meetings was invaluable and parents expressed feelings of enjoyment and satisfaction about the consultation process
- Feedback from community discussions indicated that the use of social media platforms such as Facebook would be beneficial to increase information, communication and engagement.
- Parents/carers were given the opportunity during connect:ed to express their ideas regarding the future direction of the program. Parents indicated high rates of satisfaction with the discussion.
- Daily communication occurs with all parents via phone calls, text messages, written feedback and social media. With individualised links parents regularly update the school on any immediate student requirements.
- Student attendance is monitored closely. Any consecutive absences require the Assistant Principal to call care givers to ascertain if any support is required. These conversations are well received by parents/carers and strategies are often developed to improve attendance.

## Policy requirements

### Aboriginal education

In 2015 we continued to acknowledge students who have shown the capacity to respect themselves, their peers and staff with our weekly Aboriginal Respect Award. All students contribute to our Sorry Day, NAIDOC and Reconciliation Week assembly items to show respect and acknowledgment of the Indigenous people of this land. We have also continued our breakfast program and provided fresh fruit at recess and lunch.



We are currently in the process of designing an outdoor yarning circle, we have applied for a grant, and a contract

is currently being drawn up. At this stage we have cleared the area to begin with a design. The purpose of



the outdoor flexible learning space is to educate our indigenous students about their heritage with the assistance of our local elders.

### Multicultural Education and Anti-racism

In 2015 we continued to promote differing cultural beliefs and customs by promoting cultural



understandings and acceptance in the classroom, school and community. All of our students participated in Harmony Day activities that

recognise and celebrate Australia's diverse multicultural population. The Anti-Racism Contact Officer (ARCO) is the contact person for any students, staff, parents/carers and community members with any questions regarding racism. In 2015 our ARCO delivered pamphlets and posters to school community members who originated from culturally and linguistically diverse backgrounds. This strengthened communication links with the wider school community.

## Other school programs

### Glenfield Suspension Centre

The Glenfield Suspension Centre enjoyed another successful year serving students and schools across South Western Sydney. Sixty nine enquiries were made to the centre resulting in forty-seven student referrals received over the course of 2015. Only four of those students were repeat referrals. Twenty-three different high schools and 3 different primary schools were supported. 34% of referrals were students in Year 8 and 23% from Year 9. The largest category for suspensions was for persistent disobedience, representing 74% of referrals, with the next largest category being 19% for physical violence. Staff at the centre supported the successful resolution of suspensions, with 100% of the students attending returning to their mainstream school.

Students attending the centre have benefited from assistance in completing their study program, which keeps them up to date with what is happening in their mainstream class. Students have indicated that the quiet environment at the centre also contributes to improved work habits and output. Students also use internet access at the centre to research information, which assists them to complete assignments or assessment tasks. This is particularly important in Terms 3 & 4 when some senior students have outstanding N awards to clear.

Students have also benefited from discreet lessons and activities which have explored anger management, attitudes towards school and relationships towards peers and staff. Schools have indicated that students are returning to school calmer, more reflective of their behaviour and choices and are benefiting from follow up support from the centre.

The centre also supports professional learning in the area by hosting various meetings and small conferences for our educational services team, while also operating as the hub for Ajuga School's ESES project. This has been completed and has resulted in a manual to assist schools in developing behaviour support plans.

The Glenfield Centre supported 2 other centres this year in developing websites to promote their support for schools. Throughout 2015, the centre also supported Liverpool GHS and their welfare team in modifying their behaviour management policies and processes.

## Environmental Education

At Ajuga we are involved with the Stephanie Alexander Kitchen Garden foundation which is incorporated into the students learning. The SAKG program allows the students to prepare, cook, grow, harvest and enjoy eating a variety of foods which they plant. The students gain a variety of skills including, wheelbarrow safety, knife skills, garden tool safety and usage, hygiene, teamwork, and responsibilities.

The Garden element of their education is involved around the plants we grow at seasonal times which can be used in a variety of recipes to produce tasting plates. The students learn to plant seeds and seedlings, water, fertilise and maintain the plants



which they grow. They can see the effects of the temperatures, bugs and insects and other external factors which affect the way things grow. They enjoy different activities which allow them to taste, touch, smell and feel the vegetables and fruits through the stages of growth. The staff and

students all enjoy the garden experience and what it offers to the students. Through active participation students develop the knowledge and skills which they can use in life both inside and outside school for years to come.

The Stephanie Alexander Kitchen Garden Scheme has been implemented in Ajuga School so that our students can experience a wide range of healthy, home grown foods that are not only delicious but offer them alternatives to the foods they may eat on a regular basis. They are actively involved in the cooking process which enables them to 'follow' their food from the garden to the table. This process will give them valuable



skills for life, planting the seed in their head that will grow and develop into a healthy outlook on how to keep their bodies fit and strong through nutritious, wholesome food that they have planted, grown and prepared themselves.



## Personal Development, Health and PE

The Ajuga School PDHPE program is a fundamental part of the development of healthy and active lifestyles in our students. Students have participated in weekly sport activities such as cricket, rugby league, ice skating, taekwondo and various indoor minor games. Our primary students have participated in the NSW Swim Scheme where they learnt various water safety skills.



The PDHPE Project Team organised one whole school sporting event each term throughout 2015. Our students joined each other for a swimming carnival in Term 1, they rallied together to continue their



success in 'School of Origin' which is our interschool modified league competition against Glenfield Park School in Term 2, they tested their athletic abilities in

Ajuga Games in Term 3 and had a 'ball' in T-20 Cricket in Term 4.

These activities encourage student engagement and teamwork whilst promoting healthy and active life choices. We look forward to participating in these events again in 2016.

## Creative and Performing Arts

On the 1<sup>st</sup> of December 2015, Ajuga School held our inaugural Visual Art Exhibition showcasing 50 artworks which were completed by the staff and students.



The purpose of the exhibition was to develop deeper relationships between the school community, as well as providing opportunities for teachers to demonstrate quality teaching practices by inspiring student's creativity and exploration.

Our parent community was strongly represented, with 14 parents attending the exhibition with their child, followed by a light afternoon tea. Throughout the day, 24 students attended the exhibition and upon completion of a survey, all students enjoyed the exhibition, with 91 % of students requesting another exhibition in 2016.



## Connect:ed- Parent Group

In 2015 Ajuga and Campbell House Schools joined together to run our parenting programs under the *connect:ed* banner. This enabled us to utilise the expertise and wonderful facilities across both settings to offer a wider range of activities and workshops to our parents.

Our parents/carers attended weekly workshops. These workshops included:

- Tuning into Kids and Tuning into Teens (the importance of developing emotional intelligence and the positive outcomes it can have on our children),
- Clay Therapy
- Cooking
- Drama Therapy
- Building Good Mental Health in Young People (this is an online course through the Black Dog Institute)
- Teens and Drugs

In Term 4 we joined Glenfield Park's parents/carers for their Health Eating and Physical Activity program.

From the 23<sup>rd</sup> - 25<sup>th</sup> June we ran our yearly Parent Retreat. This year the Healing Your Life program – Your Life Matters at the Quest for Life Centre in Bundanoon was attended by Jo Lewis, Amanda and one parent.



Our connect:ed program has continued to grow in 2015 and will continue as a joint venture across Ajuga, Campbell House and Glenfield Park Schools throughout 2016.