

Ajuga School Annual School Report 2014



School context statement

Ajuga School provides an integration program for 49 students from Kindergarten to Year 12 who have a severe emotional disturbance. Currently there are four primary and three high school classes in operation. Classes are organised according to Stage groups. Each class has a teacher and a school learning support officer.

Students usually attend Ajuga for six school terms. During this time students continue to attend their mainstream school (home school), initially for one day a week and then gradually increasing to full-time over the enrolment period. The program has an emphasis on working closely with home schools to facilitate students' attendance with minimal difficulties.

We provide a range of services including individual educational and behavioral programs and the opportunity for high school students to access subjects through Sydney Distance Education High School.



Principal's message

2014 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. Such things included our Assessment Matrix, Reporting and Programming, Literacy, Teacher Assessment and Review Schedule, Individual Learning Plans, Every Student Every School project, Stephanie Alexander Kitchen and Garden classes, Environmental Education and gardening, four whole school sporting events, Steps2Success, teacher Professional Learning Plans, integration and home school support,

Learning Management and Business Reform and Empowering Local Schools National Partnership.

Mid-year we had a leadership change with substantive principal, Natalie Armstrong, taking on the position of Relieving Principal at Padstow North PS. After being successful in gaining this position in her absence I gladly worked closely with the executive to support staff in managing the change.

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
R/Principal

Student representative's message

2014 was a busy year for all students at Ajuga School. 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 Cystic Fibrosis Foundation with a Crazy Hair day, Children in Foster Care by participating in a pyjama and movie afternoon and the students baked, iced and sold pink cupcakes and pink ice-cream spiders for The McGrath Foundation.

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 2015.

Allison Davitt
SRC Coordinator

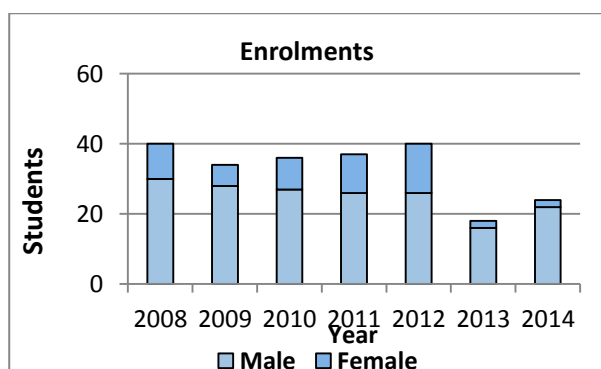


Student information

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

Student enrolment profile

From 2007 to 2010 Ajuga School was staffed to enrol 42 students across K-12. In 2011 our enrolment capacity increased to 49 with the introduction of a new class. 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 2014. Student enrolment constantly fluctuates due to the integration model, which sees students enter and exit at various times throughout the school year.



Student attendance profile

In 2014 the majority of our students were provided special transport to Ajuga School. Students become eligible for Assisted School Travel 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 and Communities School Attendance Policy. Student absences are followed up by executive staff and ongoing issues of attendance are referred to the Home School Liaison Officer.

Post-school destinations

Post-school destinations	Year 10 %	Year 11 %	Year 12 %
employment			100
TAFE entry			

In 2014 one student exited Ajuga School after completing their HSC and went on to be offered a

position in the childcare industry. All other year 10 and 11 students will remain at Ajuga School into 2015.

Year 12 students undertaking vocational or trade training

Ajuga School provided opportunities for students who were of work experience age to participate in work experience programs. Because of the diverse needs of our students programs were run to suit their ability levels. The programs included TVET courses, independent work experience, group work experience and in school work experience.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014 100% of the students enrolled in year 12 successfully completed their Higher School Certificate.

Workforce information

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

In 2014 we used a portion of our RAM funding to employ a teacher to support behaviour, and a music therapist.

Our teaching staff were supported by eight School Learning Support Officers including one at the Glenfield Suspension Centre, a full time School Administration manager, a School Administration Officer and a General Assistant.

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	2
Head Teachers	1
Classroom Teacher(s)	5
Teacher of RFF	0.588
Teacher Librarian	0.2
School Counsellor	0.4
School Administrative & Support Staff	8.926
Total	19.114

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

During 2014 there was one indigenous staff member at Ajuga School.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	35

Professional learning and teacher accreditation

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 Engaging Boys, Boys and Literacy, Autism Spectrum Disorders, 'Cracking the Hard Class', Tuning into Kids and Teens, Literacy and Numeracy Continuums at a total cost of approximately \$9000.

In 2014, we had four teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation and two maintaining accreditation at Proficient level.

Beginning Teachers

In 2014 72% of teaching staff at Ajuga School were New Scheme teachers. There were no permanent beginning teachers in 2014.

Beginning teachers accessed a variety of professional development opportunities in a number of areas including literacy and numeracy, behaviour management, curriculum planning, utilizing 21st century technology and Positive Behaviour for Learning.

Teachers were given regular feedback about their progress in a non-confronting environment that encouraged reflection and best practice. This was in preparation for the transition towards the Performance and Development Cycle.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Financial Summary Year End 31 December 2014

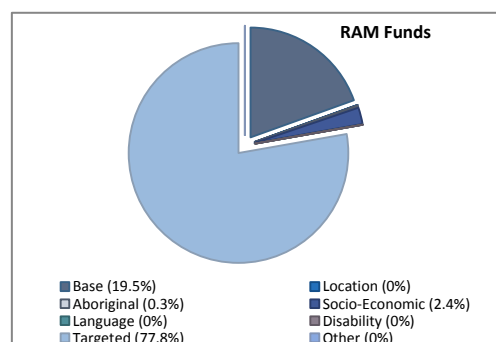
	2014 Actual (\$)
Opening Balance	(316,625)
Revenue	(1,928,993)
Appropriation	(1,914,190)
Sale of Goods and Services	(2,389)
Grants and Contributions	(5,578)
Investment Income	(6,586)
Gain and loss	-
Other Revenue	(248)
Expenses	1,956,283
Recurrent Expenses	1,956,283
Employee Related	1,813,825
Operating Expenses	142,459
Capital Expenses	-
Surplus/Deficit for the Year	27,291
Balance Carried Forward	(289,334)

The information provided in the Financial Summary is current at the date shown. This summary includes reporting from 1 January 2014 to 31 December 2014

Funds received through the Resource Allocation Model

Component	RAM
Base	362,169
Equity	50,485
Location	-
Aboriginal	5,370
Socio - Economic	45,115
Language	-
Disability	-
Targeted	1,443,989
Other	-
Total	1,856,644

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



A full copy of the school's 2014 financial statement is tabled annually. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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. All students in years 3, 5, 7 and 9 completed the NAPLAN. Integrating students results will be reflected in their home school's Annual School report.

Higher School Certificate (HSC)

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

Other achievements

Information and Communication Technology

Information and Communication Technology (ICT) is embedded into teaching and learning programs across all KLA's at Ajuga School. Teachers receive ongoing professional development to ensure that ICT is included in every lesson. Students have the opportunity to use Desktops, laptops, interactive whiteboards, cameras, iPads, online educational programs and computer software to complete class work. Technology is used to enhance student learning in Literacy and Numeracy with students continuing to access a whole school subscription to 'Reading Eggs' and 'Mathletics'.

The Ajuga School website is constantly updated with news and photos from our school events and activities and continuously receives in excess of a hundred hits a month.

This year our Technology network finalised the Ajuga School ICT Strategic Plan, which outlines the succession planning of hardware, keeping up to date with software and professional development for staff.

Creative and Performing Arts

Ajuga School provides a diverse range of creative and performing arts experiences embedded into the teaching and learning programs across the school. Music Therapy is available to all students and provides them with a therapeutic

environment within which they can express thought and emotions through music. The entire student population enjoyed the visit from Musica Viva which gave them a hands on experience in the production of music.



Personal Development, Health and PE

The Ajuga School PDHPE program is an integral part of the developments of fundamental movement skills and social skills in our students. Students participate in weekly sports activities such as swimming, ice-skating, putt putt, ten pin bowling and the development of fundamental movement skills. Our primary students also had the opportunity to participate in the NSW Swim Scheme.

The PDHPE network organise one whole school sporting event each term. This year students participated in our Swimming Carnival in Term 1, 'School of Origin' – our interschool modified league competition against Glenfield Park School in Term 2, Mini Olympics during Term 3 and T20 cricket in Term 4. These activities encourage healthy lifestyle choices and increase student engagement. We look forward to participating in these events again in 2015.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

This year we continued with the Steps2Success program for our Indigenous students. The students had the opportunity to participate in an excursion to The Rocks where an Indigenous Elder guided them through a dreaming heritage tour. The students discussed Indigenous history, culture and perspectives through the traditional method of oral stories.

In 2014 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.



Multicultural education and anti-racism

At Ajuga School we respect and acknowledge the contributions made by staff, students, parents and carers from different cultural and linguistic backgrounds. In 2014 we continued our inclusive classroom and school practices by ensuring that teaching and learning programs included the investigation of cultural beliefs and customs promoting intercultural understanding. All students participated in Harmony Day activities that recognise and celebrate Australia's diverse multicultural population.

During 2014 a staff member was appointed as our Anti-Racism Contact Officer (ARCO) to enhance communication with staff, students, parents, carers and community members from culturally and linguistically diverse backgrounds.

Aboriginal background

Indigenous students were supported during 2014 with the implementation of the Opportunity Hub program. This involved the employment of an Indigenous mentor to provide educational support and individualised tutoring to increase student engagement and improve learning outcomes.

Socio-economic background

In 2014, students from low SES backgrounds were supported through various initiatives and programs implemented at school. All students

have access to a breakfast program and fresh fruit at recess and lunch. Students have the opportunity to participate in learning experiences and excursions that incurred little or no cost to families.

Other significant initiatives

Every Student Every School (ESES)

Ajuga School is in the final stages of developing a *Manual to Assist the Development of Student Support Plans* as our contribution to the Every Student Every School National Partnership. The final product will be an online resource that is designed as a professional learning manual to assist school staff to assess risk around student behaviour in schools and produce meaningful Behaviour Support Plans. In developing the product Ajuga Staff network with our partner schools, Assistant Principals Learning and Support and regional staff to ensure a product is developed that enhances the work of Learning and Support Teachers in schools.

Empowering Local Schools (ELS)

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 received a range of new processes and tools to support education and learning.

Glenfield Suspension Centre

The Glenfield Suspension Centre enjoyed another successful year serving students of South Western Sydney Region. Seventy-one student referrals were received over the course of 2014 from twenty-three high schools. Staff at the centre supported the successful resolution of suspensions, with 100% of the students attending returning to their mainstream school.

The centre also supports professional learning in the region by hosting various meetings and small conferences for our educational services team, while also operating as the hub for Ajuga School's ESES project.

Environmental Education

Ajuga School's Environmental Education program promotes an understanding of the environment as an integrated unit of systems. It supports the attitudes and skills required to develop an ecologically sustainable environment.



Teaching and learning programs actively involve students in projects, including maintaining and caring for a frog pond, chickens, vegetable garden and an orchard. In 2014 we continued with our commitment to the Stephanie Alexander Kitchen and Garden foundation (SAKG) which involved students participating in fortnightly kitchen and garden classes.

Community Partnerships

In 2014 parents and carers attended regular workshops as a part of our *connect:ed* initiative. Our parents and carers connected with their child's learning by participating in activities similar to those their children engage in during the school week. Parents established their own garden and attended Kitchen and Garden classes. At the end of the session parents and carers attended our weekly assemblies and end of term BBQ's.



Two parents attended our annual Parent Retreat a nurturing residential program for men and women at Quest for Life in Bundanoon. Staff, parents and carers raised funds during the year to support those who attended. Our School Learning and Community Support Officer attended.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

School planning 2012-2014:

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

Strengthened literacy and numeracy learning

Evidence of achievement of outcomes in 2014:

- Reading Age – To improve the Reading Age of each student by 12 months as measured by pre (on enrolment) and post (prior to exit) Waddington assessment.

On average primary students Reading age increased by 11 months as measured by pre and post Waddington reading assessment results.

- Spelling Age - To improve the Spelling Age of each student by 12 months as measured by pre (on enrolment) and post (prior to exit) Waddington assessments.

On average primary students Spelling age increased by 9 months as measured by pre and post Waddington spelling assessment results.

- Numeracy - To improve the Numeracy results of each student by 12 months as measured by pre (on enrolment) and post (prior to exit) Waddington and Go Math assessments.

On average primary students numeracy results increased by 12 months as measured by pre and post Go Maths assessment results.

School priority 2

Student engagement and attainment

Outcomes from 2012–2014

Improve student engagement and attainment in school

Evidence of achievement of outcomes in 2014:

- Attendance – To increase percentage of students with 85% or better attendance by 10% from 55% to 65%.

From 27th January to 19th December 2014 64% of students achieved an attendance rate of 85% or better.

- Suspensions – To decrease days lost due to suspension by 67 days from 407 to 340.

In 2014 as at 20th December Ajuga School lost 194 days to suspensions a reduction from 407 in 2012.

- Integration – 100% of exiting students to successfully integrate into an appropriate setting (excludes students withdrawn from the NSW DEC system).

In 2014, 90% of exiting students integrated into an appropriate setting.

School priority 3

Leadership and management.

Outcomes from 2012–2014

Strengthened leadership and management capacity of school staff, executive and principal

Evidence of achievement of outcomes in 2014:

- Leadership Capacity – Classroom teachers and executive staff to demonstrate a greater leadership capacity by guiding and managing results-focused whole school improvement.

School improvement was driven by the leadership team to target the areas identified in the school plan. Teachers undertaking leadership opportunities including leading networks, whole school events, delivering professional learning to staff.

- Professional Learning Goals - Teachers achieve the key professional learning goals described in their Professional

Learning plans as measured through teacher surveys and TARS processes.

Teachers and APs to completed the next module of Professional Learning and Leadership Development Directorate Classroom Teacher Program.

All staff implemented and reviewed Professional Learning Plans.

All staff attended professional learning regarding current educational reforms that impact on our setting – ELS, ESES, LMBR.

School priority 4

Curriculum and assessment

Outcomes from 2012–2014

The implementation of a broad, inclusive and relevant curriculum

Evidence of achievement of outcomes in 2014:

- To build staff capacity to implement the new syllabus

All staff completed Professional Learning regarding the implementation of the NSW syllabuses for the Australian Curriculum as per DEC guidelines.

ICT Strategic Plan 2014-2017 developed to align with teaching and learning programs and the school plan.

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.

We had positive responses from our students, staff and parents. 100% of staff believe that our school community has high expectations of students. 100% of students believe the school expects them to do their best, while 100% of parents believe the school expects students to achieve to the best of their ability.

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.

At Ajuga School we organised a series of school planning workshops with staff, families and community. These workshops involved collaborative brainstorming and resulted in developing three strategic directions for the 2015- 2017 School Plan.

1. Sustainable Educational Partnerships
2. Learning and Leadership Excellence
3. Authentic Teaching Practices

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.

Amanda Kowalczyk	Principal (Rel)
Allison Davitt	Assistant Principal (Rel)
Fred Burley	Head Teacher Welfare

School contact information

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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>