2010 Annual School Report
Ajuga School

NSW Public Schools – Leading the way
Our school at a glance

Students

There are 42 students (K-12) enrolled at Ajuga School at any one time. There are three primary and three secondary classes.

Staff

Ajuga has four executive staff including the Head Teacher for the Glenfield Suspension Centre. We have four classroom teachers, seven School Learning Support Officers, two administration staff, one School Counsellor and two specialist support staff.

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

Significant programs and initiatives

The core business of Ajuga is integration of our students into their mainstream schools. This year Ajuga continued to implement a number of programs and initiatives to improve student outcomes and integration. These included:

- Reading Recovery
- Environmental Projects
- Parent Support Group
- Community Liaison Officer

Student achievement in 2010

NAPLAN results for our students are connected to their mainstream schools. Four students completed the School Certificate, while twenty-three successfully completed full time integration back into their mainstream school or an alternative educational setting. We welcomed 13 new students throughout the year.

Messages

Principal’s message

2010 was a year of opportunities and challenges for the community of Ajuga School. We welcomed in a new era of leadership for the school as well as fantastic new facilities under the Building Education Revolution funding grants. It has proven to be an exciting but challenging time for both staff and students. We thank them both for their patience and flexibility.

This year also saw adjustments to our integration program, with more support for students at their mainstream school. Teachers and School Learning Support Officers are supporting students in their home schools each Thursday. This is only one part of a positive and successful integration model that Ajuga School offers in a high quality teaching and learning environment, enriched with extra-curricular activities and support from a dedicated and highly experienced team.

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.

Fred Burley (Semester 1) & Natalie Armstrong

Student representative’s message

2010 was a busy year for all students. There were a lot of activities for all students to participate in and enjoy. We got some new equipment which was great and meant that we could all be involved in more games in the playground. The SRC leaders took part in a leadership conference with SRC leaders across South Western Sydney Region. It was great because we got to meet other kids who were leaders of their schools and we exchanged ideas about how to run a successful SRC. The SRC was also involved in fundraising throughout the year. We raised money for a school camp and the garden by preparing food and running a canteen each week. The SRC is a great asset to Ajuga School because it gives students the opportunity to speak about what we would like to see happening in our school.

Amanda Kowalczyk (Rel. Assistant Principal)
Emily & Nathan (SRC Leaders)
School context

Student information

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

Student enrolment profile

Since 2007 Ajuga has been staffed to enrol 42 students across K-12. Prior to 2007 we were staffed to enrol 36 students and prior to 2003 30 students. 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 2010. 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 enroll into Ajuga within the first few weeks of the following term.

Student attendance profile

In 2010 the majority of our students were provided special transport to Ajuga. Students became eligible for Special Transport Services 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 Training School Attendance Policy. Student absences are followed up by executive staff and ongoing issues of attendance are referred to the Home School Liaison Officer.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

Our class sizes are fixed at a maximum of seven students in each of our six classes.

Structure of classes

All classes are structured according to stage groups. These arrangements allow students to access the same curriculum as their peers and are therefore well prepared for returning to their mainstream school.

Red Class  Early Stage 1/Stage 1
Yellow Class  Stage 2
Blue Class  Stage 3
Purple Class  Stage 4
Green Class  Stage 5
Transition Class  Stages 4/5

15-19 year old pathways

Three of the four students who completed their school certificate in 2010 will further their education by completing year 11 in 2011. One of the students will participate in workplace training. Five students participated in work experience as a part of their post school transition plan, while six successfully completed their year 9 studies and will complete their school certificate in 2011.

Staff information

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

Ajuga had 10.072 teaching positions allocated in 2010. This included staffing allocated to the Glenfield Suspension Centre.
In 2010 we used a combination of our supplementary staffing and our staffing allocation to employ a teacher to facilitate a reading program and a music therapist.

Our teaching staff were supported by 7 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.

### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16.6</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There is no Indigenous staff working at Ajuga School.

### Staff retention

Four of Ajuga's permanent staff members left during 2010. Three were promoted and one retired.

### Teacher qualifications

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

Staff also attend regular Professional Learning activities to allow a continuation of their professional development.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>43</td>
</tr>
</tbody>
</table>

### Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>582937.42</td>
</tr>
<tr>
<td>Global funds</td>
<td>81063.84</td>
</tr>
<tr>
<td>Tied funds</td>
<td>94068.42</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11402.48</td>
</tr>
<tr>
<td>Interest</td>
<td>25781.13</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>125302.56</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>337618.43</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 8120.43    |
| Excursions                | 1962.15    |
| Extracurricular dissections| 6190.38    |
| Library                   | 241.85     |
| Training & development    | 1742.79    |
| Tied funds                | 67967.13   |
| Casual relief teachers    | 4953.14    |
| Administration & office   | 37348.77   |
| Utilities                 | 3117.11    |
| Maintenance               | 6342.87    |
| Trust accounts            | 237783.89  |
| Capital programs          | 41890.92   |
| **Total expenditure**     | 417661.43  |
| **Balance carried forward**| 502894.42  |

Ajuga holds the funds for a number of regional programs including the Student Welfare Portfolio and the Glenfield Suspension Centre.

A full copy of the school’s 2010 financial statement is tabled annually. Further details concerning the statement can be obtained by contacting the school.

### School performance 2010

#### Achievements

**Creative and Performing Arts**

The Arts is embedded in classroom Teaching and Learning programs across every stage and includes our Music Therapy program. The therapeutic nature of art is recognized as an essential part of education by the students, staff and community of Ajuga. We provide a diverse range of practical art experiences including practical lessons, demonstrations, performances and excursions.
The entire student population thoroughly enjoyed the performance by Musica Viva.

Personal Development, Health and PE

The Ajuga PDHPE program plays a crucial part in the development of fundamental movement skills and social skills in our students. The program includes weekly sports activities such as creative dance, ten pin bowling, archery and rock climbing, an annual swimming carnival, and participation in the NSW Swim Scheme for our primary students.

Our annual interschool ‘School of Origin’ series was successfully ‘run and won’ by staff and students at Ajuga School. The modified touch/NRL style game series is a highlight in our sporting calendar which creates healthy competition and sportsmanship in our students.

In 2011 we look forward to the addition of more whole school sporting events to promote active lifestyles and student engagement with each other and the school community.

Information Communication Technology

ICT is embedded into teaching and learning programs in all KLAs at Ajuga School. Year 9, 10 and 11 students continue to benefit from the Department’s Digital Education revolution (DER). ICT is embedded into every lesson with students using their laptops to complete class work and access new and exciting software programs. Students, parents and community were involved in Cyber Crime information sessions. The information proved invaluable and parents even expressed more interest in exploring more learning technologies.

Technology is used to enhance student learning in mathematics and literacy, with all students being subscribed to ‘Matheletics’ and ‘Spellodrome’.

Ajuga School continues to make use of our computer server which allows staff and students to access information, lessons and class assessments. Staff have benefitted from having a central location to save and share reports, curriculum material and other resources relevant to students learning. Our website has also had an upgrade which has broadened our communication with parents and the community.

Academic

All students in years 3, 5, 7 and 9 completed the NAPLAN. Their results will be reflected in their mainstream school’s annual report.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

As reflected on the My School Website, Ajuga School falls under the reporting threshold.

Significant programs and initiatives

Aboriginal education

Ajuga has a strong Aboriginal program. During NAIDOC week the students at the school read Aboriginal stories and created an artwork to celebrate the story. Sorry Day was remembered with a speech and power point presentation by the SRC at our assembly. The presentation highlighted some of the stories which resulted in Australia’s annual Sorry Day ceremony being introduced to remember the stolen generation. During our weekly assembly we continue to present the Aboriginal Respect Award to those students who have shown they have learnt to respect other students, staff and school property. The staff and students continue to maintain our
bush tucker garden and we hope to plant more bush tucker plants in 2011.

**Multicultural education**

At Ajuga we value the enrichment of our school culture by students, parents, carers and staff from different cultural backgrounds. Teaching and learning programs are rich in the exploration of cultures from around the world. In 2010 Yellow Class explored their ancestry and discovered the diverse array of countries the staff and students are from.

**Respect and Responsibility**

The core business of Ajuga is integration. We are committed to improving students’ capacity to engage in their school and home communities. The core values of Respect and Responsibility are embedded in daily school life. The expectations for the students are centered on the notion of being a productive member of society, showing respect and being accountable for their actions. Our student’s welfare system encourages students to show respect for themselves and others, while striving for the highest personal achievement possible.

**Suspension Centre**

Since 2005, the Glenfield Suspension Centre has been an annex of Ajuga School. It is a regional support service for mainstream school students who are placed on long suspension, with a focus on a successful return to school. The Head Teacher and the School Learning Support Officer provide ongoing support to the students when they return to school.

**Reading Recovery**

In 2009 a proposal was put forward for a trial implementation of Reading Recovery in our school to support the literacy development of our students and promote success at school. The program provided intensive individualized support for primary students with difficulties in reading and writing. Four of the six students who participated in individual daily 30 minutes lessons made rapid progress and developed strategies to become more independent learners.

**Priority Schools Program (PSP)**

Ajuga’s PSP staffing supplementation, as outlined in the School Plan 2009-2011, was allocated to a School Learning Support Officer for one day release as our Community Contact Person. Their role allowed for enhanced school/home partnerships and parent support networks. Funding was also allocated to our Parent Support Program (Parent Group) which ran four times per term and included a parent retreat. The program is ongoing and we will be planning for another retreat and for Parent and Community workshops to continue into 2011. Literacy has been a continuous focus, with teacher training and development and the purchasing of resources a priority. Development of a strategic and systematic school wide literacy program focusing on individual student outcomes, explicit modelling and scaffolded teaching and completion of running records has been our main focus. This will be reviewed in 2011.

**Environmental education for sustainability**

The grant we received in 2009 for the Butterfly Orchard has now been expended and we have our orchard up and running. Our students and staff have benefited by learning skills in soil preparation and planting edible fruit. A great crop of raspberries has already been harvested. Our senior students worked hard and have completed our soil/compost enclosure. A good crop of broccoli, spinach, shallots, lettuce, potatoes and cucumbers were planted, nurtured, cooked and eaten by our students, providing an educational opportunity in the life of plants from seeds to mature plants that can be eaten. Our frog pond continues to attract frogs and croaking is often heard at different times during the day.
This year we received grant to purchase and install a water filter to help keep the pond water clean.

Progress on 2010 targets

Target 1
To improve individual student outcomes in comprehension and grammar as reflected in school assessment records

Ajuga students continue to experience improvements in English Outcomes as evidenced through informal and formal assessment and teacher observation.

School assessment records indicate that 40% of students achieved sound or better for comprehension and grammar.

Target 2
To achieve 70% of students reaching Stage outcomes in Numeracy

100% of secondary students completed mathematics through Sydney Distance Education. Results will be reflected in SDE School data.

Primary students continue to make progress in mathematics with school assessment data indicating that an impressive 40% of students achieving sound or better in Numeracy.

Target 3
Student attendance to remain above 90%

In 2010 the students’ at Ajuga continued to benefit from the taxi service provided by the Department’s Special Transport Service. This service assists students to attend school on a regular basis.

Our achievements include:

Local school data indicates that 66% of our students had better than 85% attendance with 54% of our entire student population achieving 90% or better attendance. 77% of our Primary School population had better than 90% attendance.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of our Welfare and Discipline Policy and Numeracy.

Educational and management practice


Background

School staff participated in a review of our Discipline Policy in 2010. The policy includes procedures and practices for General Organisation, Classroom Management, Behaviour Expectations and Consequence for Inappropriate Behaviour. The policy also includes Practices to Recognize and Reinforce Student Achievements.

Findings and conclusions

The Discipline Policy was renamed the Ajuga School Welfare and Discipline Policy 2010. The Ajuga School Welfare and Discipline Policy and Procedures 2010 were also developed to compliment the policy and assist teachers in its implementation. A Classroom Management Flow Chart was also created to provide a visual for students in the classroom. The traditional strategy of Time Out was re-evaluated and has now become TRAC time. The strategy has been designed to allow students to Think about why I am here; Remember what I have learnt; And, Change my behaviour before rejoining the class.

Curriculum

Numeracy.

Background

The Go Math program was introduced into our Primary Class Teaching and Learning programs in 2008. 2010 saw a review of the program and its implementation in the classroom.
Findings and conclusions

All Primary staff agreed that the Go Math program was a vital resource in improving our student’s numeracy skills. Staff requested additional time to work together in the preparation of resources and on their own professional development to improve their capacity to implement the program successfully in the classroom.

Future directions

In Term 1 2011 Primary teachers will be released from face to face teaching to allow time for the development of resources, professional learning and team teaching to promote an enhanced delivery of the Go Math program.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

We had very positive responses from our students, staff and parents. 100% of staff believe that meeting the needs of students is the school’s main priority. 100% of parents believe that the students are the school’s main concern, and 95% of students believe that the school encourages everyone to learn.

Professional learning

DER professional development has been foremost in enhancing staff skills and disseminating valuable information to the school and community. Staff also attended professional learning in Managing Challenging Behaviour, Child Protection, accelerated literacy, interactive white boards, Notebook 10, PART refresher training, and Web 2.0 tools.

School development 2009 – 2011

The School Plan 2009-2011 has been developed in collaboration with staff, students, parent representatives and community members. It aligns with the South Western Sydney Regional Plan and the Department’s Office of School’s Plan 2009-2011.

Targets for 2011

The priority areas for the three year cycle focus on:

- Literacy – Comprehension and Grammar
- Numeracy
- Student Engagement and Retention
- Teacher Quality and Professional Development

Target 1

To improve individual student outcomes in comprehension and grammar as reflected in school assessment records

Strategies to achieve this target include:

- Ongoing analysis of school data and referring mainstream school data including previous and current NAPLAN results to provide appropriate support
- Professional learning program for staff in Literacy and use of the electronic white board and DER laptops to better engage students in literacy programs
- The development of a school wide literacy program and assessment measure

Our success will be measured by:

- All students achieving growth in comprehension and grammar as measured by assessment data with an increase of at least 10% in the number of students achieving sound or better
- Elements of Quality Teaching practices embedded into teaching and learning programs
Classroom practice is enhanced and student engagement is increased through use of interactive whiteboards and DER laptops.

**Target 2**

**To achieve 70% of students reaching Stage outcomes in Numeracy**

Strategies to achieve this target include:

- Analysis of school data along with mainstream school and SMART data to inform programming
- Participation in professional learning activities for classroom teachers to increase capacity in identifying and addressing students' numeracy learning needs
- Ongoing initiatives to increase teachers' confidence in the implementation of Go Math and Matheletics to improve numeracy outcomes

Our success will be measured by:

- All students achieve growth in numeracy as measured in class assessment strategies
- Teaching and learning programs embedded with the elements of Quality Teaching and a reflection of the elements in day to day teaching practice
- Student engagement enhanced through the use of interactive white boards and DER laptops

**Target 3**

**Student attendance to remain above 90%**

Strategies to achieve this target include:

- Ongoing evaluation of destination data and in-school structures which support engagement including the role of mentors, the Learning Support Team and curriculum
- Professional learning program with a focus on curriculum modification, understanding and accommodating adolescent development and working with students with emotional disturbance.
- Update, develop and implement Personalised Learning Plans for all Aboriginal students

Our success will be measured by:

- Identification of students at risk and case management program in place
- Modified curriculum reflecting the learning needs of all students
- Personalised Learning Plans being implemented for all Aboriginal students

### About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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:

Natalie Armstrong Principal
Chris White Assistant Principal
Fred Burley Head Teacher
Kristina Theodoreau Assistant Principal (Mon.)
Amanda Kowalczyk Assistant Principal (Rel.)

### School contact information

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School Code: 5748

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: