Messages

Principal’s message

2011 has been a year of review, reflection and consolidation for Wakefield School. The school finalized work on the new library building which was funded through the Building the Education Revolution program. This additional teaching and learning space has significantly enhanced the capacity of the school to meet student needs and improve outcomes. More importantly, the school continues to achieve quality educational outcomes for students experiencing difficulty in mainstream settings. For the sixth consecutive year the school formed a successful partnership with the Australian Sports Commission to deliver a range of fabulous, sporting opportunities for our students.

I am proud to say that in 2011, Wakefield School successfully implemented a new program titled “Make A Difference” whereby students voluntarily gave back to their local community through service learning. My thanks go to program coordinator Kim Williams and students for their efforts in this innovative program. This will hopefully provide the impetus for many new and exciting vocational and community based programs for the future.

Improved quality service to schools has also been enhanced via the expansion of the teacher outreach model which has provided valuable on-site support to referring schools.

I am pleased to announce that in 2011 Wakefield school completed the first year of its four year National Partnerships funding program. Already, the additional resources and planning have begun to show improved student outcomes.

Once again the highlight of 2011 was undoubtedly Wakefield School’s Family Day for Education Week which was attended by over 80 people. This annual event will be held again in Education Week 2012 along with a second ‘open day’ (Celebration Day) which will be held in December. Furthermore, Wakefield school will celebrate its 10th anniversary in Term 2, 2012.

Other noteworthy events included our annual ANZAC Day commemoration ceremony. (Our thanks go to Toronto RSL sub branch for their continued support of our school). And, the annual Snowy Mountains / Canberra excursion once again successfully coordinated by Mr Lang.

I would like to take this opportunity to thank staff at Adamstown and Swansea Education Offices along with our referring schools, parents and other valued members of our school community for their ongoing support throughout the 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.

Steve Gately

School context

School profile

Wakefield School (Est. 2002) as part of the State Behaviour Initiative is located in a semi rural setting in western Lake Macquarie. It provides placement for up to 28 students in the Years 5 to 8 range identified as displaying emotional and behavioural problems in their mainstream school settings. Students maintain enrolment at their home school and may attend Wakefield for a period of up to 12 months. Our aim is to improve learning and behavioural outcomes for students through quality teaching and learning. The school has classes each containing up to seven students along with an intake class. Most students attend both their home school and Wakefield School. Each student has an age appropriate Individual Learning Plan which is designed and implemented to meet their social, emotional and academic needs.

Students were “rapt” with HipHop dancing
Students are provided with a program which covers all key learning areas. In addition, students are able to select from a range of hands on electives including woodcraft, fishing, cooking and gardening.

There is a strong emphasis on communication, social skills and student behaviour. We strive to empower students to make appropriate choices by teaching them problem solving strategies which can be generalized to their local community.

**Student information**

**Student enrolment profile**

In 2011 Wakefield School provided programs for 37 students (including 13 new students) from throughout the Hunter Central Coast region. This included 8 High Schools and 9 Primary schools. 32 students were male and five female. Aboriginal students accounted for approximately 25% of our student population. A small number of students (5) were enrolled in Distance Education programs.

**Student attendance profile**

The average attendance rate for students attending Wakefield School in 2011 was 85%

**Management of non-attendance**

All students are encouraged to attend school whenever possible and to notify the school if they are absent due to illness. When a Student is absent from Wakefield School there is a follow up phone call from the School Administration Manager. In incidences where a student has had missed a considerable amount of school without reasonable explanation, the principal will initiate an application for the Home School Liaison Team to follow up these absences.

**Structure of classes**

Each of the four classes contains up to 7 students. Students are placed in classes dependent upon a number of factors including academic level, interaction with other students, year level and vacancies. There is also an intake class which allows students to settle into the program and undertake an initial academic assessment to determine specific requirements for their IEP.

**Post-school destinations**

It is anticipated that following their program of attendance at Wakefield School, students will return to their home school. In some instances where this is not appropriate students will move on to other educational or work settings. These may include alternate supported settings.

**Sailing on Belmont Bay as part of the AASC Program**

**Staff information**

Our staff consists of 6 teachers, 4 School Learning Support Officers, a School Administration Manager, school counselor (1 day per week) and General Assistant (1 day per week).

**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>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12.0</strong></td>
</tr>
</tbody>
</table>

Of the staff listed, Wakefield School has one Indigenous staff member.

**Staff retention**

All staff employed in 2010 were retained in 2010. The consistently low turnover of staff has had a positive impact on student outcomes once again in 2011. One additional staff member was employed through National Partnerships funding.
Teacher qualifications

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

<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>66</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.

Students engage in a range of cultural activities each day

Financial summary

Date of financial summary: 30/11/2011

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>184 044.81</td>
</tr>
<tr>
<td>Global funds</td>
<td>57 550.49</td>
</tr>
<tr>
<td>Tied funds</td>
<td>21 487.05</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4 335.00</td>
</tr>
<tr>
<td>Interest</td>
<td>9 218.53</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18 318.57</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>294 954.45</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>4 557.77</td>
</tr>
<tr>
<td>Excursions</td>
<td>2 701.02</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>15 342.25</td>
</tr>
<tr>
<td>Library</td>
<td>1 883.37</td>
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<tr>
<td>Professional Learning</td>
<td>2 066.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>31 739.46</td>
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<tr>
<td>Short term relief</td>
<td>796.11</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>12 275.79</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9 313.29</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7 597.23</td>
</tr>
<tr>
<td>Trust payments</td>
<td>11 479.55</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6 655.50</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>106 407.85</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>188 546.60</strong></td>
</tr>
</tbody>
</table>

School performance 2011

Achievements

Sport

Sporting programs continue to form an integral part of our school program. Once again, in partnership with the Australian Sports Commission, we have provided opportunities in the areas of rugby league, hip hop dance, ice skating, ten pin bowling, surfing and Lifesaving.

Wakefield students at Treetops Adventure Park

Academic

Progress in literacy and numeracy

Every student, on entry to our school, undertakes assessment of their current reading, spelling and numeracy levels. From this data, teachers are able to design an Individual Learning Plan (I.L.P.) to support the student in remediating any deficits in learning. Once again in 2011, through intensive support and innovative teaching and learning strategies, students have continued to produce quality work and demonstrate improved outcomes across a range of curriculum areas.

Significant programs and initiatives

Service Learning

Make A Difference program

In 2011, under the guidance of Mrs Kim Williams, Wakefield school undertook a new community
based program called “Make A Difference” (M.A.D.). One morning per week, students volunteered to assist those in the community less fortunate than themselves. Recipients of this valuable program of care and support included Lakeside School, C.A. Brown Aged Care and a local pre school. Feedback indicates that all those involved found the efforts of Wakefield students to regularly be both inspirational and uplifting.

Peter assists preschoolers at “Make A Difference”.

Music Industry

In Term 2 Mr Quodlings’ class were fortunate enough to participate in a music recording program at “The Loft” in Newcastle. Students were able to learn about the music industry and at the end of the program record their own CD of original music.

Lochlan and Bayley recording their own original tracks

Multicultural education

Wakefield School provides programs and initiatives to ensure an inclusive school community and a racism-free learning and working environment, including nomination and training of an Anti-Racism Contact Officer. The school encourages and promotes teaching and learning initiatives that are culturally inclusive and develop understanding of cultural, linguistic and religious difference.

National partnership programs

Wakefield school receives additional funding under the National Partnerships LOW SES program. This funding is for four years from 2011 to 2014 inclusive. A comprehensive overview of this program is contained within the 2010 School situational analysis and 2012-2014 school plan along with the 2011 National Partnerships Annual Evaluation Report which is available from the school upon request.

Progress on 2011 targets

Target 1

Student reintegration to mainstream settings will increase from 30% (current) to greater than 50%.

Our achievements include:

- 2011 Reintegration Data shows student return to mainstream school at 44%
- Referring schools report increased support and teacher capacity as outcomes of the Outreach program.
- Home schools report enhanced communication processes as an outcome of the Outreach program.

Target 2

100% of referring schools will provide an Individual Learning Plan, Risk Assessment and Personalized Learning Plan (Where appropriate) for students entering Wakefield school.

Our achievements include:

- 90% of referring schools provided a student risk assessment. (Up from 33%)
- 23% of referring schools provided an Individual Learning Plan (Up from 2%)
- 50% of Referring schools provided a Personalized Learning Plan. (Up from 0%)
- 77% of referring schools provided an academic overview. (Up from 16%)
- 66% of schools had an LST member visit Wakefield school to discuss the student’s program.
- Wakefield school provided outreach support to 80% of referring schools.
Target 3

All staff will have engaged in professional learning which improves their capacity to deliver innovative literacy and numeracy curriculum which supports the reintegration of students to mainstream settings.

Our achievements include:

- All staff at Wakefield school completed a two day intensive professional learning experience with Kotara SSP.
- All staff at Wakefield school completed a two day intensive professional learning experience at The NSW Behaviour Schools conference.
- Individual staff members undertook professional learning training in Mathletics, Spellodrome, Mental Health First aid and behaviour management for school leaders.

Target 4

Improved outcomes for Aboriginal students including enhanced Indigenous community participation.

Our achievements include:

- Attendance rates for Aboriginal students rose by 4.5% from 79.6% to 84.1% during semester 1.
- PM reading levels for Aboriginal students rose by an average of 1.5 levels during semester 1.

Key evaluations

Educational and management practice

Teacher Outreach program

Background

The 2010 Situational Analysis triangulation of data and findings from staff surveys, focus groups and school documentation identified support to students in their home school as an area for improvement. Student exit data reflected the need to implement strategies to improve rates of reintegration of students to their home school. The role of the outreach teacher had been successful but was insufficient to meet the needs of all referring schools.

Findings and conclusions

- Levels of communication between stakeholders including the number of emails, phone calls and visits increased following the implementation of the outreach program.
- Reintegration statistics show an increase of 14% in the number of students successfully reintegrated to their mainstream school.
- Students transitioning to high school were identified and systems put in place earlier than in previous years.
- Outcomes for students in home schools are enhanced when staff from Wakefield school provide on site support at the student’s home school.
- Communication systems are improved as an outcome of increased collaboration, resource sharing and problem solving between stakeholders.
- The outreach program builds the capacity of all stakeholders.
- Regular communication with the home school enhances processes for students transitioning from year 6 to 7.

Future directions

- The teacher outreach program will continue to evolve and develop in consultation with key stakeholders to support the needs of students in their home schools.
- Consideration should be given to ensuring the sustainability of gains made through the outreach program at the end of the National Partnerships funding period.
Curriculum

Impact on academic outcomes of student placement processes.

Background

The National Partnerships situational analysis showed there was often insufficient background information provided to Wakefield school at the point of placement. Significant deficits existed in quantitative and qualitative data relating to academic assessment, risk management and individual education plans.

Findings and conclusions

- The number of schools providing a risk assessment rose from 33% to 90%
- 77% of schools provided an academic overview. Up from 23%
- 50% of schools provided a Personalized Learning Plan for indigenous students compared with 0% at the time of the situational analysis.
- Staff felt better prepared in providing teaching and learning plans for newly placed students.
- Staff were able to differentiate the curriculum to meet the needs of new students much more quickly than before.
- All members of the school community felt better equipped to deal with OH&S issues given early information pertaining to individual student needs.

Future directions

- Wakefield school will continue to monitor and review the quality and consistency of systems relating to referral procedures to ensure best practice at the point of placement.
- Provision of an extensive overview of the student’s academic and behavioural background is now mandatory for all referring schools prior to student commencing his/her program at Wakefield school.

Professional learning

Professional learning was closely aligned to the school plan. The majority of professional learning was undertaken in the areas of student welfare and behaviour management and predominantly took the form of whole staff training.

The 2011 NSW State Behaviour Schools Conference and whole staff Cultural Competence training, in partnership with Kotara SSP, were the focal points of the schools professional learning and were both highly successful. This was reflected in teacher evaluation of this training which showed high levels of satisfaction from all delegates.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Student engagement and retention
(Including improved outcomes for Aboriginal students)

2012 Targets to achieve this outcome include:

1. Student reintegration to mainstream settings will increase from 44% (current) to greater than 50%
2. Improved attendance and reading outcomes for Aboriginal students.
3. All staff will participate in collegial networking and professional learning which improves their capacity to enhance student engagement.

Strategies to achieve these targets include:

- Wakefield school and Kotara SSP to undertake shared professional learning
opportunities including Staff Development Days Term 1 & 3 2012.

Staff to undertake two day training in mental health first aid for adolescents.

Consultation and collaboration with a wider multidisciplinary team including paediatricians, Youth service providers, community services, police and regional student services personnel.

The role of the outreach teacher be shared by key teaching staff and expanded from 2 x half days to 4 x half days per week.

Transition Support Coordinator to assist home school with developing ILPs, reviewing student progress, capacity building and transitioning to high school.

Establish an authentic PLP process that will meet the needs of all students including a standardized format throughout the school.

Purchase culturally appropriate readers and resources.

Involvement in both Reconciliation and NAIDOC weeks.

More emphasis placed on promoting the role of parents as learning partners including involvement in development of ILPs, PLPs and transition process.

Aboriginal mentor / Cultural Programs Coordinator to be employed in School Learning Support Officer (SLSO) capacity from within existing staff.

Continued whole staff Cultural Competence training to ensure that indigenous education is embedded in all aspects of school life.

SLSO to provide enhanced support to reading programs for indigenous students.

Consultation with local AECG and ACLO to arrange Aboriginal cultural awareness opportunities.

1. 100% of referring schools will provide an Individual Learning Plan, Risk Assessment and Personalised Learning Plan (Where appropriate) for students entering Wakefield school.

2. Parents and carers will report high levels of satisfaction with Wakefield school program. Strategies to achieve these targets include:

**Strategies to achieve these targets include:**

- Opportunities for home school staff to visit Wakefield School.

- “Celebration Day” (awards ceremony) and open classrooms held twice per year during Education week and at end term 4.

- Wakefield to trial a “Significant Males” program to improve outcomes for students who do not have a significant male role model in their lives.

- Greater emphasis placed on communicating with parents/carers via the school newsletter.

- Students not to commence program without a current risk assessment, IEP, Personalised Learning Plan and health care plan (where appropriate).

- Open day for high school and primary school LST members in terms 3 and 4 to provide first hand knowledge of placement criteria and guidelines.

- Formal reviews to be held minimum 6 monthly.

- Referring schools to commit to at least 1 visit to Wakefield school per term.

- Wakefield school to commit to following up students on exit from the program.

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School priority 2
Building Partnerships

2012 Targets to achieve this outcome include:

*Sean and Brandon show interest on ANZAC Day*
School priority 3
Numeracy

2012 Targets to achieve this outcome include:
1. All staff will engage in professional learning which enhances their capacity to deliver innovative numeracy curriculum.

Strategies to achieve these targets include:
- Staff Professional Learning on new pre and post testing instrument.
- Enlist support of PSP Numeracy consultant to assist with numeracy assessment.
- Staff will engage in professional learning which focuses on their capacity to deliver innovative numeracy curriculum which supports the reintegration of students to mainstream settings.
- Purchase additional resources to support teaching and learning in numeracy.
- Use existing IWB’s to enhance student engagement in authentic teaching and learning (numeracy).
- Liaise with home school to ensure consistency in implementation of individual learning plan.

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.

Steve Gately (Principal)
Peter Lewis (Assistant Principal)
Steve Quodling (Outreach Teacher)
Sue Matano (School Admin Manager)