

Port Augusta Special School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Port Augusta Special School Number: 1399

Partnership: Port Augusta - Quorn

Name of School Principal:

Anne Homes

Name of Governing Council Chair:

Emily Holden

Date of Endorsement:

School Context and Highlights

Port Augusta Special School provides modified and alternative learning options for students from Reception to Year 12 who have been identified with an intellectual disability or Global Developmental Delay. Enrolment can only occur after assessment and recommendation by guidance officers and special educators and in consultation with families.

There is a strong focus on literacy and numeracy, skills for living and independence, social skills and effective communication. A wide range of agencies, including DECD and non-DECD agencies, provide consultative services to the school and the families. The school has access to two buses which are used to facilitate learning opportunities in the local community environment.

The focus for programming & planning for learning is developed in line with The Australian Curriculum for Reception to Year 10 students, in conjunction with goal setting as described in the Negotiated Education Plans for every student. Some students have additional plans that relate to complex health and physical needs and these plans are developed by allied health professionals for use in school.

Post-compulsory students are enrolled in the South Australian Certificate of Education - Modified.

Class sizes are small, generally 8 students, and learning is supported by a full-time teacher and full time school service officer. Additionally, some staff are trained as Health Support Officers to provide health care support for identified students.

At the beginning of 2016, 47 were enrolled.

The student cohort is complex including students that: identify as Aboriginal: are under Guardianship: have physical disabilities: autism: visual and hearing impairment and severe multiple disabilities.

During 2016 there were 7 classes loosely grouped into Junior Primary, Primary, Lower Secondary and Senior Secondary cohorts.

Key Highlights:

Music Programme: an introduction of a wider range of instruments catered to a larger group of students and continued to be supported by two lessons each week from the Instrumental Music Service.

All students had opportunity to participate in either swimming, spa or aquatic lessons.

Sponsorship allowed a small group of students and staff to attend the Grand Prix in Adelaide.

Twelve senior students attended a basketball competition and sixteen primary aged students attended a sports day both held in Port Pirie.

Students accessed community venues (supermarket, library, Kinder Gym, police station) to contextualize learning.

Governing Council Report

Port Augusta Special School
2016 Chairperson's Report

It is my pleasure to present the Chairperson's Report for 2016.

The role of Governing Council has ensured policies and procedures are approved along with student free days for staff training. For the second year, Family Night was enjoyed and celebrated in Term 3. It was our pleasure to host families and friends as they enjoyed the school surrounds; students' achievements; and the fabulous social atmosphere. We thank the Lions Club for their support on the night.

As this year comes to a close, we farewell our Principal, Anne Homes and Deputy Principal, Phil Oliver. This is the end of an era with Anne's role of Principal spanning 10 years, previously a teacher in the school. The management team of Anne and Phil have transitioned our school community from the previous site to the current location at McSporran Cres. We thank them both for their contribution and wish them all the best with their new endeavours.

Staff, both teachers and SSO's at our school take great care of our students, assisting and encouraging them to develop, learn and grow both academically and through a variety of life skills. On behalf of the parents of our school community I would like to thank them for their dedication, passion and guidance.

Our Staff Representative on Governing Council, Karen McKinley continued in the role for the second year, providing an insight into the class learning experiences; thank you Karen for your commitment to this role.

The Port Augusta Community are extremely generous and supportive continuing to get behind our Fundraising endeavours. This year Derby Day held at Ian's Western Hotel raised \$4,047.70 thanks to the generosity of local businesses, guests, volunteers and donations.

Thank you, to Mark Davies & the Ian's Western Hotel, for their continued support over a number of years. This fundraising journey began with Mark in 2012 and since its inception we have raised over \$33,000. A tremendous effort by a small group of parents; supported by wonderful volunteers, generous family, friends and the wider community.

Thank you to the Governing Council committee members for their support, Secretary Leanne Redden, Treasurer Christine Morgan, and those members who have supported the committee through minute taking.

On behalf of the Governing Council I would like to thank all those who have assisted our students and school community throughout the year.

Emily Holden

Improvement Planning and Outcomes

Literacy/Numeracy:

- All students had negotiated literacy and numeracy goals included in their NEPs
- The site "Data, Assessment & Reporting Tool" was used primarily for junior primary/primary aged students to gather consistent data
- Use of visual schedules was reviewed via an Action Research project and results shared
- "Clicker 7", an intensive interactive literacy programme was introduced across the school and installed in all classrooms
- Student Learning Portfolios (SLP) were introduced to evidence student learning and progress to families. The SLPs were sent home in Terms 2 and 4 and written reports accompanied SLP.

There was a positive response from families to the introduction of SLP's.

Recommendations:

- Track, monitor and respond to every learner's growth
- Agreement on consistent use of additional literacy assessment tools
- Full implementation of Clicker 7 and growth tracking of student learning
- Refine the Learning Portfolios for consistency of presentation and content
- Investigate an assessment tool suitable for numeracy and trial implementation

Communication

- "Key Word Signing"(KWS) training provided to support communication options for non-verbal students
- Interventions and development of specific resources for students that require augmentative communications implemented by speech pathologist
- Visual schedules provided to foster student's ability to manage day to day tasks independently

Recommendations:

- Further implementation of the teaching of KWS and investigate methods to track student improvement in communication using KWS
- Consistency in use of visual schedules across the school
- Speech pathologist to be employed one day per week to support interventions for students with significant communication needs

Student Behaviour

- There was improved recording by staff of student behaviour into EDSAS
- School Behaviour code was reviewed and the Partnership Behaviour Coach provided training on positive and non-confrontational approaches to supporting students
- The "Way to A" programme which supports students to make "A" or "B" choices with clear consequences was implemented
- The "5 Point Scale", a visual scale which supports students to self-regulate their emotional state was introduced to students for whom the approach is appropriate
- Crisis and Re-Entry plans were implemented when required
- There was consistent and timely communication with families in relation to behaviour issues

Recommendations:

- Consistency and agreement that "The Way to A" is used across the school
- Ongoing monitoring of student behaviour and entry of data into EDSAS

Attendance

- Student attendance was consistently monitored and on a daily basis
- Follow-up occurred for all absence after two days as per school Attendance Policy
- Class teacher initiated contact with families and referred concerns to leadership
- The Aboriginal Community Education Officer (ACEO) followed up with families of Aboriginal students
- Pt Augusta Education Office staff supported the school with follow-up and home visits

Recommendations:

- Continue with current strategies
- Reinforce importance of regular attendance

In addition

1. Staff have had a focus on expanding Aboriginal Cultural studies by building Aboriginal perspectives into the teaching and learning thematic topics. Professional learning on "Connectedness" has been provided to all staff by the ACEM (Aboriginal Community Education Manager) and the school's ACEO. 2. Through professional development led by the Coordinator, Primary Australian Curriculum (CPAC) a language agreement with a focus on responding to student work without judgement and offering constructive and relevant feedback for improvement was developed.

School Performance Comment

The school has developed a screening tool that determines what knowledge a student brings to school through participation in a number of simple tasks. The tool is used at the beginning of the year as a benchmark to plan learning and inform the writing of NEP goals and again at the conclusion of the year to measure improvement.

Based on teacher professional judgment, assessments such as Running Records, PM Benchmarks, Magic 100 and 200 Words and SA Spelling Test are used to determine and monitor student learning and progress in literacy. Assessments are undertaken at regular intervals during the year.

Evidence provided in student reports at the end of the year demonstrated that students who had been assessed using the above strategies had made gains in literacy learning; increasing sight word knowledge, spelling and reading levels.

All NEP's were reviewed in Term 1 with learning goals developed in consultation with families. Goals were reviewed regularly and modified as students progressed. Strategies from service providers were incorporated.

NAPLAN: Students that are eligible (by year level) to participate are exempted by nature of intellectual and complex disability. Parental consent is obtained and documentation filed.

SACE-Modified: Eight students were continuing SACE students and five Stage One subjects were offered. One student was withdrawn due to lack of attendance. Not all students were enrolled in all five subjects offered but each student that was enrolled successfully completed the unit of work. Moderation was an internal process except for the PLP's. One student successfully completed the SACE Modified.

Premiers Reading Challenge: Forty one students completed the reading challenge and received acknowledgments
Premiers Be Active Challenge: Thirty nine students completed the Be Active Challenge which this year was linked to the Olympic Games.

This is a small school which provides a learning framework based on the Australian Curriculum and General Capabilities for students from Reception to Year 12 who all have an intellectual disability.

Learning progress is measured against the journey that the individual learner makes against their agreed goals in the NEP.

Attendance

Year level	2014	2015	2016
Primary Other	85.9%	87.3%	83.2%
Year 08			86.8%
Secondary Other	80.9%	86.0%	85.2%
Total	85.2%	85.1%	84.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

The Attendance Team consisting of Leadership and the ACEO meet regularly to review attendance data and consult with staff to determine the reasons for student absence. Attendance is monitored daily and families are contacted by teaching staff or the ACEO for any absence that exceeds two days.

Education Office staff are consulted to assist with ongoing non attendance.

The ACEO monitors the attendance of the Aboriginal students, with a phone call or home visit.

Medical appointments and chronic ill-health impacts on attendance for some students.

Behaviour Management Comment

Improved recording of student behaviour into EDSAS and analysis of entries has enabled staff to identify key issues and triggers and implement strategies to support students to self manage through identified interventions. Staff have been provided with training to implement "The 5 Point Scale" and "The Way to A" as structures to aid students particularly those living with autism. The visual schedules that support the strategies have been successful for all students. Crisis and reentry plans were documented in consultation with families and outside agencies for targeted students. The school has a common agreement to implement a "Positive Behaviour Model" and staff have a focus to always model and reinforce positive behaviour.

Client Opinion Summary

The parent community was surveyed twice this year, once after the introduction of Student Learning Portfolios and again at the end of the year.

Portfolio Survey: Eleven responses were received to a survey that contained five questions. The responses received were very positive:

- "its a good way to show parents how their child is doing and maybe also learn from it"
- "examples of child's work showed progress"
- "the new reporting format is very much appreciated"
- "excellent view of content & experience"
- "seeing child's work and how they have been engaged in their learning"

End of Year Survey: Eight responses were received to a survey that contained four areas for responses. Overall the responses were supportive of the school structures however there were comments that

- requested improved communication between the teacher and the parent
- wanted more information about community support agencies
- raised a concern in relation to student behaviour.

The majority of the responses fell into the "agree" or "strongly agree" responses so a conclusion could be made that the parents that responded are satisfied with the operations of the school.

A staff survey was not undertaken this year.

Students are not surveyed.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	20.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	2	40.0%
Unknown	2	40.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

DECD guidelines are implemented and the Principal is responsible to ensure compliance for all employees. A copy of the DCSI certificate (for ancillary staff) and TRB certificate (for teachers) is kept in a locked confidential file in the Principals office. Clearance information is maintained on EDSAS. Only school staff drive the school buses. Copies of CHS for volunteers, members of Governing Council and contracted cleaning staff are managed similarly. Outside agencies, both DECD and non DECD are required to wear identification and work "in line of sight" of school staff.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	17
Post Graduate Qualifications	5

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	11.0	1.6	6.9
Persons	0	12	2	9

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	19,781.80
Parent Contributions	11,430
Fund Raising	4116.2
Other	4,250

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	not applicable	
	Improved Outcomes for Students with an Additional Language or Dialect	not applicable	
	Improved Outcomes for Students with Disabilities	1:1 intervention for orientation and mobility support and for targeted literacy (pre-braille) programme as described in student's NEP additional transition support for new Reception class	progress toward individual goals
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	not applicable	
	Australian Curriculum	Funding received contributed to the Partnership Coordinator Primary AC position. Coordinator provided ongoing PD for staff in the use of TfEL and programming using AC.	
Program Funding for all Students	Aboriginal Languages Programs Initiatives	not applicable	
	Better Schools Funding	Small group intervention of intensive literacy and numeracy learning and focus on augmentative communication skills provided by SSO for a target group of learners. Based on goals in individual student's NEP.	progress towards individual goals
	Specialist School Reporting (as required)	not applicable	
Other Discretionary Funding	Improved Outcomes for Gifted Students	not applicable	
	Primary School Counsellor (if applicable)	Focus on developing and supporting implementation of student behavior support plans, model positive interventions, communicate with families. Record and analyse data in EDSAS.	improved recording of behaviour and positive interventions