1. CONTEXT

Port Augusta Special School provides modified and alternative learning programmes for students from Reception to Year 12 who have been identified with an intellectual (and other) disabilities or Global Developmental Delay. Enrolment only occurs after assessment and recommendation by guidance officers and disability coordinators and in consultation with families. There is a strong focus on literacy and numeracy, skills for living and independence, and social skills and communication. A wide range of agencies, including DECD and non-DECD agencies, provide consultative services to the school and the families. The school has two buses (owned by Governing Council) which are used to facilitate learning opportunities in the local community environment. Staff incorporate the use of local facilities to provide further relevant and contextualized learning options for students.

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 individual students. Individual Education Plans and Individual Learning Plans are developed for those students that require these additional plans.

Post-compulsory students are enrolled in the South Australian Certificate of Education (SACE Modified). A work experience programme is provided with both community and school-based opportunities for students who are ready for this option.

Classes are capped at 8 students per class and learning is supported by a full-time teacher and full time school service officer (SSO) in every class. Additionally, some staff have been trained as Health Support Officers (HSO’s) to provide health care support for identified students.

At the beginning of 2014 (based on February SWD report) 46 students were enrolled from Reception to Year 12.

Within that cohort are:-

- students that identify as Aboriginal students
- students identified with a physical disability
- students identified with autism
- student with visual impairment
- students with hearing impairments
- students enrolled in SACE (Modified)
- students in care (under Guardianship)
- student with severe multiple disabilities

During 2014 there were 6 classes operating, with four classes based at the main site. Two classes were based at Willsden Primary School in a four classroom block with PASpS utilizing two classrooms and an enclosed outdoor play space.

Students were grouped into 2 Junior Primary classes, 2 Primary classes and 2 Secondary classes. The Junior Primary & Secondary classes were based at the main site and the Primary classes based at Willsden Primary School.

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2014 Chairperson’s Report

It is my pleasure to present the Governing Council Chairperson’s Report for 2014.

It has been an exciting year as the staff and students prepared for the move to our new school site. Initially planned for Term 3, the late “hand over” allowed our students to begin the 2015 school year at our new location. A big thank you to our Principal, Anne Homes, and all the staff, for their efforts in relocating our school community. Also thanks to our Governing Council representative, Lorelie Pycroft for her involvement with the Relocation Working Party. It has been a thorough process which the school community can now begin to reap the rewards.

This year Governing Council welcomed a Representative from Staff to present on behalf of each class. Thanks to Jodie Fry for her commitment to this role. Presentations showed a range of work, and also provided insight into the learning curriculum.

Governing Council introduced the new school uniform which was received by students with much excitement. All current students were presented with a school polo shirt, which they wore with great pride and enthusiasm. The new uniform has reinvigorated the school community with respect and pride for their school and peers.

Congratulations to Merilyn Becker who was awarded the Rowan Ramsey Community Service Award for over 20 years of service at our school.

Fundraising/sponsorship plays an important part to offer our students additional benefits, as we are a relatively small DECD site of approx 45 students. I would like to thank the Port Augusta community and businesses for their overwhelming support which we have received this year.

Thanks also to the fundraising group who continually raise the awareness of our school and students through local events, and with the help of many generous sponsors raised close to $3500 at Derby Day, now in its second year, a huge success. The money raised will assist our students with additional resources to enhance development and encourage learning.

I would like to thank the Principal, Anne Homes and the dedicated staff members for their support, encouragement and care of our students.

Thank you to the Governing Council committee members for their support, and Secretary, Lorelie Pycroft for her assistance at meetings.

This is a new beginning for our school community. It is with much excitement that as parents we watch the growth in our children as they learn, develop and achieve at the highest levels at our new school. I look forward to the opportunities 2015 brings with much excitement.

Emily Holden

Chairperson

The Governing Council meets on a Wednesday morning in Week 4 and Week 8 of every term.
The significant highlight for the whole school community was the relocation of the entire school to the new purpose-built facility at the new location on McSporran Crescent, Pt Augusta, located some 8 kilometres from the old school. This was a major undertaking and accomplished at the end of term 4 through the provision of an additional three student free days granted by the Minister for Education. A Relocation Working Party worked tirelessly throughout the year to ensure the move went as smoothly as possible. All staff contributed to the decisions relating to new furniture and fittings and the purchase of new information technology infrastructure. Governing Council was represented on the working party. Through the newsletter the community was kept appraised of the progress of the build and relocation processes. Staff continued to provide learning programmes for all students whilst packing up the school and staff are to be commended for the professional manner in which the relocation process occurred and the work done to prepare the new school in readiness for the commencement of the 2015 school year. Governing Council provided each student with a new school polo top that had been redesigned to reflect the “new start” at the new school.

The Premiers “Be Active” Challenge was completed by 24 students and their effort acknowledged through the presentation of medals. The Challenge took place over a block of 4 weeks with daily activities provided that allowed for group or individual participation. Activities were modified to cater for diverse skill levels of students.

The Premiers “Reading” Challenge was completed by 42 students and their success was recognized through the presentation at the end of the year of either a medal or certificate.

The Instrumental Music Service provided the school with 2 lessons each week. The “Drum Beat” programme was again delivered for the second year in succession. Students have been successful with this programme and were able to showcase their skills to the community at the “2014 Showcase Concert” alongside their peers from across schools in Pt Augusta. Students also performed at school assemblies and provided a concert for the residents at Ramsey Village.

Students have continued to receive support from a range of agencies including Novita, Autism SA, Kilparrin and DECD Education Office staff. Assessments and strategies provided by these agencies have been incorporated into student learning plans.

The school was fortunate to have a very regular service from the DECD Speech Pathologist which allowed for the development and implementation of a targeted programme for a small cohort of students.

All students participated in a “First Aid for Children” session that linked to the Health & PE curriculum. Lessons and practical activities were modified to address the range of understandings of the students.

The “Art Impact” Exhibition, held at Curdnatta Art Gallery, enabled students to hang their artwork in a public gallery. A number of students entered artwork and received recognition for their work in the “Malka Aboriginal Art Prize.

All students participated in “Harmony Day” and “Cultural Week” activities. The ACEO and a small group of staff were instrumental in organizing successful activities which included making and cooking damper, cooking kangaroo tails, a tabloid sports morning, decorating boomerangs and listening to traditional stories.

Two Junior Primary classes made a day trip to the Adelaide Zoo – a very big day with lots of travel.

The senior students competed in a 2 day Combined Special Schools & Units Basketball Carnival held in Port Pirie and a group of younger students participated in a combined special schools sports day at Mid North Education Centre also in Pt Pirie.
4. SITE IMPROVEMENT PLANNING AND TARGETS

1. **Literacy / Information Technology**
   - Whole school literacy plan formulated
   - Literacy goals incorporated into every NEP
   - Uniform visual schedules developed and resources provided for implementation into every classroom. A teacher was provided with release time to develop and implement this support strategy
   - Information Technology incorporated into literacy and communication across the school and also for a focus group of students using the “proloquo2Go” programme

   “Proloquo2Go
   - Successfully applied for $2000 grant from SERU which was used to purchase 4 ProLoQuo2Go licences and to bring Janelle Sampson to our school to support our “Communication” focus through professional development in Term 3 2014.
   - Prior to her visit we conducted student communication surveys with staff and parents.
   - Janelle conducted staff and support personnel professional development and observed targeted students in the classroom and at play. She collected and collated baseline communication data and modelled interactive use of PLQ2Go for staff.
   - Janelle provided advice re ongoing whole school approach and communicated with Phil and Danielle to create a Communication plan.

2014 Outcomes – Explored planning for vocabulary extension across the curriculum. Shared experiences using PLQ2Go at staff meetings. Implemented chat books, improved staff skills using PLQ2Go, whole school approach to Proloquo2Go with support of speech therapist Danielle. Several targeted students showed improved communication skills using PLQ2Go. Student A used her Proloquo2Go at assembly to communicate with everyone via a pre-recorded message. Danielle has documented our Communication plan and regularly visited us to support staff and students to communicate using Proloquo2Go.

   **2015 – Implement Communication Plan**
   - *Each class will have dedicated ipads for staff to use ProloQuo2Go for modelling and interacting with students in class and the yard. Individual students with a level of independence using ProLoQuo2Go also issued an ipad (1 student at this stage). Student A is mentoring student B in the use of PLQ2Go.*
   - *Planned to have Janelle Sampson return to help review progress and maintain impetus of whole school communication improvement focus.*

   Phil Oliver – Deputy Principal

   ✓ Implement & trial data collection tool
   A data collection tool was developed, including the necessary resources, to collect baseline data from all students to support the development of individual student learning goals. The tool contains literacy & numeracy resources to assist in the collection of information. The wide range of student ability was considered in the development of the tool.

   **Recommendations:**
   = data tool to be implemented in term 1, 2015.
   = additional data collecting strategies to be investigated

2. **Numeracy**
   - A whole school numeracy agreement drafted.
   - An audit conducted and collated of current practices – strategies, assessments & resources.
   - Numeracy goals incorporated into every student NEP
   - Support the Pt Augusta/Quorn Partnership Numeracy focus through the “Empowering Local Learners Project” by providing release for the focus teacher to attend professional days and disseminating that learning to teaching staff.
3. Attendance
Attendance was a focus area in the 2014 Site Improvement Plan. Strategies have been detailed in 6.1 of this report.

Recommendations:
= Attendance will continue to be monitored in 2015
= Attendance policy will be reviewed during 2015

4. Student behavior
All incidents relating to student behavior are recorded in individual classroom folders and this information is transferred into EDSAS on a weekly basis.
During 2014 there was:-
  • One internal suspension
  • 3 students received suspensions for a total of 7 days.
  • Notification of each suspension was made to the Education Office and reentry meetings were conducted.
  • 34 entries (on behalf of 10 students) were recorded in EDSAS for “unacceptable / unsafe behavior”.

In the instance where the “unacceptable / unsafe behaviour” resulted in injury to staff or another student an ED155 was completed and entered into IRMS.

Recommendations:
= Student Behaviour will continue to be monitored in 2015 to ensure a safe environment for all students and staff
= Student Behaviour Policy will be reviewed during 2015
= Ongoing induction for staff in the implementation of the school policy

5. Professional Learning
  • Staff have continued to deepen their knowledge and implementation of Australian Curriculum (AC) and the General Capabilities (GC)
- The Primary AC Coordinator provided support to individual teachers and to the whole teaching group to build understandings of AC and GC and strategies to complement the students NEP goals.
- Teaching staff undertook a survey (collated below) related to AC

![AC Learning Areas](image1)

![AC General Capabilities and Cross Curriculum Priorities](image2)

![AC & TIEL](image3)

![AC Digital Media Usage Other DECO Curriculum Policy Requirements](image4)

- Work also commenced on curriculum mapping, using a thematic integrated approach to build purposeful relevant learning for the complex and diverse learners at this school.

Recommendations
= Continue to develop a school curriculum map, utilizing the CPAC support
= Undertake professional learning in HAS and ARTS curriculum
= Build capacity in use of TIEL

### 4.1 Junior Primary and Early Years Scheme Funding

Via the RES, funds are allocated to the school as “Whole School Literacy & Numeracy Funding”. Monies were expended to release teachers to attend professional development in these two key areas.

### 4.2 Better Schools Funding

The school received $10.047- of “Better School Funding” in 2014. Funds were used to supplement salary; the purpose being to support the ongoing refinement of the school behavior code which has a focus on using a positive behavior approach. The funding also supported the implementation of the approach with staff, students and families and counseling students to make positive choices to solve issues.

### 5. STUDENT ACHIEVEMENT

Negotiated Education Plans (NEP’s) were reviewed for all students and individual learning goals established to inform learning pathways. Learning goals were influenced (and key elements incorporated) by reports from allied health professionals for those students that received support from speech pathologists, occupational therapists and physiotherapists. Consultation occurred with parents/carers and completed NEP’s agreements signed.

Individual Education Plans for all students in care were reviewed in consultation with relevant agencies.

Teachers have utilized a number of tools to assess student learning.
A small number of students have been assessed using PM Benchmarks and Running Records.
This has enabled staff to determine the learning journey of individual students with planning based very much on the skills of the individual and the “distance travelled”.

One class of 6 students were assessed using PM Benchmarks at the beginning and end of the year. Five (5) of the students recorded improvement of between 1 and 11 levels over the course of the year. The assessment also recorded 98% accuracy in reading as well as comprehension for those students that participated.

One student in the class was not able to as yet record a reading level.

**SACE (Modified)**

Four units of learning were offered in 2014

1) Stage 1
   - Personal Learning Plan
   - Mathematics Pathways Modified

2) Stage 2
   - Research Project Modified
   - Creative Arts Modified

Nine students were enrolled in each subject and each student received credit for satisfactory completion of the units of work.

Three subjects were externally moderated - Personal Learning Plan, Mathematics Pathways Modified and Research Project Modified. Learning portfolios of work from 2 students in each learning area were moderated by SACE Board. In each instance the external moderators agreed with the school decision to award “completion”.

### 5.1 NAPLAN

Students from PASpS that are eligible (by year level) to participate in the NAPLAN process are exempted.
Parental consent to exempt is obtained for each eligible student and signed consents are filed appropriately.

### 5.2 Senior Secondary

**Students in Yr 12 Undertaking Vocational or Trade Training**
- Not applicable to current student cohort.

**Students in Yr 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification**
- Students are working towards SACE (Modified) completion.

### 6. STUDENT DATA

#### 6.1 Attendance

An Attendance Team, consisting of the Leadership team and the ACEO (Aboriginal Community Education Officer) has been established. Attendance is monitored on a daily basis and families are contacted by teaching staff or the ACEO in relation to any absence that exceeds two days.

The Attendance Team meets to analyze the data and consult with the staff to determine the reasons behind student absence.

The services of Regional Support staff (Attendance Counselor and Aboriginal Inclusion Officer) are utilized by the school to assist with follow-up when deemed necessary.

Our ACEO monitors the attendance of the Aboriginal students and makes daily follow-up phone calls to parents/carers with information being shared with classroom teachers and recorded in roll books.

The school follows the Partnership attendance protocols and attendance information is forwarded to the Attendance Officer weekly for analysis and inclusion in the publication of Partnership data.
Attendance for students under guardianship is also forwarded weekly to the Attendance Officer. The school stays in regular contact with case workers from Families SA to monitor the attendance of students in care.

We acknowledge that some students have complex health issues that 1) require regular medical reviews, often in Adelaide and 2) result in absence due to illness. This can have an impact on individual student attendance. We also acknowledge that on occasion our Aboriginal students are absent to attend cultural events with their families.

An Attendance Policy has been developed clearly documenting processes and procedures for staff and outlining expectations to families in relation to the improved learning outcomes that result in regular attendance. High individual student attendance is acknowledged at assemblies. The expectation for regular attendance and the resultant improved learning outcomes that regular attendance brings is highlighted in school newsletters.

### Whole School Attendance

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### ATSI Attendance

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### School Card Attendance

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### 6.2 Destination

One (senior secondary) student completed school at the end of 2014. The family of the student chose to pursue post school options of their choosing in the local community.

### 7. CLIENT OPINION

Parents and staff were not surveyed in Term 4 of 2014 as would be normal practice. Due to the relocation of the school during this time, the constant changes to relocation dates and the disruption of the actual move resulted in insufficient time to undertake surveys.

However verbal feedback from families has been very positive. Families have been excited and pleased with the new school, the improved learning opportunities available and the attention given to the provision of a safe environment for their children.

*My School website*  
8. ACCOUNTABILITY

8.1 Behaviour Management

Refer to 4.4 page 5

8.2 Criminal History Screening

The Principal sights all documents relating to CHS and has responsibility to monitor staff HR profiles. All staff – (teachers, school support officers (SSO’s), health support officer (HSO), administration officers, aboriginal community education worker (ACEO) and grounds staff) – have a current Criminal History Screen.

A copy of each (CHS) document for ancillary staff is kept in a confidential file and entered into EDSAS.

A copy of each teacher’s current Teacher Registration Certificate is kept in a confidential file and entered into EDSAS.

Members of Governing Council have current CHS documents, also appropriately entered into EDSAS and a copy kept in a confidential file.

Consultants and therapists that visit the school from allied health services or the Education Office are asked to show their identification and wear it whilst in the school.

Trades personal that are on site to undertake either routine maintenance or breakdown/vandalism repairs are required to do so when students are not on site.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school have appropriate qualifications and are registered with the SA Teachers Registration Board. A copy of the documentation is held at the site in confidential files.

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Please note: Staff that 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.

8.3.2 Workforce Composition including Indigenous staff

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9. FINANCIAL STATEMENT

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