



Port Augusta Special School

2021 annual report to the community

Port Augusta Special School Number: 1399

Partnership: Port Augusta - Quorn

Signature

School principal:

Mr Tony Holden

Governing council chair:

Emily Holden

Date of endorsement:

6 May 2022



Government
of South Australia
Department for Education

Context and highlights

All students enrolled at the school have an intellectual disability and meet the criteria as outlined in the Department for Education Students with Disabilities Policy. In addition, some students have physical and sensory impairments.

The school offers Reception to Year 12 curriculum, based on moderated offerings from within the Australian Curriculum and SACE Frameworks.

All students are identified as having special needs:

- Special curriculum features □ School focus is on functional literacy and numeracy, communication, social skills and work skills that link to independence for life beyond school.

- Teaching methodology □ Is adjusted to meet the learning needs of individual students. A strong emphasis on visual strategies and charts. Learning is contextualised, relevant and meaningful.

Assessment Procedures and Reporting:

Student learning is assessed against goals set in individual One□Plans, negotiated between teachers, students and with parent input and support. The site uses ABLES which is an assessment, planning and reporting program / tool to assess student progress in the areas of

- 1) Personal and Social Growth
- 2) Literacy
- 3) Numeracy.

Support Offered:

Agencies (Novita, Autism SA and local allied health services) provide a consultative service to staff and families.

Department for Education services (Kilparrin, SERU) and services through the Regional Office – speech pathology, disability coordinator, hearing impairment services, behaviour management, are also utilised.

Student Management:

All students have a negotiated One□Plan which is created and reviewed in Term 1 of each year, or as required. They are created and established in Weeks One to Four of the first term, then reviewed around weeks 9 and 10.

Student issues and concerns are managed through this review process, in consultation with parents & carers.

Post School Options:

The school has a 3□year SACE program designed to lead students into post□school pathway options such as further learning or assisted employment options. We have a three year transition program beginning in year 10, which present opportunities for students to achieve their (moderated) SACE, as well as investigate legitimate pathways for post-secondary education or employment.

Governing council report

Port Augusta Special School
2021 Chairperson's Report

As most may have predicted, 2021 continued to provide uncertain times for our community living with Covid.

Early in the year, Tony Holden was awarded the Principals position for the next 5 years, with Sue Duffy continuing to support him in the role of Deputy Principal.

Students benefit from exciting, challenging and interest-based programs. We are proud that they include: whole school reuse/recycle program; TV by ME; SRC; along with targeted learning opportunities driven by the Site Improvement Plan. Successful goal achievement is a great reward for families

Families and students alike thoroughly enjoyed several wonderful experiences including Sports Day; Family Night; Yarning Porch get togethers; and the Mother's Day afternoon tea.

School excursions continue to be limited, with Bedford visits on hold; families were limited to when they could attend Assemblies. However, students continued with Swimming lessons, Aquatics, Basketball Carnival in Port Pirie which were all welcomed activities providing opportunity for growth.

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.

We thank committee member, Brett Woolford for his involvement on Council's Disability Reference Group. It is wonderful to have members who are making a difference with Council's direction to provide for all abilities.

Thank you to Christine Morgan and our Staff Representative, Simone Anderson for their support taking minutes throughout the year; also thank you to the Governing Council committee members for your support.

In closing, we are extremely grateful for the supports and learning opportunities provided to our children attending the Port Augusta Special School, the care and support of staff goes above and beyond.

Emily Holden

Quality improvement planning

Our improvement planning was in place and being driven, upon my arrival in Term 4 of 2020. Firstly, by the Department for Education's aim of achieving a world-class education system in South Australia. And secondly, by examining data that showed us at what point we started, where we were now and what we still needed to do to achieve our goal.

Data was collected and used to support our School's Improvement Plan. Whole-school improvement is recognised at PASpS, as each staff member's core business and collaboration and commitment to both Aus Curric and SACE frameworks has been integral to our continuous improvement. Regular whole school professional development, Differentiation, Internal and Collaborative moderation has also been targeted to support staff confidence, knowledge and expertise in implementing our goals.

The 2018- 2021 improvement Plan was underpinned by the following three strategic goals:

1. Students improve literacy practices
2. Students improve numeracy skills
- 3 All students will develop a transition plan

Our priority actions involved teachers planning high impact strategies to support differentiation and challenge for all learners. Teachers engaged in professional development as part of the assessment process. To extend the literacy focus across the school, a new Balanced Literacy program was presented by Jane Farrell and implemented by staff.

Our teachers focus on explicit instruction for narrative and persuasive texts types and providing students with scaffolded feedback. Teachers were supported through professional development and internal moderation activities that increased teacher efficacy and promoted best practice.

The new leader established a 'Moving Forward with Literacy' team with members from all learning areas and developed a whole-school literacy improvement strategy based on data analysis, task reviews and staff feedback.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Focus on higher expectations is what drove the ALAR directions this year. An emphasis on data collection and analysis designed to inform our planning meant that we are offering curriculum that was inclusive for all. The appointment of an ACEO enabled us to improve our tracking and monitoring for growth and achievement. ACEO improved our engagement with Aboriginal families through establishing a 'Yarning Porch' at our site, where issues such as literacy improvement could be discussed. Increased engagement with families means a better connection to culture and identification.

Our new Aboriginal Improvement Action Plan has seen positive movement in learner's achievement and teacher foci. Data informed planning was one of our foci especially in literacy and achievement of One Plan goals. With a commitment from educators to monitor and evaluate the data from site assessments, improvement was evident. At the end of 2020, the number of goals achieved stood at 51%, compared to 92% at the end of 2021. This considerably high rate came about from increased attention to the goals written and the time given to discuss and act upon the data. Educators now have a curriculum direction for each of their students.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Goal achievement by our Aboriginal students has been as successful as it has for non-indigenous students. As a site we have high expectations for all, regardless of cultural differences. We have a 44% Aboriginal population at our site which is significant. Goal achievement for Aboriginal students is % and for others it is %. This is across the board in literacy and numeracy with very little difference between different cultural representations. This is a solid indicator that our teachers have strived for all students to attain their targets and perform to the best of their ability.

Literacy is always a huge focus for our students. The use of a 'Balanced Literacy' approach and assigning particular assessments to all students across the school resinated as a major need for our site. Jane Farrell was brought in to guide, train and mentor staff in this pedagogy. The achievements that bounced off this focus were great. Five Aboriginal students who were non-verbal became more verbal as expectations grew, and two speaking words for the first time. There were higher expectations on reading and writing through the Developmental Writing Scales and reading everyday with more decodable readers and Oxford Words.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	
A+	*	*	0%
A	*	*	0%
A-	*	*	0%
B+	*	*	0%

B	*	*	0%
B-	*	*	0%
C+	*	*	0%
C	*	*	0%
C-	*	*	0%
D+	*	*	0%
D	*	*	0%
D-	*	*	0%
E+	*	*	0%
E	*	*	0%
E-	*	*	0%
N	*	*	0%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

School performance comment

Teachers worked with parents and carers on negotiated student goals and documented this in the One Plan. Goals included were literacy, numeracy, ICT, communication and personal and social and personal. All classes used PODD to promote increased communication within the classroom setting. Student progress was monitored through the achievement of individual goals. The site used Concepts about Print, goals achieved, PASM, the Phonic Check and site based tools to gather consistent data. Ability Based Learning and Education Support (ABLES) was used to collect data in the areas of English, Numeracy and Personal and Social Development. The school has continued to produce a TV show called "TV By Me" in which student communication skills are enhanced and improved, and student behaviours have noticeably improved.

Key Outcomes and Recommendations

- 1) All students have SMART AR goals documented and this is reflected in their programs. Evidence provided through PDP processes. Clearly documented on One Plans and displayed in classrooms
- 2) Whole school PODD use and mentoring other sites - intention to use electronically in 2021
- 3) Data sets have been identified and now need to be implemented consistently. Concept about Print, PASM, ABLES, ABLES/AC numeracy checklist.
- 4) PASM used to identify need and group students for intensive 5 week intervention with improvement shown for all students who participated.
- 5) We are mapping the progressions of numeracy learning through ABLES and the AC. Developed a progression checklist using ABLES and AC. Each child has a booklet that tracks the student from Level A (ABLES) to Year? (AC).
- 6) Training and mentoring has occurred to implement an intention play-based learning program Impact has been measured through detailed observation notes, checklists and ABLES Students have shown an increase in social skill development.
- 7) Behaviour incident reduction of recorded incidences.
- 8) Positive behaviour support model, TV by Me timetabled and increased.
- 9) Staff need to reflect their belief of the PBS in all situations when interacting with students
- 10) Staff have completed the CPC training.
- 11) Fitness - has had training and is implementing a whole-school approach to fitness
- 12) increase in communication and confidence as shown in video evidence.
- 13) Work experience program is occurring continuously for the year. Students are SAGE mapped and will achieve their SACE within the timeframe. Students are increasing their engagement with the community. One plan meetings involved post school transition discussions with families.
- 14) Our one school leaver is linked with post-school option for 2021
- 15) 100 % achieved their SACE units.
- 16) Students are able to identify some community services.

Attendance

Year level	2018	2019	2020	2021
Reception	N/A	N/A	N/A	42.9%
Primary Other	79.4%	79.3%	55.6%	69.1%
Year 8	N/A	N/A	N/A	15.8%
Secondary Other	85.3%	79.9%	79.3%	86.2%
Total	81.2%	79.6%	66.1%	76.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Attendance remains an issue but only for a minority of students. We have approximately % habitual non-attenders, down from previous years, and we made in-roads into this issue this year. We still have room for improvement and this is a focus for 2022 to decrease the percentage of non-attenders. We tend to have 'regular absences' from some other students - meaning more than necessary 'days off'. This group will be targeted in 2022 as teachers will be required to identify and engage with families of those affected by absence. Follow-up will include phone contact and home visits, where necessary.

Behaviour support comment

Our Behaviour Support person is based in Whyalla, so we cannot access his service as often as we might otherwise have liked. He has made a couple of site visits this year and supported us with probably our worst student. The service provided assistance with teaching strategies and coping strategies for teachers in general, and assisted with funding applications, where appropriate. Generally teachers and SSOs promote positive behaviour choices with their students and this works for most cases. We have good support generally from home and parents understand the importance of a partnership approach to student behaviour in most cases. We do not operate with any form of suspension as a desirable end result and it is only on very rare occasion a student will be given one. Our suspension data would therefore be 0%

Parent opinion survey summary

Parent surveys reflect solid improvement in their understanding of what is happening in the classrooms - 90% indicated they had regular contact with the child's teacher. 90% also indicated satisfaction with their child's progress and achievement - they understood what was being taught, why and how it benefits their particular child.

80% were clear about the types of assessment their child was experiencing and how that occurs. Assessment is an area we may focus on more in 2022.

Parents are happy with how the school communicates with its community and are aware of the regular school newsletter which they receive each 3 weeks. This year the school introduced a Face book page and 90% of respondents were familiar with it and use it to keep up to date with information.

Parents have a high participation rate in meeting with their teachers for various reasons - progress, discussions, One-Plan development and parent/teacher interviews.

90% of parents consider our staff to be friendly and approachable - they can access teachers most times they need them.

Intended destination

Leave Reason	Number	%
DE - DECEASED	1	50.0%
U - UNKNOWN	1	50.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff:

- registered to teach, with appropriate teaching qualifications as per SA Teacher Registration Board
- have completed RRHAN-EC mandatory notification training and are currently up-to-date.
- All teachers at this school are qualified and registered with the SA Teachers Registration Board.
- have effective qualifications for employment as an SSO1 or SSO2, as required.

Qualifications held by the teaching workforce 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	15
Post Graduate Qualifications	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	10.0	1.1	6.6
Persons	0	11	2	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$1,729,536
Grants: Commonwealth	\$0
Parent Contributions	\$10,332
Fund Raising	\$0
Other	\$1,319

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

2021 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 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Staff release time for developing "TV By Me" - innovative media program for student engagement and interaction	Improved literacy/presentation skills Confidence building Interaction skills
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Toward the cost of an SSO who worked one-on-one with a student at the start of each day. This time was specifically spent with student on de-escalating negative, destructive and abusive behaviour upon arrival.	earlier entry to teaching and learning environment Student Goal achievement
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Funding directed toward cost of Aboriginal Education Worker - home visits, cultural awareness, data collection, high-quality classroom practice. Visitor worked with students - boomerang making and painting (cultural awareness, traditions.) Established a Yarning Porch - parent involvement	Students overall have a deeper sense and an awareness of the importance of Aboriginal culture. Increase of student goal attainment
Program funding for all students	Australian Curriculum	Funding used toward literacy and numeracy support and T & D. Jane Farrell Literacy; Math's Association	increased literacy and numeracy achievement. Students exhibited academic growth
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Gardening Contract - replace bark and other mulch. Replace sand in sandpit Improved use of Clicker 8 IPads for students, plus cases	Safer play options Students become familiar with technology - increased options
	Specialist school reporting (as required)	Provision of modified curriculum programmes, with SSO support and teacher T & D	Increased number of Goals achieved from 52% to 94% in 2021
	Improved outcomes for gifted students	Added SSO support Purchase of appropriate resources	Increased Goal Achievement Improvement across Developmental Writing Stage

