



Whyalla Special Education Centre 2016 Annual Report to the School Community



Whyalla Special Education Centre Number: 559

Partnership: Whyalla

Name of School Principal:

Michelle Grocke

Name of Governing Council Chair:

Patricia Gerahty

Date of Endorsement:

December, 2016

School Context and Highlights

Whyalla Special Education Centre is an R to 12 school, all students enrolled having a diagnosed global developmental delay or intellectual disability. Our 2016 enrollments were 46; 16 secondary and 30 primary school students. Many of the students have coexisting impairments; 25 of the students who attend are diagnosed with an Autism Spectrum Disorder. 60% of enrolments access school card, with the economic disadvantage index of the school being 2. This year the site staffing consisted of a Principal and a Coordinator, 8 teachers, 13 classroom SSO's and 2 administration officers.

All students participate in differentiated learning programs that foster the development of communication, social interaction and increased independence in personal safety and self-care routines. Staff work collaboratively with families and relevant agencies to develop Negotiated Education Plans (NEP's) for all students. Learning and Assessment for reception to year 10 students is developed using the Australian Curriculum. Senior Secondary students are enrolled in the South Australian Certificate of Education (SACE) Modified. This forms a part of individual transition plans to life beyond school. This year our site held a very successful Art Exhibition; our senior students proudly shared their art work with the wider community.

During term 4, our site continued to experience an increase in students participating in kindergarten transition programmes; 7 receptions will begin school at Whyalla Special Education Centre in 2017.

The Whyalla Special Education Centre School Community continues to be very proud of its' school environment and maintains facilities to a high standard. Upgrading the sites technology was a financial priority, with interactive white boards, desktop computers and lap tops purchased to be installed for use in 2017. The sites website is in the initial stages of being upgraded.

This year the school introduced a fourth primary class; 6 classes operated in 2016. The school made significant progress using Pragmatic, Organisation, Dynamic Display (PODD); NUMICON, a multi-sensory approach to teaching maths, continued to be implemented and data showed student improvement in mathematics.

In term 4, all senior students participated in a 2 day aquatic programme in Port Augusta. This was extremely successful; students participated in fishing, kayaking and sailing and demonstrated transference of water safety, communication, and personal care skills.

Governing Council Report

Governing Council continue to be actively involved in school operations as well as supporting with fundraising activities; this year Mothers Day, Fathers Day, Easter and Christmas raffles were held and very well received. Nicholas Norman once again volunteered his time and produced excellent personalised calendars for families to purchase during term 4. Nicholas's dedication to our school was acknowledged when he was presented with the Rowan Ramsay School Community Award.

This year Governing Council has struggled with numbers and have planned next years Annual General Meeting to be held on site during the day. This may support families with whom child care is an issue; if this increases attendance, termly meetings will be scheduled this way. It is fabulous to see Whyalla Special Education Centre be a 'school of choice' for families of students with cognitive disabilities. Having so many new receptions and students enroll from other schools is exciting. Governing Council encourage new families to be actively involved in the decision making of the school.

This year we farewelled our current principal Michelle Grocke. Michelle has worked extremely hard implementing effective, relevant programmes for the students attending the school. Her work implementing assistive technology to support communication and engagement has been exemplary. She has been able to raise the profile of the school; it really has become a 'Centre of Expertise'; integrated support services and staff from other sites have visited to observe excellent practice. Families have appreciated her support and friendship over the 4 years and we will certainly miss her, but also wish her well at Adelaide West Special Education Centre.

Improvement Planning and Outcomes

In 2016, Whyalla Special Education Centre identified 3 key priorities, in line with DECD and the Whyalla Partnership planning documents. Our moral purpose 'To provide high quality educational opportunities, with focus on independent living skills, for students with complex learning difficulties and disabilities', was at the forefront of our thinking when developing the 2016 Site Improvement Plan. Students were assessed and grouped in each of the key priority areas.

Priority 1:

Students will have a 'voice and choice', a means of communicating needs, wants and and are expressively involved in differentiated learning programmes.

WAVE 1- COMMUNICATION: All primary students and 90% of secondary students demonstrated ability to communicate an idea through writing and one other mode

WAVE 2- COMMUNICATION: 70% of students could request needs, wants in more than 1 setting using their preferred mode of communication

WAVE 3- COMMUNICATION: 90% of primary students and 67% of secondary students could independently gain the attention of an adult

The whole school demonstrated growth re: movement of students from WAVE 2 to WAVE 1 COMMUNICATION groupings.

All primary and 93% secondary students reached the site target re: NEP Literacy/Communication goals.

Priority 2:

Students will develop the skills required to use mathematics to solve problems.

WAVE 1-NUMERACY: All students demonstrated the ability to problem solve, choosing an appropriate resource for support.

WAVE 2-NUMERACY: 67% of primary and 80% secondary students could solve a problem, once directed to an appropriate resource.

WAVE 3-NUMERACY: 73% of primary and 60% of secondary students understood identified concepts as per their personal learning plan goals.

The whole school demonstrated growth re: movement of primary students from WAVE 3 to WAVE 2 MATHEMATICS groupings.

96% of primary and 63% of secondary students reached the site target re: NEP Numeracy goals.

Priority 3:

Students will develop skills to interact safely and appropriately in social situations.

WAVE 1- PERSONAL SAFETY: All students demonstrated understanding of public and private places, body parts and actions.

WAVE 2- PERSONAL SAFETY: 67% of primary and 80% of secondary students followed personalised care plans, attending to basic hygiene practices with minimal reminding. Students also attempted to interact with others, using appropriate social skills.

WAVE 3- PERSONAL SAFETY: 81% of primary and all secondary students could focus attention on others and acknowledge their presence.

The whole school demonstrated growth re: movement of primary students from WAVE 3 to WAVE 2 PERSONAL SAFETY groupings.

96% of primary and 81% of secondary students reached the site target set for NEP Personal and Social goals.

Senior students participated in Stage 1 and Stage 2 modified subjects as per South Australian Certificate of Education (SACE) pathways. All enrolled students passed; this year we did not have any student complete their SACE certificate.

In semester 2, all SACE assessment plans were re-developed to best meet the needs of our next cohort of year 10, 11 and 12 students. The new SACE programmes will include a stronger connection to the Whyalla Community, with a clear intent to increase independence and integration in local leisure and work opportunities.

School Performance Comment

Whyalla Special Education Centre values the importance of effective communication and the impact this has on self esteem and positive post school experiences. Our goal 'that staff and students, students and students naturally communicate with each other and engage in their learning, using agreed modes of communication, with a high level of automaticity' guides our planning.

All classrooms have access to PODD's and staff have had professional development opportunities to increase skills in using this assistive technology. Non DECD service providers work with students in classrooms providing information to staff around personalised PODD's and how to maximise student voice at school.

Communication has developed considerably at Whyalla Special Education Centre. Assistive Technology is visible in all classrooms, playgrounds and off site learning areas. Ms Jane Farrall, Special Educator and Speech Pathologist stated on her last visit that she observed 'best practice' at Whyalla Special Education Centre. Staff are leaders within the Whyalla Partnership, with teachers, SSO's and Support Services visiting the school to observe differentiated literacy programmes and the use of PODD's in classrooms.

The Australian Professional Standards for Teachers was used to assess the growth of teachers regarding the delivery of LITERACY/NUMERACY programmes and their effectiveness in INTERPRETING STUDENT DATA. Leadership supported teachers to map their skills using the Australian Professional Standards for Teachers document, then develop Specific, Measurable, Attainable, Realistic, Timely, Agreed upon, Reviewed (SMARTAR) goals to improve in these areas. 86% of teachers demonstrated growth implementing effective LITERACY/NUMERACY programmes, while 100% demonstrated growth INTERPRETING STUDENT DATA. This year one teacher moved from Graduate to Proficient and another attained Step 9 status.

During the year, staff worked very hard to further develop the tools used at Whyalla Special Education Centre to map student learning. Time was spent evaluating assessments, modifying and adapting these to best suit our student cohort. Through this work, two assessments were developed; one to map communication, the other to record progress made in the protective behaviour curriculum. This student data was used to group students for targeted learning within the Child Protection Curriculum.

Ability Based Learning and Education Support (ABLES) was trialled by our site in 2015; as a result of the trial, this programme has been endorsed by DECD and will be made available to all schools for use with students with cognitive disabilities. This year saw us review the tool, moderate assessments and once again report to families using ABLES. Teachers used Australian Curriculum - Victorian Essential Learning Standards (AusVels) to develop NEP's and differentiated learning plans in 2016. The very specific information gained from the ABLES assessments will inform practice, both at a whole school planning level and within the classrooms in 2017.



Attendance

Year level	2014	2015	2016
Primary Other	84.5%	99.1%	85.1%
Secondary Other	80.6%	83.6%	89.2%
Total	82.7%	85.5%	86.7%

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

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

Attendance Comment

Our attendance plan is built upon developing and maintaining positive, trusting and respectful relationships with families. We work collaboratively through regular communication; the sharing of information and strategies to support children and young people engage in learning. When attendance is of concern, DECD procedures are followed. Staff contact families when a student is absent for 3 consecutive days. If this remains of concern, data is collected and a referral to attendance occurs. Families are connected with relevant services to support school attendance.

Behaviour Management Comment

Whyalla Special Education Centre believes that adverse behaviour is directly linked to communication. Our behaviour management policy focus's on teaching pro-active strategies, a strong focus on the explicit teaching of communication skills. Leadership work tirelessly to ensure that students who require individualised, intense intervention are resourced appropriately; data is collected, collated and personalised learning plans developed to support positive interactions with staff and peers. The implementation of the 2016 Behaviour Management Policy has seen a significant reduction in student behaviour related incidences including staff physical and emotional injury.

(Incident Reporting, Management System data - IRMS data)

Client Opinion Summary

Families continue to support school improvement by returning the annual opinion survey. This year a record number of responses were received; 20 families participated in the process. The school scored extremely well in all 14 questions; the average question scores ranged from 4.6 to 4.9 out of a possible score of 5. The topics that rated the highest were around student and family well-being, learning programmes and engagement. Families believe that their children feel safe and like being at school. They believe that learning is targeted and well supported, expectations are high and useful feedback is given to both families and the students. Families also commented on how well the school is maintained. Families would appreciate more support with 'transference' of skills; more detailed instruction around the use of communication strategies so they can be consistent at home. Site staff will ensure that this is addressed during individual NEP meetings.

COMMENTS FROM FAMILIES

'This is my first year at the school and this school goes beyond my child's needs; staff have so much warmth. No other school has mad me feel safe and welcomed with opened arms - so grateful.'

'Have felt well supported both myself and my child at Whyalla Special Education Centre.'

'I couldn't be happier with the way the school runs. Thank you for all that you do.'

'My child's progress has been out of sight this year. Teachers have communicated very well and together we have been able to find ways to positively stimulate my child. We have been able to motivate him, resulting in positive behaviour.'

Staff indicated a general satisfaction working at Whyalla Special Education Centre. The average question scores ranged from 4.1 to 4.5 out of a possible 5. Staff believe that there has been an improvement in the way challenging behaviour is managed and that learning programmes are more engaging, targeting specific abilities and interests. Staff also believe that their opinions are valued and acted upon positively and timely.

Staff felt that while the site is well maintained, facilities do not necessarily meet the needs of everyone. Staff preparation areas are small, often there is not enough space to work; the staffroom is not big enough for the expanding number of employees. The site has addressed this with facilities and will continue to do so until a solution can be agreed on. Staff also felt that more outdoor equipment for students is required.



Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	1	16.7%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	4	66.7%
Unknown	1	16.7%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Relevant History Screening documentation is sighted, copied and filed for teachers, SSO's and volunteers. The roll-out of the NDIS has seen an increase in NON DECD service providers seeking access to students during school; this is only approved in consultation with the Principal and in accordance to the NON-DECD Service Providers Agreement. All Relevant History Screening documentation is copied and filed appropriately. DECD and NON-DECD staff do not practice on site unless documentation is current, seen by the principal, copied and filed in administration.

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	19
Post Graduate Qualifications	4

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	9.4	0.0	10.3
Persons	0	10	0	13

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

Financial Statement

Funding Source	Amount
Grants: State	\$250.00
Grants: Commonwealth	\$8304.40
Parent Contributions	\$10076.00
Fund Raising	\$1598.00
Other	

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	Funding was used to support students presenting with challenging behaviour, providing additional SSO time to develop, implement and review targeted learning plans. Daily data was collected to inform planning.	Positive outcomes were achieved; a significant decrease in incidences was noted.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Funding was used as per applications to support engagement and inclusion of targeted students. SSO time was provided to address Health and Personal Care, Behaviour and learning needs.	Plans were implemented, students with complex needs engaged in learning.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Funding was used to support Aboriginal Students achieve NEP goals, including literacy and numeracy improvement. Additional SSO/Admin time was provided to support attendance. The site expanded on the use of NUMICON to improve engagement and skills in Mathematics. Funding was used for professional development and resources; all teachers used NUMICON to support the learning of mathematics.	5 of 7 Aboriginal students achieved 5 + NEP Goals. Students moving from foundation to year 1 increased in 2016. ABLES acknowledged as a systemic tool.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	ABLES was implemented and used to assess and plan for students yet to reach 'foundation' within the Australian Curriculum. The school participated in the SA trial 2015; all teachers providing feedback to the project team.	
	Australian Curriculum	N/A	N/A
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	A specialist was employed to provide feedback on and further support the implementation of a whole school Balanced Literacy Programme, differentiating reading, writing and spelling.	Writing instruction improved. Student data showed significant positive growth.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	Funding was used to staff an additional class, reduce class sizes, targeting students requiring 1:1, explicit instruction around communication. Site leaders engaged with families to improve outcomes for targeted students.	Targeted students communication and engagement significantly improved.