



Whyalla Special Education Centre

2020 annual report to the community

Whyalla Special Education Centre Number: 559

Partnership: Whyalla

Signature

School principal:

Mrs Karryn Greenbank

Governing council chair:

Suzan Morley

Date of endorsement:

26 March 2021



Government
of South Australia
Department for Education

Context and highlights

The Whyalla Special Education Centre (WSEC) is an R-12 school where all students have a Global Developmental Delay and or Intellectual Disability. In 2020 there were 16 secondary and 43 primary school students enrolled. Whyalla Special Education Centre had 37% of enrolments accessing School Card, with the disadvantage index of the school being 2. In 2020 the staffing consisted of one Principal, one Wellbeing Coordinator an SSO 3,12 teachers, 20 classroom SSO's, a Finance and Administration SSO and a Groundsman.

All students participate in differentiated learning programs fostering the development of communication, social interaction and increased independence in personal safety and self-care routines. Every student has a One Plan created initially by week 8 of term 1. The plans are reviewed as a goal is achieved or at least every 5 weeks.

During term 4, eight children from two preschools participated in a successful, extended transition program in preparation for full time enrolment in 2021. The transition began with our staff picking the children up and taking them back to their Kindergarten, using our school bus, for one hour visits, to the site playground, with parents and preschool staff, to then visiting the classrooms for free play to attending the classroom for organised activities, and staying for recess.

The WSEC community maintains a high standard of facilities continuing to upgrade technology and the grounds in particular. This year we completed a vertical climbing wall and sand/water play area. Both have proven to be well used pieces of equipment.

In 2020 the school maintained eight classes. The staff continued to incorporate the use of PODD, NUMICON and Four Blocks of Literacy. The staff trialed Big Number Math and voted to not use it as a mandated school assessment. Throughout the year staff have engaged with the district SLLIP to determine best practice planning and Math curriculum.

Governing council report

The Whyalla Special Education Centre's Governing Council has continued to operate throughout 2020 using Covid precautions and with only three regular members and the Principal.

In my first year as chairperson, I have faced some challenges throughout the year with what the chair role entails. I aim to put together some guidelines for the positions on governing council and their responsibilities for future reference.

Due to the COVID pandemic and restrictions that were put in place, unfortunately a lot of planned events and fundraisers were cancelled.

It was a little disappointing in not being able to get any new members this year – Governing Council are finding it hard to get members on board. We will continue to look at ways to attract members in 2021.

Fundraising

The Easter Raffle was a great success raising \$480.00

Jolly Soles Socks sales are in the black by approximately \$50, still have numerous pairs left for sale.

Junk to Funk event 2020 had to be cancelled due to COVID, plans are in place to go ahead for 2021.

Hoping 2021 allows more planned fundraising events to go ahead, e.g. sausage sizzle once per term incorporating sock sales on the days, Easter and Christmas raffles.

Quality improvement planning

Goal 1 All students will develop effective dispositions to progress in math number skills.

Throughout the year the following actions were completed successfully; SLLIP worked extensively with whole staff and individual staff to support math moderation and writing of math plans; Curriculum team implemented Big Ideas in Number for a trial year; 2 staff continued to attend STEM and at the end of 2020 prepared a whole school Design and Technology project for 2021; SSO's attended Math moderation training with teachers.

Targets

The targets for the Math number skills goal were not met in 2020. The results were good, just not making each target by one student only.

1. For the cohort of students achieving Emergent Wave in 2019, 3 students will achieve Transitional Wave in 2020 for Mathematics ABLES.

In 2020, two students achieved that move.

2. For the cohort of students achieving Transitional Wave in 2019, 3 students will achieve Conventional Wave in 2020.

In 2020, two students achieved that move.

Goal 2 All students will demonstrate progress in Oral Language/Communication Skills

Throughout the year, the following actions were completed successfully; SLLIP worked extensively with whole staff and individual staff to support teacher planning using a new tool. The tool was not mandated in 2020 as a site planning tool that had to be used. The SLLIP and Principal did create a document which lists all planning requirements for teachers when creating their planning, which is mandated. The Special Educator met with staff to support clearly defined and attainable SMARTAR Goals for One Plan; Student Communication Matrixes were displayed in passageway; Staff received some education in the reading of and using Communication Matrix; All teachers engaged in Jane Farrell observations and feedback process and whole day training; new PODD's were ordered.

Targets

The targets for the Oral Language/Communication goal were not met in 2020.

1. For the cohort of students achieving Emergent Wave in 2019, 6 (10%) will achieve Transition Wave in 2020 for Speaking and Listening ABLES.

In 2020, one student achieved that move.

2. For the cohort of students achieving Transitional Wave in 2019, 6 (10%) will achieve Conventional Wave in 2020 for Speaking and Listening ABLES.

In 2020, three student achieved that move.

Goal 3 All students demonstrate progress in personal and Social Capabilities

Throughout the year, the following actions were completed successfully; Wellbeing team reviewed Interception and Sensory programs; a vertical climbing wall was established; SWPBIS provided various posters around school; teachers followed assessment schedule for Personal and Social ABLES, specifically tracking the Aboriginal students.

Targets

The targets for the Personal and Social goal were not met in 2020.

1. For the cohort of students achieving the Emergent Wave in 2019, 6 (10%) students will achieve the Transitional Wave in 2020 for Personal and Social capabilities ABLES.

In 2020, two students achieved that move.

2. For the cohort of students achieving Transitional Wave in 2019, 6 (10%) students will achieve the Conventional Wave in 2019 for the Personal and Social capabilities ABLES.

In 2020, two students achieved that move.

Improvement: Aboriginal learners

All Aboriginal Learner Achievement actions were completed successfully in 2020.

Action one

Each PLC will use the Aboriginal Learning Achievement matrix to determine the school's current actions concerning data informed planning. In Term 3 all student data was presented to each PLC where they considered the data of the Aboriginal students and the 'what next.' Each PLC brought back their discussion and suggested actions.

Action two

Teachers will follow the assessment schedule to complete all assessments, specifically tracking growth of the Aboriginal students. ensure Aboriginal students One Plan goals and success criteria is documented specific to individual need, monitored, measured and updated throughout the year.

All site assessments were completed in a timely manner. All One Plans were completed by week 8 of term one, then monitored regularly throughout the year and updated as needed.

Action three

Leadership collaborate with Curriculum PLC to collect, present and analyse literacy(Communication-oral and language) and Numeracy

(number) data by documenting in learning plans.

The assessments data was collated and prepared then shared with staff at the end of term 4, 2020. In future the data will be presented toward the end of each term.

Action four

Teachers presented with collected data to analyse and respond by documenting in learning plans.

All assessments were collected and collated and presented to staff as a whole and individually to analyse and use to inform their practice and One Plans.

School performance comment

The school introduced Professional Learning Communities in 2019 which aligned specifically to the goals and actions of the site SIP. The professional learning opportunities for staff were all aligned with the SIP goals but in 2020 only one of the professional training days proceeded because of Covid. That was the Jane Farrell four days at WSEC, where she presented one whole day of training to staff and three days of observing teachers and the team in classrooms, then meeting with them to share their successes and possible areas for improvement.

We have continued to regularly involve our district Support Services particularly the Speech Therapist, Behaviour Coach and Special Educator who have often provided our staff with a deeper understanding of student behaviours and possible actions to better support student behaviour and engagement. This year we invited the HEI team (Health Education Interface) to meet two of our students, their families and staff, and assist us to meet the complex students' needs. They proved to be a tremendously professional and capable unit.

Attendance

Year level	2017	2018	2019	2020
Year 1	N/A	N/A	N/A	37.7%
Primary Other	84.4%	80.9%	82.0%	74.1%
Secondary Other	84.1%	89.0%	83.4%	82.3%
Total	84.3%	83.6%	82.5%	76.4%

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

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

Attendance comment

This year we gratefully received an ACEO. She was employed for two days a week and worked the other three days at our neighboring school. Both sites were prepared to swap days and hours when required to best suit the site's needs. The ACEO was able to communicate and engage with some parents as we had not been able to and did influence the parent's ability to have their children prepared for school with clothing, food, transport. Although this was not obvious in attendance data. The ACEO was able, along with WSEC staff to support a number of families through the process of applying for NDIS and even attend dentists and pediatricians.

Behaviour support comment

In 2019 WSEC introduced the School Wide Positive Behaviour Implementation System through the PLC Goal 3 of SIP. Covid put a stop to school assemblies and many social/community activities which in turn affected staff ability to use the SWPBIS ticket system widely. We did continue to count the number of positive behaviour tickets given out and we did celebrate the highest achievers with certificates.

Client opinion summary

Parent Survey

13 parent surveys were received with some parents not responding to all question.

8 out of 10 parents agreed or strongly agreed that, 'The school provides me with useful tips on how to help students learn at home.'

11 out of 12 parents said 'No', when asked, 'I would like more help from my school with my child's learning.'

All parents agreed or strongly agreed that, 'The school provides an opportunity for me to have input about my child's learning.'

11 out of 12 parents agreed or strongly agreed that, 'I receive enough communication from the school.'

12 parents agreed or strongly agreed that, 'I feel like my child is important to the school.'

11 out of 13 parents agreed or strongly agreed that, 'Teachers and students treat each other with respect at this school.'

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	9.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	3	27.3%
Unknown	7	63.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Relevant History Screening documentation is sighted, copied and filed for teachers, SSO's and all department and non-department providers. We continue to regularly accept trainee Certificate 3 in Children Services students and Flinders University Teaching students, all follow the site and Department of Education History Screening protocols.

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	21
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	13.4	0.8	14.7
Persons	0	14	1	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$3,071,373
Grants: Commonwealth	\$0
Parent Contributions	\$14,629
Fund Raising	\$152
Other	\$11,190

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

2020 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 2020 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	Funding used for additional SSO time under the guidance and training of Wellbeing Coordinator and SSO3 Manager and experts such as Emma Goodall, to support development of staff skills.	Staff team PD. improved recording processes, modified timetables.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	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.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	Funding to support Aboriginal students achieve One Plan Goals including literacy and numeracy improvement. additional SSO/Admin time provided to support attendance. Continue use of Numicon to improve number skills in Mathematics. Funding was used for PD and resources; Jane Frarall-4 Blocks of Literacy; Focus on Math and Curriculum planning.	All students progressed with One Plan goals. 9 Aboriginal students maintained or progressed in Math and 7 in Communication, ABLES.
Program funding for all students	Australian Curriculum	ABLES was implemented and used to assess and plan for students yet to reach 'Foundation' within the Australian Curriculum. The school has used ABLES since 2015 and have added new subjects each year.	Data was collected school wide.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	A specialist(Jane Farrall) was employed to provide feedback on and further support, the implementation of a whole school Balanced literacy Program, differentiated reading, writing and spelling.	Data showed student progress in Reading, Speaking and Listening and Writing.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

