



Port Lincoln Special School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Port Lincoln Special School Number: 1801

Partnership: Port Lincoln

Name of School Principal:

Clare Harris

Name of Governing Council Chair:

Bronwyn Warland

Date of Endorsement:

20/3/2017

School Context and Highlights

Personalized transition programs occurred throughout the year, as we transitioned two new students at the start of the year, supported the return of two who had left and provided an extended transition program for five new enrollments expected in 2017. Collaboration with other school and preschool sites ensured all information and individual needs were catered for. Student transience continues to impact on school programs and continuity.

SSO staff were trained as feeders to support two students requiring specialised feeding. This removed the disruption of outside providers entering classrooms and has improved the attendance of one student in particular, who can now attend earlier in the day.

Successful community and family support was confirmed when we were nominated for an Autism SA excellence award and received a special mention.

Following two teacher retirements, some re-structuring of classes created class groups that enhanced student learning and deployed staff most efficiently.

Analysis of staff and student feedback supported us to use the best learning areas for particular programs. A sensory room was established and will continue to be used into the future. Scheduled sensory breaks, introduction of a 'sensory diet' for many students and the provision of access to the room on request ensured the sensory room is well used and has supported student learning.

The school behaviour management code was reviewed and renewed, resulting in consistent practice in line with DECD Protective Practices and non-restrictive practices.

Functional behaviour analysis and support responses modeled on a case conference style intervention resulted in improved school attendance, wellbeing and learning achievement for a targeted group of students. Our teamwork with families and consultants from DECD and other services was once again highly successful, resulting in comprehensive personalised program design for students and professional learning for staff.

Five SSOs and two teachers gained permanency with DECD, consolidating our quality staffing into the future.

The school yard was made more appealing with the addition of a new swing, shade structure and sensory garden.

The disruption to the swimming program as a result of the closure of the pool was tempered by the success of the Sporting Schools Gymnastics program we accessed throughout terms 2, 3 and 4. This program will also be used in term 1 2017.

Governing Council Report

2016 was a very busy year for the school.

The Port Lincoln Special School Governing Council has approved various repairs and additions to the school: the purchase and installation of the torpedo swing and softfall, the beautiful sensory garden complete with ' chatter bugs' and water troughs carved by Karen Carr, modifications to the roof to allow the bus to fit under to safely load and unload students.

We were sad to farewell Angelika Sederstrom and Anne Willson. We honoured their service with an afternoon tea where they were presented with recognition of service plaques and Angelika was gifted a memory book that was kindly organised by Sue Shanley.

The school welcomed Tamara Rawson and Sarah Jackson as the new permanent teachers. Also Andrew Carey and Ellie Siegert are working as teachers within the school.

Sports Day was a very successful day attended by many family and friends. A huge thank you to Tamara Rawson and Sarah Jackson for their many hours organising this very special day.

The much loved Graduation Night was again a great success. We farewellled Seth Gould and his family at the Port Lincoln Hotel Ballroom. Thank you to Robyn Cresp for organising the beautiful table decorations and to all who assisted on the night.

As Governing Council we are lucky to be able to nominate people for awards to show our appreciation. Robyn Cresp, a parent of Port Lincoln Special School was nominated and received the Rowan Ramsey Award certificate and pen for her dedication, enthusiasm and support for Port Lincoln Special School- encouraging students, supporting families, assisting wherever needed, commitment to Governing Council (chairperson for over 10 years).

Port Lincoln Special School was nominated and were successful in receiving a Special Mention at the Autism SA Excellence in Education Recognition Award night which was held in Adelaide. BJ and Clare attended and were very humbled.

The Governing Council were also successful in acquiring a PIE grant to run training sessions for parents and carers to learn and understand the PODD communication system that has been implemented in all classrooms throughout the school.

As the Leisure Centre underwent its upgrade during the last half of 2016 we were fortunate enough to acquire funding to access the gymnasium for term 3 and 4. The students enjoyed this activity immensely.

I have thoroughly enjoyed my position as chair and thank you all for your support over the past year.

Bronwyn Warland
Chairperson

Improvement Planning and Outcomes

This year was highlighted by outstanding progress towards our site focus of independence through improved communication, via our use of the PODD (Pragmatic Organised Dynamic Display) communication system. Professional development for staff to build on the introductory work in 2015 was strategically timed for early in the year. The resulting improved confidence and skills in PODD use by staff and students, along with a site agreement committing us to its use has embedded the strategy across the school. Budget decisions and deployment of staff to make our own PODDs enabled all staff and students to access a PODD whenever needed.

Action 2017: development of more PODDs, induction of new staff to use of PODD. Consolidation and expansion of student and staff skills.

In line with the commitment to improving communication, staff engaged in Key Word signing workshops throughout term 4, building our expertise in this area. This professional development was facilitated by Can Do For Kids, supported by our Kilparrin consultant and is another example of our successful relationships with consultants and other service providers.

Action 2017: further workshops to be arranged. Signing to be embedded through continued practice.

The establishment of a literacy agreement supported consistent practice in implementing the Four Blocks of literacy.

Action 2017: establish an assessment agreement, outlining timelines and strategic data collection to inform programming and reporting.

SACE goals were achieved and teachers took responsibility for the design and assessment of SACE programs with the support of the Coordinator. This was significant learning and change for teaching staff who had not had responsibility for this before.

All students made excellent progress towards their NEP and/or SACE goals and this was reported in their end of year report, with individual progress towards goals represented on a continuum.

Action 2017: induct new staff to take responsibility for SACE for their students.

Work with the Partnership CPAC supported our progress towards establishing high expectations and rigour as site practices. Professional development sessions focussed on transforming tasks and growth mindset, which teachers incorporated into their programs.

Action 2017: continue expectation that learning programs support and reflect rigour and student achievement.

The Highly Structured Teaching model was used successfully by a group of teachers, with data demonstrating students made significant progress towards independence in a range of learning tasks and learning behaviours.

Action 2017: target more consistent appearance of schedules used so students transition into new learning settings more successfully at the start of the year.

100% of students made progress towards their numeracy goals. Leaders attended the introductory YuMi maths sessions and Leading Numeracy Achievement with Partnership colleagues. This formed the basis for a site specific numeracy model similar to the Four Blocks of Literacy model.

Action 2017: the Numeracy PLC will continue to develop and refine this model to support consistency in mathematics and numeracy across the site. Numeracy to be a site focus in 2017.

Community involvement was supported by providing guest speakers for parents and hosting the local My Time group. Parent Involvement in Education Grants were applied for to support this work to continue in 2017.

The vast majority of parents attended NEP meetings and reviews throughout the year, with our target of 100% nearly achieved (only one family couldn't attend). The launch of our 'Can Do Kids' movie was a significant community event that celebrated all our students and our school. The school Facebook page has given us an additional promotional opportunity in the community.

School Performance Comment

Student progress towards NEP goals was documented as part of the formative and summative reporting process at the end of semester one and two. Analysis of the data indicated that 75% of students fully achieved at least one of their NEP goals. All students made at least 10% improvement towards achieving their NEP goals. The youngest cohort achieved their NEP goals at a very high rate, with 50% of the class making more than 75% progress towards their goals.

Action: Further analysis in 2017 with class teacher input, will allow the details of NEP goals to be explored to determine if there were any differences between the levels of challenge set by individual teachers. There were no examples of students making no progress towards their individual goals. The high achievement rate of the younger group will be explored to determine goal relevance and rigor compared to other groups.

The ABLES student monitoring program provided data illustrating individual student, class cohort and whole school progress across four areas: English, speaking and listening, Reading and writing, Personal and Social Capability: Self, Personal and Social Capability: Social, Personal and Social Capability: Self Emotion. All students were assessed in September 2015 and May 2016, with results clearly showing each student made progress in all areas. A review of this report format at Governing Council resulted in parents requesting the reports be included in the semester one written report.

Action: Individual student data will be used to inform NEP goal setting in term one. The third data collection is scheduled for May 2017. The report will show three data sets for comparison and analysis. ABLES reports will again be sent home at the end of semester one.

The Universally Accessible Emergent Literacy Battery has been used for 5 years to track and monitor student learning in literacy. All 14 students assessed with these tools showed growth on the letter recognition, writing and phonological awareness sub tests, with phonological awareness the area with the slowest growth and least consistent pattern of skill retention.

Action: the teaching of phonological awareness across the school is included in our literacy agreement; the explicit teaching of these skills in a regular and systematic way will be explored in 2017 with teachers sharing expertise and an analysis of the trial of the 'A Sound Way' program introduced in 2016.

Teachers were trained this year in the use of Running Records and data was recorded on a small cohort of students who are developmentally ready to be assessed with this observational tool. Results were not measured against year level expectations but against individual growth. Each student showed improved reading strategies and comprehension and the process clarified for teachers which level of reader to provide and the reading resources needed in the school for 2017.

Action: new teachers to be trained in the use of RR. Teachers to continue collecting RR. The reader collections across the school will continue to be expanded.

Attendance

Year level	2014	2015	2016
Year 03		100.0%	
Primary Other	92.0%	91.5%	89.5%
Secondary Other	89.5%	94.8%	94.8%
Total	90.3%	88.2%	85.7%

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

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

Attendance Comment

Student attendance in the Primary cohort was impacted by some student transience, with families relocating interstate and then returning later in the year. The information was not always promptly reported to the school and this meant recordings of unexplained absence.

Many of our students spend extended time in Adelaide accessing specialist medical appointments and care.

There have been two students this year who experienced a period of school refusal. Intervention was designed by the school with the support of DECD and outside consultants, with success by the end of term 3.

Behaviour Management Comment

Student to student bullying is rare at PLSS and the implementation of the PODD is anticipated to improve student ability to report possible concerns about other students.

The high level of supervision makes it unlikely that targeted bullying could occur.

Reports of violent behaviour dropped from the 2015 total of 708 across the year to 653 in 2016.

There are very few suspensions, exclusions or take homes recorded for this site. We try to manage most behaviour incidents on site as going home is often the desired outcome for a student expressing challenging behaviour.

The school behaviour code was reviewed in 2016 and consistent and developmentally appropriate interventions and support detailed for staff to follow.

Client Opinion Summary

Feedback from families has been very positive. All Port Lincoln Special School families were sent the School Survey in December 2016, with a response rate of 30%.

80% of respondents recorded Agree or Strongly Agree for all items, with 20% recording two items at 'Neither agree or disagree'. This was in response to the items regarding management of student behaviour and child's feelings of safety. These issues will be addressed through the Negotiated Education Planning process, by teachers clarifying with all parents the responses they are receiving from students about feelings and safety. Teachers will share student progress towards understanding and communicating feelings and emotions through our supported communication programs. The school Behaviour Management Policy has been reviewed and updated and the content will continue to be promoted with families.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	1	14.3%
Unknown	6	85.7%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All staff and consultants are required to show their screening certification on first arrival at the school. A copy is filed in the Principal's office.

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	15
Post Graduate Qualifications	3

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	6.6	0.0	9.2
Persons	0	7	0	15

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

Financial Statement

Funding Source	Amount
Grants: State	\$500
Grants: Commonwealth	\$29642.52
Parent Contributions	\$6384
Fund Raising	NIL
Other	\$0

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	Staffing ratios were improved via this funding, enabling us to provide additional SSO time for classes. This gave students access to more 1:1 time.	Students made more progress towards their NEP goals and behaviour plan outcomes.
	Improved Outcomes for Students with an Additional Language or Dialect	Staffing ratios were improved via this funding, enabling us to provide additional SSO time for classes. This gave students access to more 1:1 time.	Student learning was improved; data collected via the Universal Battery.
	Improved Outcomes for Students with Disabilities	Staffing ratios were improved via this funding, enabling us to provide additional SSO time for classes. This gave students access to more 1:1 time.	Student NEP goals were achieved. Behaviour incidents were reduced.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Staffing ratios were improved via this funding, enabling us to provide additional SSO time for classes. This gave students access to more 1:1 time.	Student NEP goals were achieved. Behaviour incidents were reduced.
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Staffing ratios were improved via this funding, enabling us to provide additional SSO time for classes. This gave students access to more 1:1 time.	Student NEP goals were achieved. Behaviour incidents were reduced.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		