



Adelaide North Special School 2019 annual report to the school community



Government
of South Australia
Department for Education

Adelaide North Special School Number: 476

Partnership: Peachey

Name of school principal:

Byron Stuit

Name of governing council chairperson:

Michael Loeser

Date of endorsement:

20/02/2020

School context and highlights

Adelaide North Special School is a Reception to Year 12 specialist school for students with identified intellectual disabilities. Some of our students have complex physical and or medical conditions and are dependent on staff for their personal care needs. Students travel across the Metropolitan area to attend our school. Our 3 Pathways classes are located at Elizabeth Vale School (EVS). Our Pathways Program was established to cater for students needing alternate inclusive opportunities available within a mainstream Primary School setting. We are the largest Special School in South Australia with enrolment numbers (currently 188 and 26 classes).

At ANSS we recognise that every individual has the right to communicate. Staff receive extensive and ongoing training in best practice in AAC. We believe that a comprehensive AAC system such as PODD supports individuals to develop communicative competence. Highlights include the successful achievement of our 2019 School Improvement Plan and great leaps in embedding school culture focussed on the Schools strategic directions which include communication, reading and writing and social skill development.

The schools Site Improvement targets are

1- Increase students achievement in reading and writing across the school. Our challenge of practice was 'If we apply a consistent approach to teach concepts of print, then we will increase the student achievement in reading and writing across the school'.

2- Students will demonstrate individual progress in their preferred mode(s) of communication. Our challenge of practice was 'If we apply a whole school approach to communication assessment and pedagogy, then we will increase individual student progress using their preferred mode(s) of communication.'

3 -Students will improve social relationships with peers through practicing socially acceptable interactions with others. Our challenge of practice was 'If we develop a whole school approach to support social interaction then students will feel safe, secure and supported, and have an increased sense of well-being"

Each performance target links to the 3 Review to Improve Committees that over see across the school. All teachers are assigned to one of the RTIs with representation across all year levels. Each site leader overseas a RTI ensuring a balance and accountability across the school.

This has enabled ANSS to have 3 clear overarching directions of improvement.

Governing council report

2019 was a positive year for the Governing Council of Adelaide North Special School where we were able to build on some of the foundations we established in the previous year (stay the course). Some of those foundations allowed us better induct new members and a better understanding of our role as a Governing Council meant we were better able to focus on the pursuit of outcomes for our school community.

In 2019 we:

- continued to provide feedback on potential and existing school policies
- supported fundraising efforts (such as the Bingo Night)
- distributed funds to support much needed school projects such as gates, seating and trampolines
- received a donation of equipment from Niagara Therapy
- applied for school grants
- continued to pursue better engagement with the parent community (unfortunately we didn't receive enough support to establish sub-committees)

A focus of some meetings and a consistent feedback theme was the need to recognise and celebrate student achievement. It was fantastic to see an increase in the number of school assemblies where students received awards. Also great to see was the further development of events like the UniSA Fun Day and successful school celebrations such as graduation nights. And of course it was great to see our first yearbook.

There is no doubt that Adelaide North Special School continued to improve in many areas in 2019. I am sure that trend will continue in 2020. As a Governing Council we look forward to continued improvement and pursuing initiatives that benefit our student community.

Thanks,
Michael

Improvement planning - review and evaluate

ANSS assessment and reporting cycle incorporates our R-9 students and our 10-12 SACE students.

Term 1 Planing and goal setting

This includes Writing and reviewing One plans with Parent teacher interviews.

Term 2 Assessment focus

This includes ABLES SA assessments in Speaking and Listening, Reading and writing, Personal and social capability.

Term 3 Assessment and reviewing

This includes the Communication matrix assessment, Developmental Writing Scales ,The Bridge and One plan reviews with parents

Term 4 Assessment, moderation and presentation of learning

This includes Data upload for Assessment folders, ABLES SA maths, personal and social capabilities and Presentation of learning report for families.

A strong commitment and dedication from all staff resulted in the successful achievement of our 2019 School Improvement Plan. Strategically planned procedures were put in place to ensure success including RTI processes, regular opportunities to share best practice, reflect and report on achievements relating to target areas, during dedicated staff meetings. This was a highlight of the team work for 2019.

1- Increase students achievement in reading and writing across the school. Our challenge of practice was 'If we apply a consistent approach to teach concepts of print, then we will increase the student achievement in reading and writing across the school'.

Our 2019 Data regarding student reading indicates we have

Emergent readers 132

Transitional readers 40

Conventional conventional readers 4

In 2019 The reading and writing RTI at ANSS developed a Concepts about Print scope and sequence, simple instructional focus areas and visuals classroom information so every staff member knew which students were conventional and or emergent readers. In 2020 teachers will be sharing this concept with parents to support them reading to their children at home.

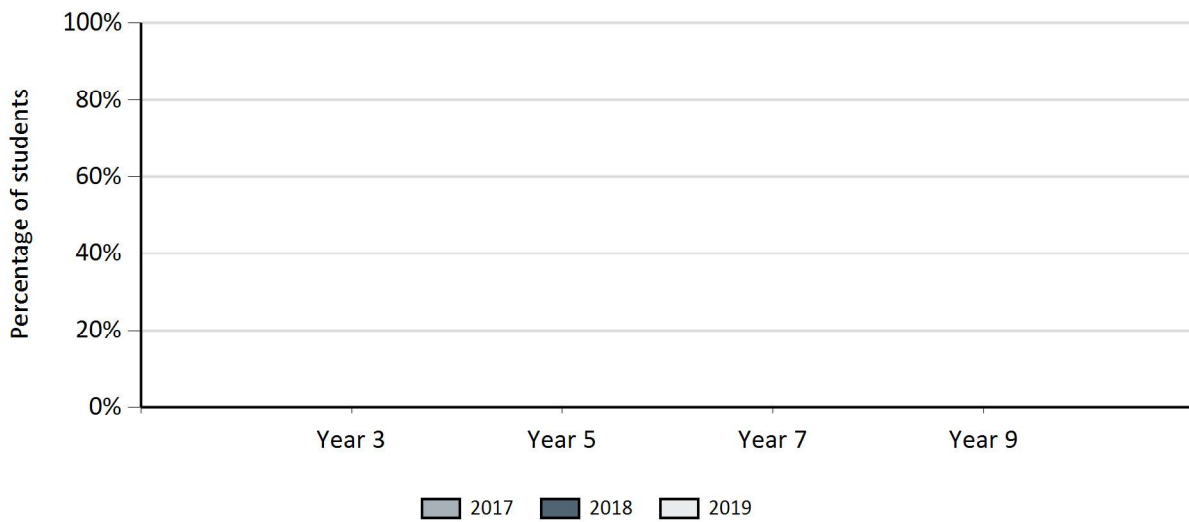
We have continued to employ a speech pathologist (Jane Farrall) to over see our program and continue the coach model of building expertise.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

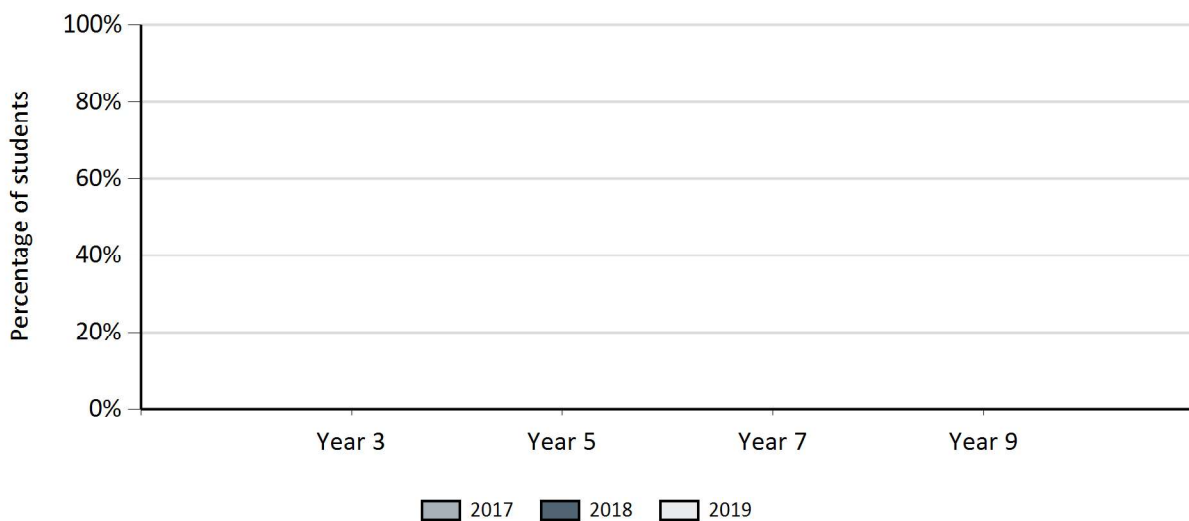
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	*	*	*	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

Numeracy

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Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	*	*	*	*	*	*
Year 3 2017-19 average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2017-19 average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-19 average	*	*	*	*	*	*
Year 9 2019	*	*	*	*	*	*
Year 9 2017-19 average	*	*	*	*	*	*

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2019

Data Source: SACE Schools Data reports, extracted February 2019.

*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	2016	2017	2018	2019
A+	*	*	*	
A	*	*	*	
A-	*	*	*	
B+	*	*	*	
B	*	*	*	
B-	*	*	*	
C+	*	*	*	
C	*	*	*	
C-	*	*	*	
D+	*	*	*	
D	*	*	*	
D-	*	*	*	
E+	*	*	*	
E	*	*	*	
E-	*	*	*	
N	*	*	*	

Data Source: SACE Schools Data reports, extracted February 2019.

*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%.

SACE completion - percentage of completers out of those students who had the potential to complete their SACE in October that year

2016	2017	2018	2019
*	*	*	

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training				
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				

School performance comment

ANSS 2017 External Review had the following recommendations:

1. Deliver highly differentiated and intentional teaching
2. develop informative and valid targets for student learning through building capacity of SMARTAR goals that influence classroom practice
3. Develop effective cycles of self evaluation through systems that enable collective analysis of data to monitor school targets
4. maximise teacher efficacy and collective action through PD that aligns with school priorities.

On the back of these directions ANSS staff collaborated to develop an Improvement Plan mindfully incorporating site priorities and addressing recommendations of the External Review. The ANSS leadership team systematically planned for continuous building of staff capacity to deliver improved learning outcomes through school-wide implementation of site priorities. The school continued to be a united and collaborative culture focussed on improvement. The strategic use of outside coaches and the establishment of RTIs that are responsible for 'driving' the impact at class level has engaged staff to a high level of ownership and commitment to the work being undertaken.

Our expanded data journey continued using expert coaches to support staff understanding of data and its value in planning, monitoring and tracking student improvement and growth over time. The school uses a range of assessment tools that enable students to be assessed on the basis of their abilities. These include: One Plan explicit goals, Communication Matrix, Abilities Based Learning and Educational Support (ABLES), Developmental Writing Scale, Literacy Assessment Battery (BRIDGE, Emergent, Transitional and Conventional reading assessments). Comparison Data from 2017 to 2019 shows steady improvement across all data sets.

This process via staff collaborating to develop a strategic plan and pedagogical agreements. We provide consistent modelling of AAC across all environments, clear expectations in visual and oral communications. These school wide commitments were documented in the strategic plan. Improvement priorities, staff professional learning, staff performance goals and feedback processes, resource allocation and data collection were targeted to support this work. We will continue to refine and value add to our current data collection processes to foster improved student learning outcomes.

Attendance

Year level	2016	2017	2018	2019
Primary other	84.9%	86.0%	85.1%	83.7%
Secondary other	84.6%	84.2%	81.5%	84.4%
Total	84.8%	85.4%	84.0%	83.9%

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

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

Attendance comment

Attendance continues to be a factor in regards to family complexity and chronic health issues. Non-attendance and lateness is addressed with stakeholders at Team Around The Child meetings with SSS involvement. These meetings identify the support required to assist students, staff and families to manage health concerns, family complexities, well-being, transport and financial issues impacting on attendance.

Behaviour support comment

Our focus on social skill development using ABLES SA, EDSAS to drive our 1st and third SIP priorities. Giving students sound communication avenues and modelled social skills will support life long skills to successfully lead positive and successful lives. Clear behaviour plans support calm and responsive interactions when students are not managing their behaviour. Staff also attended MAPA training in term 1 with a follow up in term 4

Client opinion summary

The Parent Survey had a return of 40% of families

- Quality of Teaching and Learning: 25% agree 70% strongly agree
- Support of Learning: 32% agree 58% strongly agree
- Relationships and Communication: 26% agree 71% strongly agree
- Leadership and Decision Making: 35% agree 65% strongly agree

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	7.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	7	50.0%
Unknown	6	42.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

We have a coherent and consistent process for ensuring child protection in terms of Department of Communities and Social Inclusion (DCSI) history screening for all staff and volunteers on site, which includes NDIS service providers and volunteers.

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	55
Post Graduate Qualifications	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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 Equivalent	0.0	32.1	0.0	42.4
Persons	0	35	0	62

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$7 937 848
Grants: Commonwealth	\$3000
Parent Contributions	\$13 215
Fund Raising	\$10 631
Other	

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

2019 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 2019 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 behaviour management and engagement	RTI team. established to deliver a who school approach to improved social skills.	Increased goal achievement. School wide approach to skill development
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities	RAAP funding for employment of staff and responsive programming options for our highest needs students. Employment of communication coach to deliver targeted professional development to all staff.	Increased goal attainment.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	PII grant to support families in developing their skills in using AAC with their children	Increased confidence and understanding
	Australian Curriculum	Student One Plan, learning goals and class programs aligned to Australian Curriculum.	All learning programs differentiated.
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding		
	Specialist school reporting (as required)	We have a dedicated coordinator who oversees the management and governance.	students receiving NDIS support on site with minimal class disruptions
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		