



Whyalla Special Education Centre

2022 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:

17 January 2023



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 Cognitive Delay (early intervention), often Autism and other physical disabilities. In 2022 there were 17 secondary and 38 primary school students enrolled at WSEC, a total of 55 students. The enrolment is down by 10 students from 2021. Whyalla Special Education Centre had 37% of enrolments accessing School Card, with the disadvantage index of the school being 2. In 2022 the staffing consisted of one Principal, one Deputy Principal, 9 teachers, 10 classroom SSO's, a Finance and an Administration SSO and a Grounds man. In term 4, we entered an agreement with the federal Community Bridging Services (CBS), to employ a young adult with a mild intellectual disability as a trainee Grounds man.

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

During terms 3 and 4, six children from three preschools participated in a successful, extended transition program in preparation for full time enrolment in 2023. The transition included alternating visits from the kindergarten students to WSEC and WSEC students to the kindergartens, culminating in the Whyalla wide two-day transitions.

The WSEC community is determined to maintain a high standard of facilities. To this end we are determined to prepare in the annual budgets a substantial sum allocated annually to upgrading the many areas of the school site. Staff and students have been involved in the process of determining what new resources and equipment we would like to add to our facilities and why.

In term 1 of 2022 the school decreased from eight classes to seven because of less than expected junior primary enrolments and extremely poor attendance in that class. The ability for Special Schools to be granted RAAP funding has dramatically decreased over the last few years, with the catch cry being that the student is in a special school for the reasons we have presented, as concerning. This has decreased the number of adult staff in each class being available to support individualised student learning, toileting, social skilling and training of individual sensory needs. Because our site now employs only 10 classroom SSO's (3 RAAP funded, all ending in 2023), our focus on staff dependent, Four Blocks of Literacy, has relaxed, with staff recognising that students 'Regulate, then educate.' This year a PLC created a new Student Report which is now in line with Education Department policy, emphasising the importance of One Plan before academic results. In 2023 we will continue to grapple with the reality of two adults per class and how we can best meet the individual needs of all students safely and purposefully.

Governing council report

Annual Report 2022

The Governing Council currently has 4 members (all parents) and we hope to improve on this number for 2023 amongst the new families that have enrolled. We are hoping to be able to fill all positions on the governing council but find it hard to encourage parents to come along. A few members are also no longer participating due to the COVID vaccine mandate.

Governing Council are proud to have been able to cover the purchase of a defibrillator for the school for \$2,550.00. While we hope that it's never needed, we believe it's a valuable asset to have.

Fundraising

Fundraising for this year has been an Easter raffle, Lolly Tower guess, Jolly Soles socks, aprons and a Christmas raffle (which is still in progress). The Easter raffle again was a great success with a large amount of donations resulting in twelve prizes. Junk to Funk event was again not held this year and at this stage we are unsure if the event will continue in the future. The Christmas raffle is still in progress and will be drawn on the 12th December.

2021 balance - \$1,843.00

Easter Raffle - \$726.73

Jolly Soles Socks - \$234.53

Aprons - \$72.72

Lolly Tower - \$44.50

Christmas Raffle (at time of report 17.11.2022) - \$281.73

- Purchase of defibrillator - \$2,550.00

Current balance in fundraising account (as at 17.11.2022) - \$653.21

Suzan Morley

Chairperson

Whyalla Special Education Centre Governing Council

Quality improvement planning

Goal 1: Curriculum. All students will engage in differentiated learning activities including community experiences, which will be reflected in our reviewed reporting.

Success Criteria:

Students participate in assessment based on their abilities.

Student voice/reflections on engagement and learning.

Students have opportunities to access all learning activities/events.

Teachers to use ABLES assessment and other assessment tools.

Students to strengthen their communication using their voice or alternative AAC.

Evidence

Completed and sustainable

Completed and sustainable. Provision for student feedback after each calendar event. Students participated in voting for calendar events 2022,2023.

Completed and sustainable

Completed and sustainable

Completed and ongoing. Communication Matrix results are used to provide next goal in student One Plans.

All completed, Targets reached and Actions completed. We have been using all ABLES assessments for the last 5 years. Each year our collation of that data has been evolving to even clearer, individual student learning information.

The reporting format is now in line with the South Australian Education Departments protocol, by emphasising One Plan Goals then to a lesser extent the curriculum subjects.

Providing a school events calendar has allowed us to have conversations with staff and students, allowing their choices and providing options for reviews after each event. This in turn has displayed the events of least interest and those that heavily participated in.

We are determined to keep whole school data where the staff can read at their leisure, after it has been presented and it is saved onto Staff drive for easy access.

Our improvement planning has

1. Provided all staff the place and space to be a valued change agent in our school, if they chose to be involved.

2. Supported all staff to recognise areas that have been unnoticed or systems that have not met our needs and then supported us to better meet them.eg. Update reports to meet department policy and better represent the work we do in class.

The only involvement our parents have had in the 2022 – 2024 SIP, is through the representatives of Governing Council. In 2023 parents will be invited to comment on the new Student Report.

Goal 2: Wellbeing All students will demonstrate progress in personal and social capabilities

Success Criteria:

All students will complete the post school readiness program by the time they leave school.

All students will access the refreshed outdoor spaces

All students will use Interoception strategies to self-regulate their behaviours.

All students will participate in a minimum of 5 Interoception activities a week.

All teachers will implement the Health and Personal Care scope and sequence.

Evidence:

Current seniors and families have been involved.

Not yet. Collated staff and student ideas, now pricing, meeting with Finance Officer and WHS team.

Completed and sustainable. Staff trained in 'Interpreting the sensations inside your body and what they are feeling and what to do.' Kelly Mahler.

Completed and sustainable

Not yet

The Post School Readiness program for senior students has allowed us to be clear about which students have /not NDIS, and an after school plan. This information, in turn allows us to support parents to apply for NDIS or at least be fully aware of the consequences if they chose not to. As a direct consequence of the Post School Readiness program, we are now working closely with the Whyalla Community Bridging Service (CBS), to provide a Work Readiness program, Work Experience and a Post School Pathway for those interested parents and students. To enrol in this service a student does not require NDIS but must, as an adult receive a disability pension.

The Interoception/Outdoor spaces team have diligently supported students and staff to present their thoughts regarding outdoor spaces and are ready to meet with site leaders and WHS team to discuss possible finances and WHS requirements. The new outdoor, sensory spaces will be budgeted for over a five year span. The plan to prepare a 9 week Interoception program has proven to require a lot more thought and is going into 2023 for completion. The Health and Personal Care scope and sequence, although initially agreed to be of interest to staff was not able to be sustained throughout all of 2022. The Post School Readiness group will look at in 2023.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

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

Improvement Actions and Outcomes

All teachers use ABLES assessments annually to track students progress. Leadership provide Moderation sessions in Literacy and Numeracy with all staff participating. Thereby supporting staff to realistically note each student's placement and improvement in Literacy and Numeracy. All teachers and SSO's and leadership. Staff determine dates for each assessment in week 0 of each academic year.

Leadership provide all staff with the results of all assessments and lead observations and discussions about that data. All teachers and SSO's and leadership. Before assessment dates, leadership present the due assessment to staff at staff meeting, along with how to prepare students, resources required and answers any questions. Site policy states that all students will be taught and assessed using ABLES or ACARA(if the students' academic ability is above Kindergarten standard). We have common assessments and data to regularly consider. Leadership provide annual professional development of 4 Blocks of Literacy and Sequential Phonics. Leadership provide annual professional development of Numeracy, including Numicon. All collected data is analysed by staff.

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

In Literacy, there is an even spread of ATSI students across the four levels. We had two students in 2022 move up from Bridge into Emergent. In Writing we had three students not assessed, one more than in 2021. With the majority of students in Emergent (5), and four in Bridge. In Communication Matrix assessment the majority of ATSI students were in Receptive (7) then four in Expressive and three in Autonomous. In Mathematics, there were even numbers of four students in both Emergent and Transitional, and five in Conventional. We also collect data for Social, Self, Self-emotion, Speaking and Listening.

School performance comment

Our students at Whyalla Special Education Center do not sit NAPLAN. After trailing PAT Math in 2021 staff determined not to continue using the program as it did not provide us with useful information to assist with individual learning plans. The Curriculum PLC identified assessment as an area for improvement in our site improvement plan. In term 2, 2022, Staff voted in favor of trialing the use of Essential Assessment (an Australian Curriculum based tool and resource for assessment and teaching) for the assessment of mathematics. The trial was proposed as this is a more reliable assessment than our current assessment tool (ABLES) which relies heavily on teacher judgment where Essential Assessment has a student completed component. The first assessment was completed with our students in term 3 WHEN we learned to use the tool and how it would work best for our students. After the assessment in term 3 data was collected about the effectivity and implementation of the assessment. From this, staff were in favor of continuing to use Essential Assessment to assess our students learning at foundation level or above mathematics and are able to access the electronic assessment with support if required. Staff concurred that the decision for foundation or below level students to undertake this assessment will be made on a case-by-case basis taking into consideration each student's needs and abilities. Given the success of this trial, staff continued to develop skills using this tool for mathematics learning and undertook a second assessment using the tool in term 4 which showed a period of growth for our students. A school subscription for our students has been budgeted for continued implementation in 2023. In week 0 of each year staff look at the proposed Student Assessment Schedule to determine in which terms to place each assessment. This year staff voted to complete the Literacy assessment in term 1 and 4 and to use Essential Mathematics assessments in term 2 and 4 (where applicable). The data is collated and then presented to the staff at a staff meeting. At that meeting staff look at whole school data, which includes the comparison to previous years and specific ATSI data. We discuss, looking at the movement of students and possible why's and what next. Each teacher is given a paper copy of their class data and the data is saved on the staff drive for easy access. The student assessments are ABLES Writing, ABLES Literacy, ABLES Mathematics, essential Math, ABLES Speaking and Listening, ABLES Social(interpersonal, ABLES Self (personal learning), ABLES Self-Emotion (emotional management), and the Communication Matrix. Staff can and do use some of the assessment data to create One Plan Goals throughout the year. Staff can and do use the assessment data to create effective, individualized learning programs which will also include One Plan goals, therapist recommendations and interoception activities.

Attendance

Year level	2019	2020	2021	2022
Primary Other	82.0%	73.6%	78.2%	70.9%
Secondary Other	83.4%	82.3%	81.1%	77.3%
Total	82.5%	76.4%	79.1%	73.2%

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

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

Attendance comment

This year our site has worked closely with the Social Work Truancy, Aboriginal Services Engagement Officer and Child Wellbeing Practitioner to better support those families who are consistently struggling to bring their children to school. Some of the consequences of our working together have been families being moved into Housing Trust houses that are within walking distance of the school, intervention provided by local services to support parent at home, transportation for student being provided by the department, successful enrolment into NDIS. Unfortunately, the assistance provided has not improved our attendance data.

Behaviour support comment

This year we have found our only, all boy, junior primary class, the most difficult behaviorally, with one young, extremely poor attending, year 2 lad, reluctant to come into the classroom at all and one Reception student who struggles daily to get out of the parent's car and come into the site. Once he is here it takes up to two hours out of the classroom for him to self-regulate and then engage in class activities, happily and quietly. The poor attender is frequently unwell as are his siblings with mother struggling to manage with all of the children and transport them all to their kindergartens and schools. This one junior primary class has 8 students, 6 of whom are non-verbal. Overall, our site has dealt with no extreme behaviors this year. Interestingly we have only three students receiving any RAAP funding this year. Two of those three will finish at the end of 2022. The third is for 5 hours weekly for the duration of 2023. This means that we have only 2 adults in each classroom which is an issue for swimming lessons and all excursions off site.

Parent opinion survey summary

Our parent survey results showed us that we are recognized by our parents as equal to if not better than comparison group in all survey areas. It was particularly pleasing to see that our parents consider our staff to be respectful, that we provide enough communication and that it is obvious that we value education, as it is, in our special education setting. There were 8 comments written by parents. Two of those were 1. "I personally think that special needs to be removed from the school's name. My son has asked me why we are labelled. It upsets him." The site is only 10 years old, and the name was chosen so that it was not a Special School rather a centre. The name will remain as is for many years yet.

2." The school need to look at vacation care." The Governing Council Chair requested that I look into the possibility of WSEC managing an OSCH. I have done so and was able to present the Governing Council the requirements for managing OSCH and the information received from the Senior Program Officer, Out of School Hours Care (OSHC), Early Childhood Services and Strategy, Office for the Early Years Department for Education that she shared with me, all of which told us that we are in no position to open an OSCH nor could we maintain an OSH at WSEC as a financially viable program.

Intended destination

Leave Reason	Number	%
SM - SEEKING EMPLOYMENT IN SA	1	33.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	33.3%
U - UNKNOWN	1	33.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

When a staff member is employed at WSEC we request a copy of all required documentation, which we keep on file and on a spreadsheet. The due date for all requirements creates a reminder on the Financial Managers spreadsheet, she then informs the staff member. The principal receives the teacher reminders from the Teacher Registration Board and discusses with the staff member. The WWCC certificate and other requirements are on the list of requirements for all adults attending camps and day excursions.

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	24
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	13.6	0.8	16.0
Persons	0	15	1	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$1,986,000
Grants: Commonwealth	\$4,700
Parent Contributions	\$14,325
Fund Raising	\$1,335
Other	\$14,157

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

2022 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 2022 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 of line manager and the student's therapists report and assessment data and teacher recommendations.	Staff team PD, improved recording processes, modifying timetables and strategies.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	In 2021, 22 WSEC students were receiving a total of 314 hours of RAAP funding. By the end of 2022 there were only 2 students receiving RAAP funding. One lad will receive 30 hrs. of SSO 1 support for term 1, of 2023 only. The second boy will receive 5 hours of funding each week for the duration of 2023.	The RAAP funding has allowed for students to be supported in engaging in their individual learning plans. These plans are created by the class teacher who meets with parents to create the One Plan, converse with therapists and uses therapist reports and ABLES assessment to create each students individual learning plan. The funding was used to employ SSO's to work with the students for various lengths of time engaging students in the learning, sensory, social, emotional as well as academic.
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</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Funding to support Aboriginal students to achieve One Plan goals, particularly in the areas of communication, self-regulation and literacy and numeracy. Additional staffing time to better meet the attendance needs of the family to get the child to school regularly. This has included fortnightly home visits, daily phone calls home, liaising with local education department Support Services and working with outside agencies, keeping notes.</p> <p>Funding used for additional SSO time under the guidance of line manager and the student's therapists report and assessment data. Teacher prepares learning program, provides success criteria's and the annotat</p>	<p>All students progressed with One Plan goals.</p> <p>Using the Communication Matrix data we saw students 3 ATSI students move from Receptive band into Expressive band from 2021 to 2022.</p>
Program funding for all students	Australian Curriculum	The funding was used to pay for staff to attend Professional Development and then train the whole staff. In 2022 we had two staff attend 'Play is the Way' and 'Essential Math's training. The staff were the allocated time out of the classroom to prepare training for the entire WSEC staff.	Our staff have been introduced to Play is the Way program, some staff have already used sections. The Essential Math program as introduced across the school, after a trial period staff determined to use only for those students who show math ability above ABLES.

Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	The funding this year was used to supplement an extra teacher salary. That salary allowed us to have smaller classes and focus on their individual learning plans.	WSEC 2022 student assessment data shows an improvement across the school in literacy and numeracy.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A