



# Modbury Special School

## 2022 annual report to the community

Modbury Special School Number: 1405

Partnership: Modbury

### Signature

School principal:

Mrs Ginny Pyatt

Governing council chair:

Maggie Yarak

Date of endorsement:

17 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

What a year 2022 was at Modbury Special School, Covid-19 absentees, TRT shortages and a number of other issues (the passing of a student unexpectedly) created a year like no other. Enrolment for the year was 183 students F-12. During 2022 we began the new cycle on the School Improvement Plan (SIP). Maths, Communication and PBIS processes were revisited regularly over the course of the year during both staff meetings and Pupil Free Days. The three revised goals formed the drive and focus for the year with professional development for all staff in these key areas. The goals which are directly linked to the School's Vision Statement ensure we have the students in mind when developing the learning to be undertaken. Staff have continued to use ABLES (Abilities Based Learning and Education Support) to assess student progress and have been further developing their use and understanding of the ROCC 'The Roadmap of Communication Competence' to gather data. In 2022, Mathematics data showed a 63% achievement rate of One Plan goals. During the review and evaluation stage (step 5 of the SIP) our site decided to reword our goal and target make it more suitable to our site in line with our reporting and assessment schedule. In the area of PBIS, assessments completed in the ABLES Self, Emotion and Social categories 55% showed improvements over results in at least one of the previous assessment periods in 2021. Out of 191 individual goals set in the area of personal and social capability, 105 goals were achieved – 54% and 11 out of 20 classes reported over 60% of goals achieved in this area. In Communication 45% of students demonstrated an increased developmental levels as measured by ROCC/ ABLES and progress towards achievement of their individual One Plan goals. All data continues to provide evidence that students continue to improve and by using One Plan Goals as the final measurement as these are developed from the data collected from ABLES, demonstrates a more accurate picture of student improvement. During 2022 all staff PDPs continued to be directly linked to the SIP. During the year all staff provided anecdotal evidence (individual student stories) which provided evidence of changes in student development linked directly to SIP goals, these anecdotal stories demonstrate a clear picture of how the learning directions of the school are making a big difference to the learning outcomes and wellbeing of the students. Staff PDP goals were prepopulated by leadership to align directly with the SIP. In 2023 staff want the opportunity to develop their own goals in line with the SIP. There is also provision for individual staff select at least one goal in addition which is directly relevant to their own individual learning aspirations.

## Governing council report

2022 just like the unprecedented years of 2020 and 2021 was a very challenging year that saw each and every one of us continue to face new challenges and learn to live in the ever-changing landscape of COVID-19 and its effects all over the world. Despite many other schools struggling to keep students at school during this time I am very proud of the commitment of MSS in ensuring that our children had continual access to schooling and a high attendance rate. The 2022 school year was another quite successful year for MSS and I want to acknowledge the tremendous work and effort of the staff and SSO's who without these dedicated people our school would not be as strong as it is today. The school is always busy with lots of new programs and the development of students' wellbeing introduced. Our children experienced the most effective teaching style and lead in the way we developed the curriculum to our students, under the strong leadership of Ginny during 2022. I thank you all for making our school that extra "special".

The role of principal was formalized in 2022 and I want to congratulate Ginny Pyatt on her appointment as principal of MSS. Ginny is an incredible leader and devoted to MSS and many would no doubt agree with me that she is well deserving of this appointment. I look forward to supporting Ginny in 2023.

I want to acknowledge and thank the members of the Governing Council who work tirelessly behind the scenes and attend meetings all while in a voluntary role. In particular a special thank you to Ginny Pratt for preparing excellent minutes and to Paul Richards for his fantastic job as treasurer evidenced by the positive end of year budget. I am grateful that we continued to be able to govern in sometimes remote and socially distanced circumstances throughout the year.

A special thank you to Sarah Armour and Lucy Stapledon for their assistance with the OSHC and vacation care programs until July 2022 when YMCA took over management. Sarah and Lucy have worked tirelessly for a number of years managing the OSHC and vacation care programs and I want to acknowledge all of their hard work and thank them on behalf of the MSS community. Many families are no doubt grateful for your dedication and work.

I would also like to acknowledge the fundraising committee for their continued support towards fundraising during a difficult 2022 and acknowledge their efforts with all the great new ideas and energy. Keep up the great work!

I also would like to mention the Pathway program and what has been a milestone with our older students moving into a brighter future. 2022 has seen a number move into the work force or adult programs and a wonderful graduation ceremony for those finishing school. Thank you to the team in the High school and for their dedication.

I would like to acknowledge our support staff that ensure front of house is extremely well organized and remains COVID safe and compliant. I would like to acknowledge Linda, Tracey and Sharon and the team in the office for their support displayed over the year. We greatly appreciate your dedication.

The school community acknowledges the community clubs and businesses in our area for their generosity and support during 2022 with donations and support - thank you.

# Quality improvement planning

2022 has been the first year of the current School Improvement Plan (SIP) cycle. All staff participated in training and development activities across the year focussing on Maths, Communication and Positive Behaviour Support. The ROCC was implemented during 2022 for the students that were below the assessment standard required for ABLES assessment. Assessment and Reporting processes were reviewed during 2022, with staff involved to streamline the reporting and assessment processes.

In 2022, One Plan Mathematics data showed a 63% achievement rate of One Plan goals the original target was 60% so targets for 2023 were reviewed and new targets have been set for the new SIP year.

The assessments for Social and Emotional capacity showed a 55% of improvement across the whole site while there was an improvement of over 60% in half of the classes across the school.

In the area of communication 45% of students achieved a higher developmental level as indicated in their One Plan goals, this exceeded the initial target of 40% improvement.

Maths as a new area of the SIP has shown an increased engagement of students and evidenced by the results in the ABLES assessments. Classroom walkthroughs show an increased engagement of students in mathematical activities. PBIS data continues to indicate improvement in overall development. An interesting interpretation of the PBIS data is that it continues to show improvement in student behavioural responses and staff coping mechanisms with behaviour have also continued to improve. Staff are reacting to the students in a calm and positive manner, observing and predicting antecedents to manage student outbursts. MSS has always had highly effective individual programs evidenced and recorded in very detailed One Plans.

Communication which is a core element to the student development continues to remain a focus for the school. Augmented Assisted Communication (AAC) continues to be developed and extended across the school for all students. All software was updated with PBIS language that has been developed with the staff to further support student understanding and their ability to share when needed to communicate their needs.

## 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:

We continued to provide support for our Aboriginal families and students throughout reach programs and have employed for the 2023 school year an Aboriginal Education Teacher and an Aboriginal Education Care Worker to further support our Aboriginal Community. As a school an Acknowledgement of Country was also developed which incorporated the script from ProLoQuo2Go.

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

Our Aboriginal students continue to develop their skills and understanding in literacy and numeracy as indicated by goals achieved in their One Plans.

## School performance comment

All students at Modbury Special School have personalized learning programs (One Plans). There is no data from NAPLAN, Pat-R, Pat-M or Running Records. The personalized One Plans have very detailed individual learning goal information and are the fundamental document for recording student learning outcomes. Our school's ABLES and PBIS frameworks serve to provide some aggregated information in regard to the data they record. Students are assessed using these formats to develop targeted learning goals specific for each student. Behaviour data is tracked through EDSAS and Social and Emotional Development levels in ABLES.

Literacy and Numeracy development is also tracked through ABLES assessments with new learning goals review and changed when achieved.

Communication is tracked through ROCC and ABLES developmental assessments.

One plans are reviewed with parents twice a year with comprehensive One Plan meetings conducted to create a shared learning vision for the students.

## Attendance

Year level	2019	2020	2021	2022
Primary Other	87.1%	89.1%	88.5%	81.3%
Secondary Other	89.5%	85.5%	88.5%	80.6%
Total	87.5%	88.4%	88.5%	81.1%

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

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

## Attendance comment

COVID-19 still continues to play a role in the attendance rates of students. Habitual non-attendance is monitored and families are contacted and visited throughout the year. Health of some students also continues to play a role in student attendance. Attendance figures not currently available for 2022 but based on past two years attendance would be about 77% across the school.

## Behaviour support comment

Positive Behaviour Intervention and Support (PBIS) is our school-wide approach to behaviour support for students. Evidence collected over the last three years indicates improving behavioural outcomes and increased understanding by staff of behaviours demonstrated by students. (almost a 50% decline in the number of IRMS reports) PBIS is central to our SIP goal of Self-Regulation and is a mandated PDP goal for all staff. Regular T&D at both staff meetings and pupil free days for PBIS occurred over the course of 2022. All students have a Positive Behaviour Plan to ensure their individual needs are being met.

## Parent opinion survey summary

The Parent Survey' showed parent responses rating the school as 'High Quality' well in excess of that for all schools. Of particular significance were the questions: "I feel like my child is important to the school" - 84% very positive for MSS; compared with 70% for all like schools. 97% of parents felt they were treated with respect and are understood by the staff. "I know what standard of work the school expects of my child" - 84% very positive for MSS compared with other schools in the sample with a rating of 64%. 91% of parents believe that their child's education is important and 78% believed that the discussions they have with staff are useful.

Comments about school climate

"Since being at this school my child has made some amazing improvements, and has come such a long way"

"I truly appreciate the diary and app to communicate with the School. It is very frightening to send a non-speaking child to an unfamiliar school and I have loved hearing about daily events and what is happening in the classroom."

"The annual parent-teacher meetings are always great and Seesaw is fantastic for communication at other times."

## Intended destination

Leave Reason	Number	%
QL - LEFT SA FOR QLD	1	16.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	83.3%

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

Relevant history screening All staff, visiting professionals (of which we have many) and regular maintenance personnel comply with history screening expectations. Records of history screening are maintained on site and reviewed each year. Collection of immunization data has also been added to this process.

# 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	67
Post Graduate Qualifications	20

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	36.8	0.0	37.0
Persons	0	41	0	60

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

## Financial statement

Funding Source	Amount
Grants: State	\$8,307,307
Grants: Commonwealth	\$18,181
Parent Contributions	\$48,615
Fund Raising	\$5,825
Other	\$30,542

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 is used to release staff to undertake projects designed to support the wellbeing of students and families across the school. This has included Art projects, Gardening projects and student specific programs. Improvement in ABLES scores (e.g. Self Regulation). Student engagement activities undertaken at school as many students unable to attend events in the community.	Student Fun Day provided an opportunity for all of our students to participate in social activities (face painting, bouncy castles, party activities) that they are not normally able to engage with. Students engage in gardening projects to teach life cycles, sustainability and use in cooking activities.
	Improved outcomes for students with an additional language or dialect	Targeted funding for individual students Improved outcomes for students with an additional language or dialect Support for AAC for the variety of language groups (ProoQuo2Go) Improvement in ABLES scores for Communication (Speaking & Listening). Inclusive Education Support Program Direct personnel support for very high needs students. The most behaviorally challenging students maintained in the school setting.	The use of AAC helps students share thoughts and ideas and needs in an equitable manner. Staff from multi-lingual backgrounds are employed to communicate with students and families where English is not their first or preferred language.
	Inclusive Education Support Program	Provision of education for particular students unable to attend school (i.e. visiting teachers) Communication as assessed by ABLES improved. Successful post school transition for extremely high needs students. Comprehensive preschool to school transitions. Program funding for all students Australian Curriculum Support for staff regarding pre foundation curriculum planning (i.e. aligning ABLES assessment with planning) and differentiated program plans referencing appropriate sections of Australian Curriculum. All staff using ABLES and ROCC assessments for all students.	Offsite learning programs are provided to students with ill health to ensure continuity of education. Transitions are undertaken to ensure students have a chance to become familiar in new environments so greatest success can be achieved. Standard assessments enable progress to be monitored and evaluated in a methodical manner.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	IESP support was used to provide in class and yard support for students with high behavioural or health needs. Teachers and SSO's provided explicit teaching and learning opportunities for students to work on One Plan goals as negotiated with families. Provision of education for particular students unable to attend school (i.e. visiting teachers) Communication as assessed by ABLES improved. Successful post school transition for extremely high needs student. comprehensive preschool to school transition for new Foundation students.	All students achieve or continue to make progress towards their One Plan goals and are making progress in achieving ABLES and ROCC assessments levels. Numeracy money was spent on purchasing new resources and a school wide training around Numicon to improve student understanding of "Trust the Count"
Program funding for all students	Australian Curriculum	Staff participated in workshops focussing on Numeracy throughout the year. New curriculum modules were introduced to staff to assist with programming and planning	Differentiated curriculum plans were reviewed and teaching activities have been adapted further to suit the individual learning needs of each student.

Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Used to support all students across the school to improve learning outcomes.	Use of ABLES ROCC EDSAS data to monitor and reflect on student improvements. Continual review of student One Plans to ensure improvements continue to be made.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A