



Gordon Education Centre

2022 annual report to the community

Gordon Education Centre Number: 1645

Partnership: Blue Lake

Signature

School principal:

Mrs Lisa Thomas

Governing council chair:

Campbell Hopgood

Date of endorsement:

2 February 2023



Government
of South Australia
Department for Education

Context and highlights

Gordon Education Centre is an Reception to Year 12 special school situated in Mount Gambier. Our enrolment as of Dec 2022 was 62 students.

The school population comprises of 10 students with a diagnosis of Cognitive delay, 30 students with a diagnosis of Autism Spectrum Disorder, 5 students diagnosed with an intellectual and physical disability, 11 students are diagnosed with an intellectual disability, 1 student is diagnosed with a physical disability and ASD, 1 student is diagnosed with a complex, social, emotional and behaviour, 1 student is diagnosed with cognitive delay and a physical disability and 3 students are diagnosed with an intellectual disability and complex communication.

8 of our students received IESP funding resulting in an additional 92 hours of SSO 1 support, 55 hours of SSO2 support and 1 full time teacher.

During 2022 5 students transitioned back to mainstream following a very successful placement at GEC which increased their curriculum knowledge, extended their resilience and ability to socialise positively in a mainstream school.

During term 4 2022, 4 students from kindergarten and 1 student from mainstream successfully completed transition in preparation for 2023.

At Gordon Education Centre we recognise that every student has the right to a first class education and accommodations are made to support the diverse range of students. In 2022 our priority was to embed a literacy program which would support all students including students with complex communication needs. All staff and students now have access to a low tech and high tech AAC communication systems and our knowledge is building. Ashleigh Calleja has been the driving force in implementing this change and following her award for Inclusion teacher of the year, will continue to build staff knowledge of AAC and give every student an effective voice.

Governing council report

2022 Chairpersons Report

Another interrupted year, but with more freedoms than we had over the preceding 2 years. Many days were missed by both staff and students, but the School community coped admirably well with all the disruptions.

Despite the restrictions we have had another good year within the school with many highlights including

- o Activities
- o Amazing curriculum journey with Jane Farrall - Comprehensive Literacy for All programme.
- o Hosted 2 variety club breakfasts.
- o Whole school visit to Sir Robert Helpmann to see Seven Little Wonders.
- o Peter Combe visiting school as part of Fringe programme.
- o Outdoor Day with aboriginal perspective.
- o Christmas Concert.

- o Fundraising – ‘Warmies’ heat packs Fundraising was a resounding success.
- o School Graduation

This was once again a great event in recognising the 2 students who were graduating from our school after having successfully completed their SACE. This night was once again very successful and thank you to the band of helpers for the organisation of the night. We have still maintained a 100% pass rate for students working toward their SACE.

- o Staffing
- o Kylie Reed and Kirilee Chapman- Highly accomplished teachers
- o Ashleigh Calleja- Inclusion teacher of the year

- o Facilities
- o An electronic door system has been installed which brings GEC in line with other special options across the state.
- o New Senior Playground has been installed.

- o Students
- o 4 students have transitioned to mainstream education.
- o We welcomed 3 new students to the school.

As can be seen from the many highlights despite the disruptions that COVID-19 brought with it, it has once again been a very busy and rewarding year at Gordon Education Centre. I would like to again thank all the teaching staff, SSO's and administrators for their outstanding dedication and efforts for the past year as well as all the Parents and Carers for continuing to support our school.

Thank all the members of the Governing Council for their contributions during the past year. We were able to implement a new, updated Constitution for Governing Council and I thank all members and staff for their support in achieving this. We look forward to another successful year in 2023.

Congratulations again to all students who have completed their education and moved into the next stage of their lives.

Quality improvement planning

All staff were deeply engaged in the plan to embed the Jane Farrall Comprehensive literacy program (CL4All) with a focus on reading. The journey to understand the program and all its elements plus embed this deeply into our practice was strategically planned through a series of professional training sessions, sessions to coach and mentor, the site improvement cycle and our evidence collection schedule.

Goal 1: To increase the number of students achieving foundation level and above in reading.

Target: 80% of students will achieve their reading one plan goal

Assessment tools and results:

During semester 1 2021, we used the ABLES reading and writing data to determine that 24 out of 69 students were assessed below foundation.

During semester 1 2022 we used the ABLES reading and writing data, determine that 29 out of 60 students were below foundation and 31 out of 60 students were above foundation. We also used the comprehensive literacy assessments to determine if the students were working at an Emergent or Conventional level. In 2022 we assessed 12 children to be working at the conventional level and 53 students were working within the Emergent level. We also used the one plan data to assess against our target and 90% of children had achieved their One Plan learning goals.

Learning for 2023: Continue to assess the children using CL4All and ABLES assessments. Use these tools plus formative assessment from daily reading practice to triangulate data and make informed judgements.

Other highlights:

All student data is readily available via the student literacy profile. This includes their preferred method of communication and preferred pencil (Flip chart, typing, pencil, PAS)

PLC 1: created a tool to track comprehension for our conventional learners.

PLC 2: created a user friendly whole school library which is now catalogued and re-stocked with genre's to cater for all students.

PLC3: created a whole school group PODD which will be implemented in Semester 2 2023.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

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

Comprehensive systems for tracking and monitoring the educational progress of our aboriginal students were embedded. Evidence was collected following a site agreement for literacy, numeracy and collection of evidence. Students were tracked against the Australian Curriculum and their individual One Plan goals. Student data was collaboratively moderated, analysed and reviewed termly.

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

Teaching teams worked collaboratively to develop data informed learning goals in literacy and numeracy, and collect evidence to evaluate every students progress. Goals were developed with all stakeholders and progress shared at TAC and parent meetings.

In 2022 we have 9 students who recognise as aboriginal. 7 of the 9 students achieved their literacy and numeracy goals. Unfortunately 2 students are currently not attending due to mental health concerns.

School performance comment

In 2021 an External Review was conducted and GEC 2022 SIP worked towards these recommendations through a focus of literacy and reading.

ESR Directions:

Direction 1 Work collaboratively as a whole staff to rigorously review, discuss and evaluate the impact of implementing the school improvement plan and related initiatives.

1. SIP shared in Term 1.
2. Site improvement cycle embedded through staff meetings
3. The termly challenge of practice identified
4. PLC's developed to support the C of P
5. SIP reviewed and developed with all staff in term 4

Direction 2 Strengthen and embed the whole-school collection and use of student achievement data to determine students' next steps in learning and to monitor progress over time.

1. CL4All program embedded including formative and summative assessment tools.
2. Writing samples are collected and collectively moderated.
3. All data sets are available to all staff.
4. Data sets used to formulate effective learning goals at an individual, class and whole school level.
5. Literacy profiles are used to ensure the teaching team has the most up to date information on each student.
6. PLC developed a comprehension tracker for all conventional students.

Direction 3 Strengthen and embed consistent pedagogical practices that enable student achievement data to be used to differentiate learning and ensure students are challenged.

1. CL4All embedded across the site
2. Regular information shared with families through newsletter
3. Annual coaching sessions for Jane Farrall.
4. Termly observations from peers and leadership.
5. Site AAC resources embedded in all classes including staff access to a site PODD and Proloquo2Go.

Attendance

Year level	2019	2020	2021	2022
Primary Other	91.8%	87.1%	88.3%	85.6%
Secondary Other	93.4%	81.5%	86.6%	81.7%
Total	92.5%	84.5%	87.6%	83.2%

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

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

Attendance comment

Gordon Education Centre has a comprehensive attendance including individual plans for students with low attendance. Plans are developed in consultation with all stakeholders.

We have 6 students with extensive absense due to long term health concerns.

Behaviour support comment

In 2022 we recieved RAAP funding to employee additional SSO's and a teacher to support students with complex needs in building their personal and social skills.The staff continued to explicitly teach the school wide PBS expectations and reinforce them through site wide visuals and achievement awards at assembly.

Staff worked closely with stakeholders including support service staff to develop comprehensive behaviour support plans and implment additional ersources.

Parent opinion survey summary

Parent responses- 10

People are respectful- 63% strongly agree
 Teachers and students are respectful - 100% agree or strongly agree
 Child is important - 75% strongly agree
 Recieves enough communication - 87% agree or strongly agree
 School communicates effectively - 87% agree or strongly agree
 Knows standard of work - 75% agree or strongly agree
 Recieves useful feedback- 75% agree or strongly agree
 Has useful discussions - 87% agree or strongly agree
 Talks with child - 75% agree or strongly agree
 Has input into learning - 75% agree or strongly agree
 Has good home learning routine - 75% agree or strongly agree
 Education is important - 100% agree or strongly agree
 Equipped to plan pathways - 71% agree or strongly agree
 Wants more help - 25% Yes to help me address my childs needs
 Encourgaed to help child learn - 87% agree or strongly agree
 Recieves learning tips - 75% agree or strongly agree

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	85.7%
U - UNKNOWN	1	14.3%

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

Gordon Education Centre has strict processes to ensure all Department employees and non Department employees comply with Department for Education regulations.

Gordon Education Centre encourages trainee teachers and SSO's to complete their placement at the site. Prior to commencement all Department protocols are followed.

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	22
Post Graduate Qualifications	6

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	10.4	0.6	18.0
Persons	0	11	1	29

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

Financial statement

Funding Source	Amount
Grants: State	\$1,078
Grants: Commonwealth	\$10,750
Parent Contributions	\$16,700
Fund Raising	\$0
Other	\$14,203

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	Increased and targeted SSO support in class to implement positive behaviour support strategies. Explicit interoception program for targeted students.	Increased goal achievement. School wide PBS approach
	Improved outcomes for students with an additional language or dialect	Every student has an individualised communication goal, Increased staffing to support complex communication needs.	All students are profiled and effective communication method identified. Increased staff awareness and skill in implementing AAC. One plan goals developed and reviewed termly.
	Inclusive Education Support Program	Funding used to provide SSO support to be responsive to the needs of complex students.	All funding was allocated to individual students to ensure one plans and other learning goals were achieved .
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Funding was used to support families in a range of ways including purchasing uniform, supplementing excursions and site based activities (Cooking). Release time for a teacher to work alongside our Aboriginal students during key calendar dates and site projects.	All students have access to a full and varied curriculum including intervention programs when needed. GEC welcome to country has been developed and is used every day in each classroom. All students have explicit One Plan Goals
Program funding for all students	Australian Curriculum	Training and resources for staff in Comprehensive Literacy for 4 all program and Numicon	Weekly PLC's developed curriculum and class based resources.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Combined with school funding to provide additional staff support to targeted students with a focus on improving students literacy and numeracy levels.	All students assessed and identified for support were given additional resources.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

