Errington Special Education Centre
2018 annual report
to the school community

Government of South Australia
Department for Education

Errington Special Education Centre Number: 1415

Partnership: West Torrens

Name of school principal: Niki Takos

Name of governing council chair: Peter Wilson

Date of endorsement: 15/2/2019

School context and highlights

Errington Special Educations Centre (ESEC) is an R - !2 school for students with an intellectual and associated disabilities. It is in the suburb of Plympton in a mixed residential and industrial area. It is in close proximity to public transport routes and is located 15 mins to Adelaide CBD and 10 minutes to Glenelg Beach. ESEC was establish in 2014 when it moved to a purpose built facility from Ashford Special School located on Anzac Highway. The school has 4 subschools (junior, primary, middle and senior) housing their own individual play spaces, individual kitchen and bathrooms, sensory rooms, gymnasium and hall, a mezzanine for conferences and an undercover pickup and drop of facility for students. The school has capacity for up to 120 students. ESEC features quality curriculum focused on engagement and rigour with all staff using evidence based practices to facilitate learning for students with special needs.

ESEC provides quality teaching and learning programs enabling students to reach their potential, develop life skills to promote independence through communication and support them to be participating members of their community.
Individualized student learning goals are developed through consultation with parents/carers and this forms the development of the Negotiated Education Plan (NEP) or the One Child One Plan (OCOP) for each child. Each NEP / OCOP is written around SMARTAR (Specific, Measurable, Attainable, Realistic, Time, Agreement and Review) goal setting which have a focus on academic, social and behavioral development. All curriculum planning is in line with The Australian Curriculum and all senior students are enrolled in modified SACE.

Highlights
- Hon Steve Georganas opened the interactive Armistice Mural as part of a $11.500 Federal Grant. The opening was well attended by the school community for Remembrancer Day.
- Implementation of a the Errington Identity encompassing the evidence based practices of structured teaching and positive behaviour support.
- Whole school implementation of parent - school communication in real time using the "SeeSaw"app
- Fortnightly staff training facilitated by DECD speech pathologist has built staff capacity enabling the whole school implementation of the communication system Proloquo2Go (P2G) for students with language and communication difficulties
- Fundraising purchased new JP play equipment.
- Senior student received Caltex Award
- Successful external school review

Governing council report

2018 was an interesting year where I believe the School council met some important targets. There has been a degree of movement both onto and off the council. The membership of the council is constantly changing. During this year Brenton Borchardt, Kylie and Robert Aragon left the council and Jason Ellem was co-opted into council. Sam Scott, Rebecca Abbott & Maria Kaloyirou are all not seeking reelection, I want to acknowledge their commitment to Errington and their involvement will be missed. Membership of the council is open to all parents and I urge anyone interested to enquire. The school community is multicultural however this diversity is underrepresented on Council and we encourage all parents to consider this opportunity.

Probably the biggest issue was the appointment of a new Principal for a five-year term, as you are no doubt aware Niki Takos was the successful candidate, Niki was the acting Principal and her appointment allows for a continuation of her strong leadership.

Our deputy Principal Sam Hele has moved to another leadership position within the Education department, I wish Sam all the best, his leadership and drive will be missed.

The Armistice Centenary Wall was opened during the year, this initiative was only possible through a federal Government grant. Steve Georganas was instrumental in gaining at $11.5K grant to complete the project, he also attended the opening. I thank Steve for all his lobbying on behalf of the school.

Jayne STINSON the local member of parliament in the seat of Badcoe has visited the school on several occasions and is a strong advocate on our behalf.

Consultation of the playground upgrades were extensive in 2018, involving the whole school community including parent workshops. The Scott McColl memorial was unveiled in a very moving ceremony, Scott was a loved member of our school and his loss affected many staff and students.

Andrew Delaney is a P.E teacher, his other expertise is in gaining sponsorship and organizing funding raising activities. Andy is a human dynamo, he is personally responsible for obtaining significant sponsorship. He is also the organizer for the Bunnings fundraising BBQs and puts in long hours on these days. One of our major sponsors is the Coles Supermarket on Marion Road near Anzac Highway, funds would be significantly reduced without their generous support. Please support this business.

Improvement planning and outcomes

The Site Improvement Plan identified 4 key priorities during 2018 which were:

1. Communication / Literacy
Target: for students to respond in lessons using high and/ or low tech Augmentative and Alternative Communication (AAC) for at least 2 intentional activities per day Results: 100% of returned survey results all achieved this with many reporting modeling AAC for the majority of the day. The communication app Proloquo2Go (P2G) is being used in 100% of classes. The increase number of staff modeling P2G and increased staff confidence is due to the fortnightly training and development workshop Sue Bryson, Regional Support Speech Pathologist provided and the 'word of the week' and in-house training provided by the AAC focus group.

2. Assessment and Reporting
Aligned with state wide expectations we began the implementation of a whole school assessment approach, implementing Abilities Based Learning and Education Support (ABLES). This tool caters for students pre- foundational to year 2. Base line assessments in the English: Speaking and Listening in term 1 informed individual student goals in theses areas. Staff worked with peers as part of a moderation process and Late term 3 early term 4, staff completed assessments in English: Reading and Writing and Personal and Social Capabilities: Self Emotion.
The phased implementation of One Child One Plan (OCOP) began with teacher training and all class teachers completing at least one in their class.

3. Teaching and learning
Priority was to develop and implement a multi-tiered system of support (MTSS)comprising of a school wide a) behaviour code based on principles of positive behaviour support and b) pedagogy with the implementation of evidence based practices.
These 2 elements form the Errington Identity. The MTSS focus group facilitated the training and development of the Errington Identity. This included the launch of our behaviour code: Safety, Responsibility, Respect and Resilience.
Subschools devising lesson plans to explicitly teach these areas, beginning with 'safety' across different areas of the school. Staff were trained in Video Self Modeling and this proved to be a very successful way to reinforce positive student behaviour. A MTSS Lead Teacher position was created, Sam McGrath won this and began coaching teachers in Tier 1 best practices i.e. discreet teaching trial, structured teaching principles, systematic instruction.
All year 10 -12 students enrolled in Modified SACE. All SACE students had Learning Personal Goals. We had a 100% modified SACE completion for year 12/13s.

4. Wellbeing
Priorities to build a positive school culture and increase community engagement.
The introduction of the seesaw app in late 2016, saw a voluntary take up of 60% of classes in 2017 and then full implementation in 2018. This app provides communication between school and home in 'real time'. For many classes this form of communication with parents has replaced the school diary. It has been very well received by families and raised many times by parents at our external site review as a positive initiative. One parent commented 'it is like looking through a window of my child's day'.
We continued to release a staff member to write grants, build and maintain community links with our ongoing sponsors including Coles, Rotary, Gleneg, Bunnings and Bakers Delight. We formed new partnerships with Sealy international, Harley Heaven and The Wyatt foundation. We value the strong partnerships.

Performance Summary

NAPLAN Proficiency

The Dept. 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.
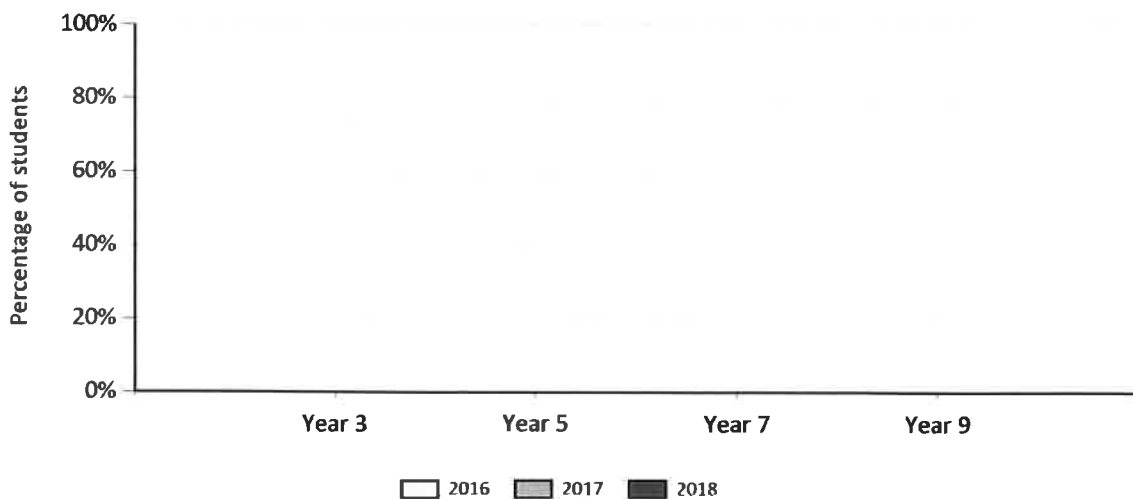
Reading
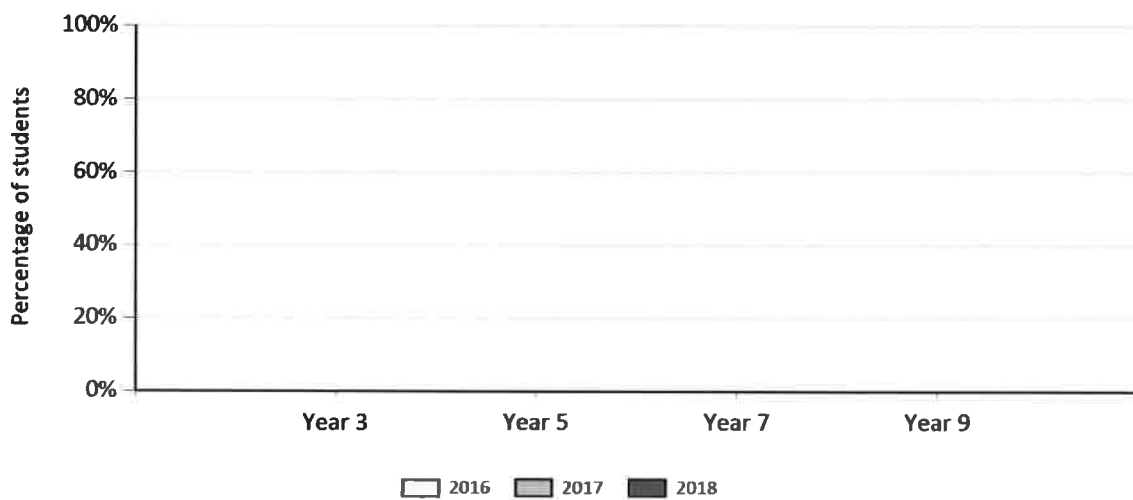
Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.
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NAPLAN progress

The data below represents the growth of students from 2016 to 2018 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: Dept. for Education special extract from Student DataWarehouse, August 2018.
*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%.

Numeracy

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

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.
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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 2018	*	*	*	*	*	*
Year 3 2016-18 average	*	*	*	*	*	*
Year 5 2018	*	*	*	*	*	*
Year 5 2016-18 average	*	*	*	*	*	*
Year 7 2018	*	*	*	*	*	*
Year 7 2016-18 average	*	*	*	*	*	*
Year 9 2018	*	*	*	*	*	*
Year 9 2016-18 average	*	*	*	*	*	*

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.
^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)

2018

Data Source: SACE Schools Data reports, extracted February 2018
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	*	*	*	
A	*	*	*	
A-	*	*	*	
B+	*	*	*	
B	*	*	*	
B-	*	*	*	
C+	*	*	*	
C	*	*	*	
C-	*	*	*	
D+	*	*	*	
D	*	*	*	
D-	*	*	*	
E+	*	*	*	
E	*	*	*	
E-	*	*	*	
N	*	*	*	

Data Source: SACE Schools Data reports, extracted February 2018
*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

2015	2016	2017	2018
*	*	*	100%

Data Source: SACE Schools Data reports, extracted February 2018
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2015	2016	2017	2018
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

Another successful year for Errington Special Education Centre as we celebrate 100% student achievement in all subject areas of Modified SACE (South Australian Certificate Education) for our eighth consecutive year. We also honor our 8 graduate students, who all successfully attained their Modified SACE Certificate by completing a full 200 units of study. We acknowledge the hard work and collaborative approach of the Senior Teaching Team in ensuring that all our students are able to complete their SACE through the planning and delivery of a meaningful curriculum. Commendation was given through a letter from the SACE, Curriculum and Assessment Officer to the school ".... higher order understanding of Modified SACE by our teachers in relation to setting SMART goals, developing assessment activities, providing individualised learning and collection of evidence....'

The SACE Teachers developed new Learning and Assessment Plans that were agreed by the SACE Board in the mandatory subjects of English and Mathematics Pathway, PLP and research project. Individual Learning Personal Goals (LPGs) were achieved in all mandatory subjects , these are aligned to student NEP/OCOP goals and developed by the SACE teachers in consultation with families.

During 2019 the Senior Subschool will be continuing to build upon the success of 2018. The challenge remains in managing the complexity of planning and delivering a Modified SACE program that is meaningful and relevant, preparing all our students for a successful and fulfilling life post school and in the community.

ABLES data in our priority area of English: Speaking and listening revealed a 19% increase of students in a higher band. The Staff survey on AAC usage in class, indicated that from those who returned the survey, 85% of the staff model with either low or high tech AAC for 2 activities per day and 20% for most of the day. This has been a significant increase from 2017.

ABLES English: Reading and Writing baseline data indicated that 67% of our students R-12 lie in bands A to D, which are a Australian Curriculum pre - foundational. ABLES Personal and Social Capability: Self Emotion baseline data indicated 40% of our students are in Band B and 85% of our students are at Australian Curriculum pre-foundational level.

'Personalising Learning: The school-wide implementation of SMARTAR goals has added rigour and transparency to the tracking of educational progress as students move across the school. Connected learning is the shared responsibility of all staff at Errington Special Education Centre. Data is collected against each of the goals set, and the implementation of discrete teaching trials across the school will further enhance the objectivity in evaluating student success in goal attainment. ' External Site Review, 2018

Attendance

Year level	2015	2016	2017	2018
Year 2		78.7%		
Year 5		93.3%		
Primary other	86.4%	88.5%	87.0%	87.0%
Year 10		98.0%		
Secondary other	92.7%	94.9%	92.2%	92.0%
Total	88.5%	90.6%	89.0%	88.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance comment

Student attendance is recorded in 2 ways. Upon arrival into the school and upon arrival into the classroom. Teachers record attendance on EDSAS and provide descriptions of specific absences, through direct communication with parents or through phone calls. Unexplained absences are followed up daily with a phone call, via seesaw app or email contact with the parent/carer. If this proves unsuccessful then home visits with 2 staff are conducted to check on the wellbeing of the child. If appropriate, the school seeks support through our regional support services, attendance officer.

Behaviour management comment

The concept of "high student engagement - Low risk of adverse behaviours" is fundamental in delivering quality teaching and learning programmes. The development of a whole school behaviour code and strategies was launched in 2018. Safety, Respect, Responsibility and Resilience. Key evidenced based strategies continue to be used in class across the whole school, including using visuals, social stories, preferred activities, video self modeling and a range of other strategies recommended by key stakeholders for individual students. Safety to staff and other students is the number one priority when working with all students, so developing safety risk plans and individual management plans are essential in this area.

Client opinion summary

Eighteen parents volunteered their time to be interviewed as part of the External Site Review. Lines of questions for families were:
How is your child progressing in their learning and how do you know?
How well do you feel you are informed about your child's achievements?
To what extent is your child's learning extended through the individual goals that are set for their growth as learners?
To what extent is a positive and focused approach to improvement and change evident?

External Site Review report:

'Parents are highly satisfied with the quality and rigour of the goals set across all sub-teams of the school..........School council parents confirmed that teachers accessed service providers prior to establishing the goals for student progress. Other parents commented on the pronounced rigour now being applied in the goal-setting'

'Communication to Parents: Communication between school and home is highly valued by the parents and school council members. As many students are driven to school by bus or taxi, parents are unable to engage with their childrens' learning in a direct way. The school has recently introduced the SeeSaw app, which has enabled both spontaneous and planned 'snapshots' of learning to be shared with parents. One parent said: "The use of the app allows me a window into part of my child's day". This communication helped create parents' 'peace of mind', and supported transparency and connection with the school.'

Intended destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	2	22.2%
Other	1	11.1%
Seeking Employment	1	11.1%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	2	22.2%
Unknown	3	33.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

All staff, School Support officers (SSO's), teachers and volunteers and contractors must have a current National Police Screening before entering school work areas. For teachers, a copy of the Teacher Registration must be supplied which states the date of their screening clearance For SSO's, an "Authority to Work" which indicates screening clearance must be provided to the school before beginning work. For Temporary Relieving teachers (TRT's), an "Authority to Teach" must be provided to the school which indicates screening clearance before beginning work. Copies are held at the school.

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	60
Post Graduate Qualifications	23

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	23.6	0.0	30.1
Persons	0	25	0	50

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	12127
Grants: Commonwealth	8000
Parent Contributions	36026
Fund Raising	84208
Other	1200

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

*Tier 2 funding provides additional resources to support students who are unlikely to support the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
	Improved behaviour management and engagement	MTTS focus group facilitated staff professional development(PD). Lead Teacher created in term 3 to mentor staff in MTSS implementation. *Release for staff for targeted PD specifically sensory integration.	Launch of school wide behaviour code.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	AAC reinforced across the whole school for students with language and communication difficulties. DECD Speech Pathologist facilitated fortnightly workshops.BSSO supported 4 students across the school.	*ESEC has a whole school approach to using P2G as the primary mode of AAC.
	Improved outcomes for students with disabilities	*Individualized curriculum focusing on individual student needs and reflective of NEP / OCOP Smartar goals. *Students are immersed in specialised learning areas-PE, Music/Performing Arts, Art and Science/ STEM.	*All NEP / OCOP written using SMARTAR goals and outline specific adjustments.
	Improved outcomes for
• rural and isolated students
• Aboriginal students
• numeracy and literacy including early year's support	Specialist support for indigenous students (when appropriate) through the Aboriginal Community Engagement Officer (ACEO)	ABLES assessment implemented across the school in English and Personal Social Capability
Targeted funding for groups of students	First language maintenance and development
Students taking alternative pathways
Students with learning difficulties grant	*Additional BSSO hours are applied as needed for students.
*School events of cultural significance celebrated to raise cultural awareness and understanding.
*Transitional support with an SSO for post school option pathways
*Pupil Free Day staff moderation of ABLES English assessments with Adelaide West Special Education Centre staff	
Program funding for all students	Australian Curriculum	N/A	
	Aboriginal languages programs initiatives	N/A	
	Better schools funding	*Release teachers to develop individualized curriculum embedded with evidence based practices in line with the Australian Curriculum	*Assessment and reporting processes to be improved to better reflect achievement
Other discretionary funding	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	*Contribute to support the release of Deputy Principal to attend Secondary Counsellors Network meeting within the Western Adelaide Partnerships.	*Contirubute to the wellbeing of students through relevant practices/information