



# Errington Special Education Centre

## 2020 annual report to the community

Errington Special Education Centre Number: 1415

Partnership: West Torrens

Signature

School principal:

Ms Niki Takos

Governing council chair:

Peter Wilson

Date of endorsement:

23 February 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Errington Special Educations Centre (ESEC) is an R - 12 school for students with an intellectual and associated disabilities. It is in the suburb of Plympton in a mixed residential and industrial area. Located 15 minutes to Adelaide CBD and 10 minutes to Glenelg Beach. ESEC was established in 2014 when, it moved to a purpose built facility from Ashford Special School. The school has 4 subschools, (junior, primary, middle and senior), housing their own individual play spaces, kitchen, bathrooms, sensory rooms and flexible learning spaces. The school has a large gymnasium with a rock climbing wall, a gym with treadmills etc. and a mezzanine area for meetings/staff training. The school has capacity for up to 130 students. Students travel from the greater metropolitan area to attend school.

ESEC provides quality teaching and learning programs enabling students to reach their full potential, develop life skills to promote independence through communication and support them to be participating members of their community. All curriculum planning is in line with The Australian Curriculum and all senior students are enrolled in modified SACE. Curriculum is focused on engagement and rigour with all staff using evidence based practices to facilitate learning for students with special needs. Our school priorities were in English, Communication and positive behaviour support.

### Highlights:

-Due to the COVID -19 pandemic, many of our plans needed to change. What the pandemic highlighted is our adaptability, flexibility and strength as a school community to support each other, the students and their families. Kickstart has been donating a weekly breakfast programme for 10 years to our students. During the lockdown, they kindly provided food items, which we used to create and deliver 'care packs' for 24 of our vulnerable families. Our families expressed confidence in and appreciation of our school providing care and education to their child throughout the challenging times by the sheer number of high attendance (as compared to mainstream sites) we had during the pandemic.

Learning through fun became a necessity as positive wellbeing and camaraderie became a necessary ingredient to navigate through this health crisis. The students and families enjoyed the 'lockdown pyjama day', 'Maths week', Halloween dress up, 'Show down' dress up and 'Loud Fridays', Science week, and 'Royal Show' week and we ended the year with the Ladies of Variety Christmas activities. Learning was centred around these theme days and the days provided for the much needed joy and lift in spirits during this unprecedented year.

Thank you to all staff and families for their support.

## Governing council report

2020, for one I'm glad it's almost over. With Australia enduring, droughts, catastrophic bushfires and a pandemic, everyone's lives have been touched by the year's events.

The school year was disrupted, the state was in lockdown and there were school closures. Throughout all this disruption the Errington staff provided a safe and stable environment, for this the school community is grateful. Many of our students rely on daily routines & staff attempted to minimize the disruption.

Much of the credit for the school's success is due to the stable leadership displayed by Niki, Lillian and Alistair, again I wish to thank the team for their efforts in 2020.

The Finance committee headed by Niki, Lorraine and Mary achieved sensational results, the school is financially comfortable, and plans are being developed for site improvements into 2021. Carly our indefatigable Secretary again produced a flawless performance.

Throughout the year and school has remained at near capacity, and into 2021 will remain near capacity.

Andy Devine again deserves special mention, his efforts in fundraising, sponsorship and in organizing the Bunnings BBQ. His boundless enthusiasm and energy are impressive & without his efforts the school would be far poorer. During COVID-19 several Community interactions have been paused, going forward I'm hopeful 2021 with mean community interaction can safely resume.

Lillian Murphy our respected Deputy Principal has gained a promotion, a well-deserved promotion, personally I want to thank Lillian for her assistance and guidance throughout the year, she will be missed but goes with our best wishes.

There were changes to the membership of the school council, long term member Jason Ellem has moved interstate, the council wishes Jason, his son Beau and the rest of the family all the best. Soressa Kitessa also served on school council and his input was valued.

Into 2021 there are positions available on School council and I encourage parents and carers to come on board.

Peter Wilson

# Quality improvement planning

Using targeted assessment tools relevant to our student's cohort was an important part of our improvement strategy. These enabled educators to set individual goals, inform planning, track student growth, report with and set whole school targets and engage in collaborative moderation. SIP targets were set against ABLES

## 1. Literacy

Goal: Every student will show growth in ABLES English-reading, writing, speaking and listening

Challenge of Practice: If we develop and implement a whole school agreement and whole school approach to literacy then students will achieve growth in literacy

Target: 60% students will move 2 increments in ABLES: reading and writing and speaking and listening

Outcome: 38% of the students moved up 1 or more bands in reading and writing.

82% of the students moved up 1 or more bands from the baseline in 2018

Strategies from 2019 were continued and consolidated, with the increase of AAC focused SSO from 1 day per week to 2 days; support services speech therapist facilitating a play based oral language pilot project in the JP subschool.

Impact of the implementation:

- Teacher efficacy improved through:
  - Improved Planning
  - programmes reflect more balanced literacy
  - targeted SMARTAR goals
  - incidental collaboration with peers
  - increased professional dialogue
- A goal bank of literacy SMARTAR goals for emergent, transition and conventional students
- Student data informing teacher practice
- SSO efficacy lifted through a deeper understanding of shared reading and the 'great 8'
- SSOs contributing to incidental and anecdotal assessment records aligned to students SMARTAR goals displayed in the classroom.
- Literacy reflected in photos and class burbs presented by staff rep. at Gov. Council Meetings
- NIT teachers positively involved
- LDAM strategy implemented with literacy coach facilitating student writing samples moderation

2. Goal: All students will have an identified and documented mode of communication Targets 100% students initiate "I have something to say"

Challenge of Practice: If we investigate and implement a whole school agreement in assessing communication, then we can achieve growth in each student's communication skills

Implementation:

PFD planned in Term 3 with staff meetings and PLCs dedicated to implementation of ROCC

Implementation Impact includes:

- Staff understanding the why, the how and the when?
- Sub-school moderation
- ROCC tool and mentoring upskills teachers in writing refined smartar goals
- ROCC data wall
- Improved in SSO confidence in AAC use (modelling and understanding)
- All students have an accessible communication system, personalised to their ability.
- Students have increased exposure to communication being modelled in meaningful and purposeful contexts, increasing their use and understanding of communication

Goal 3: Personal and Social: Self-regulation

Strategies and interventions to support children and young people's positive behaviour development reflect the safe inclusion for all students and young people

Goal Three Strategies and interventions to support children and young people's positive behaviour development reflect the safe inclusion for all students and young people Targets Tier2 students achieve 1 or more identified goals in their PBS plan

Challenge of Practice If we develop a whole school culture that implements our Positive Behaviour Support policy then we will see students safely participating in learning in a positive, respectful way

Outcomes:

45% of students moved up at least 1 band in ABLES data: Personal and Social Capabilities: self-emotion.

Implementation:

- PBS lead teacher
- PBS Policy and Procedure, including referral flowchart for BOC ratified and approved, with T&D.
- MAPA- Pupil Free Day all staff
- explicit teaching of the school behaviour code: safety, respect, responsibility and resilience.
- Dedicated resource making SSOs to make resources for PBS, structured teaching.

## Improvement: Aboriginal learners

Six Aboriginal learners in total, ranging from year 1 to year 10. All learners with an intellectual and associated disabilities. Four students had attendance issues due to family complexities. We worked collaboratively with our regional office, Aboriginal Services to support these family and increase student attendance, this has been an ongoing issue. The school has built strong, trusting, relationships with all our families. Supporting them to navigate NDIS and link them with allied health support professionals. The school uses a TAC - team around the child approach in order to ensure maximum support and optimum outcomes for the student. Our Coordinator, Alistair Hodge manages and leads much of this work with our aboriginal learners.

One of our aboriginal learners has had outstanding learning outcomes at our site, we reviewed his placement and as a consequence he was re-assessed and will begin a placement in a special class in a mainstream school for 2021.

## 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 tenth consecutive year. We also honour our 7 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 Secondary Teaching Team in ensuring that all our students were able to complete their SACE through the planning and delivery of a meaningful curriculum.

Individual Learning Personal Goals (LPGs) aligned to One Plan goals, were included in curriculum design and achieved by our students in all mandatory subjects. This year the senior school successfully completed its process of internal moderation.

2020 has seen the cementing and extension of the transition, post school options and SACE roles of the Coordinator, Alistair Hodge. An outcome of this is that the senior sub school curriculum has commenced a reorientation, to cross - curriculum, project based learning. This incorporated the development of core life skills fundamental to the successful transition of our students into their preferred post school options. To support this, a further outcome has been the change of work experience provider from Bedford to MOBO, with more options on the table for 2021.

Alistair Hodge, Coordinator, maintained and extended an intermediate role between families, NDIS local area coordinators (LACs) and relevant support agencies. This has had an enormous impact on connecting families with the much needed appropriate support. This has continued to benefit our indigenous and non-English speaking background families. 2020 has seen specific focus being placed on; ascertaining those families that do not have plans, supporting them to get plans and enabling them to use them effectively; supporting those families with plans to both use them effectively; supporting families with plans that need to go to review on the basis of the plans not meeting their needs.

Across the school individualized student learning goals are developed annually through consultation with parents/carers and this forms the development of the One Plan for each child. Each One Plan is written around SMARTAR (Specific, Measurable, Attainable, Realistic, Time, Agreement and Review) goals which have a focus on academic, social, personal and behavioural development. Goals were reviewed and reported against, in term 2 and term 4 reports.

Teachers trialed a new communication assessment tool with some of their students Roadmap of Communicative Competence (ROCC), through a moderation process. The results were added to our school wide data wall. This processes supported teacher's judgment, reviewed goals and gave clear direction for future practice.

# Attendance

Year level	2017	2018	2019	2020
Primary Other	88.3%	86.9%	88.6%	83.8%
Secondary Other	93.4%	91.9%	93.3%	86.2%
Total	90.2%	88.7%	90.3%	84.8%

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 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 support comment

We reviewed the DfE behaviour support policy in conjunction with reviewing our ESEC behaviour support policy. This was ratified and approved by School Council. This policy includes a rational, principles, roles and responsibilities, and aligns with our school values Safety, Respect, Responsibility and Resilience. The policy illustrates the imperative to respond to Behaviours of Concern by determining the function of the behaviours, skills to be taught and strategies/interventions for support. Our staff continuously participate in training around Autism, Positive Behaviour Support and recently pathological demand avoidance (PDA) to ensure we are pro-actively teaching safety and responding to student needs.

## Client opinion summary

Parent Survey results indicated:

34% return rate.

A strong parent satisfaction and confidence in the in the work we do with approx. 80% of responses were in the positive of agree or strongly agree. Above the state average.

Strength areas:

- people respect each other and treat each other with respect
- feel their child is important and valued opportunity to have input and discussions about their child's learning
- the teachers provide useful feedback to their child about their learning
- the school communicates effectively

Areas to develop:

- wanting more help from the school to for their child's learning, tips on how to help students at home
- feeling more equipped to help their child plan what they do after they leave school

Preferred communication methods were email, phone calls, face to face e.g. parent teacher interviews and using the app seesaw.

94% of parents who filled the survey thought education at school is important to their child's future.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	25.0%
Transfer to SA Govt School	7	43.8%
Unknown	5	31.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

We are compliant with all relevant screening requirements at Errington. July 2019 saw the transition from DCSI child screening to WWCC. Teachers are required to have the 'Working with Children Check', (WWCC), for registration and SSOs are required to have their WWCC to achieve their authority to work. School records are maintained for all staff, visitors and volunteers to the school to ensure they have the relevant screening.

# 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	49
Post Graduate Qualifications	29

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	22.8	0.8	28.9
Persons	0	26	1	48

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$5,431,380
Grants: Commonwealth	\$22,167
Parent Contributions	\$33,971
Fund Raising	\$20,563
Other	\$39,187

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

## 2020 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 2020 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	Targeted funding for individual students was used to employ SSOs to support students access of the curriculum, differentiate the learning and follow an individualised learning plan under direction of the teacher.	One Plan goals met.
	Improved outcomes for students with an additional language or dialect	Funding used to employ an SSO2 twice per week to support EALD students with improved literacy, focus on oral language. SSO skilled in Augmentative and alternative communication (AAC) supported individual student goals.	High achievement of individual English goals as documented in their One Plans.
	Inclusive Education Support Program	.High number of RAAP funded students: 1:1 SSO support to support highly individualised curriculum, assessment and positive behaviour support accommodations.	High achievement of individual goals as documented in their One Plans
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	In collaboration with Regional speech therapist an oral language through play programme was piloted with the release of an AAC focus SSO to resource and implement programme. Funding was used from the Early years grant.	Increased AAC usage of modelling from educators and shared engagement from students.
Program funding for all students	Australian Curriculum	ABLES SA was used for all students pre- foundational. Staff engaged in collaborative moderation with the use of ABLES SA. ABLES SA was used to inform the assess, plan teach cycle.	All students reported against either ABLES SA or Australian Curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Extra SSO support to ensure yard duties have staffing ratio to assist students with disabilities. Literacy and positive behaviour support mentor coaching programme.	Increased safety and engagement during yard play. Increased staff efficacy.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A