



Errington Special Education Centre
(formerly Ashford Special School)

21B Errington Street
Plympton 5038
South Australia

Phone : **08 8293 3779**

www.ErringtonSEC.sa.edu.au

Annual Report – Year 2015

Errington Special Education Centre

School Number 1415

Principal Jen Mathwin-Raymond

Context

Errington Special Education Centre is a school for students in the Reception to Year 12 range who have an identified intellectual disability and who may have additional disabling conditions. All applications for entry into the school are presented to the Placement Panel made up of Support Services Channel Manager Team Leader, the Disability Coordinator, the Principal of the school and other members of the support services team. Once children have been accepted into the school then families are invited to enrol their children.

The school continues to have the highest proportion of students with a diagnosis of autism in South Australia; however there are a growing number of students who have rare and unusual syndromes and chromosomal abnormality. It is clear that there is a growing level of complexity across the student cohort. This adds an additional level of challenge as staff work to design and deliver appropriate curriculum to ensure all students grow and develop.

Each class is generally made up of 8 students with 1 teacher and 1 SSO. There may be additional staff provided through the Tier 2 funding model gained through a rigorous application process. The school is growing and additional classes have been added and will continue to be added in the

future. Currently the school is organised into 4 sub-schools. These are junior primary, primary, middle and senior schools. Each sub-school is a distinct school within a school with the facilities planned and built to allow effective operation. Each sub-school has a lead teacher who works closely with the leadership team to strengthen the team-based approach to the provision of educational programs for the students with disability. In this way the leadership structure is spread more broadly and enables more informed decisions to be made.

Introduction from the School Council Chairperson

2015 marked Errington SEC's second year in our wonderful new school. Everyone is now well and truly feeling at home, with an embedded sense of harmony across the classes.

Enrolments are higher again this year, showing an ever increasing demand by parents and children in the community to make Errington their preferred school. Our reputation remains strong statewide for the care and education we offer our children with physical, intellectual and emotional challenges.

Another year passes also with wonderful support from our Business and Charitable Community. Errington receives an amazing array of monetary, product and personal support from an ever increasing array of businesses who feel the passion in our school. A big thank you to all of

these wonderful supporters. You really make an amazing contribution, that directly affects the quality of life and education for our kids.²¹

Our thanks to the Adelaide Lions for recognising five Errington students with their Children of Courage Awards, presented by Governor of South Australia Hieu Van Le AO at Government House. An auspicious and exciting day for our students and our school.

Financially, it is very pleasing to see our School finish the year in the Black, with a funds reserve about spot on to our desires at the beginning of the year. We would like to acknowledge the many years of service of retiring Finance Officer Alan Francis who has been instrumental in this result and to our eager new Financer Les Anfiteatro.

School Council would like to acknowledge and thank our terrific Principal Jen Mathwin-Raymond and ALL of our terrific staff that make our school tick. From the moment the procession of Taxis and Parents arrive each morning, to all the 'out-of-hours' support so many offer our kids and their families, even when the school day is over, we are so very aware of, and grateful for, the extra effort so many staff dedicate.

On behalf of School Council we would like to invite any parents interested in guiding our School forward to attend a meeting and/or nominate to join Council. Tasks are NOT onerous and it's a wonderful chance to learn more about future opportunities for your child in particular and the school in

general. Meetings are friendly, quick paced and inspiring.

Finally, thank you to all of my fellow School Council members for your efforts, dedication and support. Plus to all the families across school who help out throughout the year. Together, we all make our school very special.

Bill Marles

Chair – School Council 2015

Introduction from the Principal

2015 will stand as a year of consolidation at Errington SEC. We have settled into our new school and have proceeded to look closely at the needs of the students now and for the future. It is important to acknowledge the complexity of the current student cohort when looking at their learning needs, their behavioural concerns and the way this manifests now and in the future. Alongside this we have considered the staffing set up in order to best meet the overall needs of the school. We have thought about the long term predications regarding the student numbers and potential spread of students across the sub-schools. This has meant that we have planned to begin an Annex class on the William Light R-12 campus. This class will be a primary class and will start as a small class of 6 students and will grow to 8 students. We are really pleased with the generosity of the William Light R-12 School community as they have made available a space for this to occur. We are looking forward to the chance to work closely with our

mainstream colleagues as there is much to learn and much to share.

We have also been aware for some time of the rising numbers of students in the later years of schooling. In order to best deal with the demand for placement in the middle and senior years we have created another additional class for middle school in 2016. As the school settles into an adjustment of this kind it is great to see the flexibility of the school facility is able to accommodate these needs. This bodes well for our future as the time spent on ensuring the design of the facility was focused on the future needs of our community. I believe the time spent on this is evident and alongside the design and delivery of excellent educational programs means that our school is well placed to meet the future demands.

Jen Mathwin-Raymond

Principal

Highlights

So many opportunities were presented and capitalised upon across the year. The choir was extremely successful and showcased their talents to the community at Marion Shopping Centre, retirement homes and to DECD State Office. All students were enthusiastic participants in their own way and we are all proud of their collective efforts.

The school nominated 5 students for a Lions Children of Courage Award this



year. All of these students were successful and were awarded their medals at Government House by the Governor of South Australia. We are very proud of their achievements and of their families as this work is a group effort.

This year the school completed the process to gain Registration as a school in South Australia. This involved a great deal of work to complete the required process. Much documentation of policies, procedures and a clear outline of the curriculum in place in the school in all levels of learning was necessary in order to complete this process. The Registrar of Government Schools made visits to the school to check on progress and to ensure the documentation was clear and explicit. This was completed in September with the Registrar writing "*I am confident that the evidence gained through documents and discussion*

indicates that your school meets the requirements of the Board.” This was a great achievement to which all members of the school leadership and administration team contributed.

In September the school hosted a visit by the Minister of Education and Child Development, the Hon Susan Close. She took time to look over the whole school, meeting the students and talking to teachers and staff. She observed the senior Modified SACE program in action and enjoyed afternoon tea served by the students while enjoying entertainment from the choir. We really appreciated the time she spent with the students and the staff at the school.

Earlier in Term 3 the Senior 1 class were accepted into a cooking program operated by the Jamie Oliver, Ministry of Food. This was held at the pop up kitchen in Noarlunga. The students attended 5 lessons focused on basic cooking skills, including safety in the kitchen and healthy eating. This was a successful program for these students as they had the chance to further their skills and knowledge in a professional kitchen, holding their own alongside their non-disabled peers and members of the community. As a result of their inclusion in the program, the students were invited to the Jamie Oliver Restaurant in Adelaide where they worked with the chef in the kitchen to make their own meal and then sat down to enjoy it. This was such a wonderful chance for an extraordinary group of young people.



Site Improvement Priorities

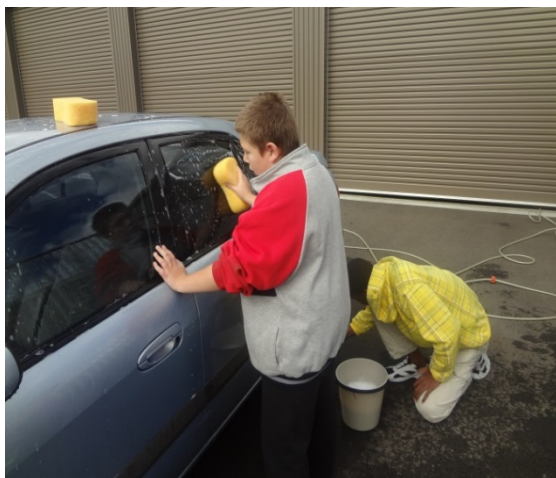
Excellence in Learner Achievement

Extend and embed Australian Curriculum and the corresponding Teaching and Learning whilst encouraging motivation, engagement and resilience and improve health and wellbeing. TFEL 1.3 (Teaching for Effective Learning)

Teachers at Errington have been planning and delivering individualised curriculum using the Australian Curriculum for over 3 years. During this time they have also used the Australian Curriculum when reporting in detail each semester. Each teacher is released as part of whole of sub-school planning. This allows for the in depth discussions that promote the planning for the design and delivery of the educational programs. One of the essential elements is to look at how we can ensure the seamless move from Australian Curriculum into the Modified SACE program during the senior years. The Negotiated Education Plan (NEP) facilitates this seamless fit as all documents must come together into a coherent plan, including a relevant curriculum and a useful reporting structure for the individual student. This must be consistent across the whole school.

All teachers work together to develop their curriculum plans as a sub-school and then use this document to look at how to individualise it for the class and the specific students in that class. In this way the NEP fits easily into the documentation that is developed with the families and is used as a platform for the individualised reporting. Teachers have worked hard to ensure that all documents fit together well to provide a coherent plan for parents, for staff and for the student themselves.

The senior sub-school has looked at the Modified SACE format with reference to the student cohort, now and in the immediate future. Modifications will need to be made, so the teachers have formulated a plan to change the timing of when some of the subjects are undertaken by the students. This will allow a little more flexibility particularly with new students joining the school for their senior years. In this way the SACE program has been mapped, updated and documented with reference to the particular cohort enrolled at the school.



In order to increase student engagement and influence their level of achievement, staff have looked at activities that are included in the SACE subjects and considered their relevance for that group of students. Age appropriateness, usefulness in their lives, appeal for that group of students are all factors taken into consideration that influence the engagement and independent access to the activity and commitment until activity completion. The levels of engagement directly influence the levels of activity for the student. This, in turn has a potential benefit for the student themselves, as their health is impacted due to heightened activity levels and their wellbeing is also positively impacted as a result of maintaining their involvement until the activity is fully completed. All activities are thoroughly reviewed regarding these elements to ensure relevance for the range of students in the classes and sub-school elective groups.



Parents continue to be close partners when designing and delivering the curriculum to the individual student.

Activities and programs that are successful at school can maximise their impact when taken up across the student's life. The levels of consistent application will have a strong positive influence and have a better chance of lifelong impact when parents and families seek to work together. Staff at Errington SEC work with parents and families where possible to provide information and share ideas.

Improved Learner Engagement and Wellbeing

Seamless learning and reporting across the school to improve health and wellbeing for all; whilst improving parent engagement and support. TFE 1.6

All sub-schools have looked at the curriculum provision to see if there were improvements that could be made through more flexible groupings of that cohort. The elective style of provision has been explored and all sub-schools have sought ways to extend their methodology and the delivery of the educational programs in this way. This provides a more varied, flexible learning program this is better tailored to meet the individual's needs. This in turn impacts upon the levels of individual engagement in the learning. Many of the learning programs are modified to better suit the age group and gender of students. In this way we have had success with a teenage 'Boys Group' and another for girls. Staff are always looking at ways to adjust and modify programs to ensure learning is achievable, measurable

and useful. All curriculum documents are reviewed each semester and feedback provided by leadership. Working in the sub-school structure ensures ongoing relevance for the future.

There is a strong focus on the quality of the teaching and learning provided at Errington SEC. In an effort to improve educative practice, and to de-privatise the teaching and learning carried out in the classrooms, the leadership team continued a program of classroom visits undertaken in the previous year, in order to observe every teacher and to provide written feedback to that teaching team. This feedback was scheduled using the elements that had been identified by staff as indicators of excellent teaching and learning. This fell under the headings of Relationships, Learning Environment, Effective Teaching and Student Engagement. These headings are generalised through the DECD Job and Person specifications for teachers and had been agreed upon by the school community.



All staff were included. By the end of Term 2 every teacher had been visited

and feedback provided. It is planned to capitalise on this in future years to include peer observations.

Some staff attended workshops focused on particular teaching and management methodology. These staff then shared their knowledge with the team at Student Free Days (SFD) or staff meetings as acknowledgment of the substantial outlay by the school. One such teaching method was the Structured Teaching Approach that had been supported by DECD across the state. Two teachers, one from primary and one from junior primary undertook the substantial training and then provided input to the rest of the teaching team. The method was set up in the school in a modified way that it was believed suited the Errington cohort of students. Through careful consideration it was adopted in specific time blocks and in this way it was successful. Although adult intensive, this methodology will continue to be used in the school as the teachers look to share the refined methodology internally within the school and with teachers who visit from other schools.

During the year we have frequently been asked to share our work with other schools. This is particularly so in the area of curriculum adaptation and teaching methodology. During 2015 we hosted staff from Adelaide West, Christies Unit and the Kadina Unit. Staff received excellent feedback. Errington staff have been involved in the delivery of professional development during the West Torrens Partnership, Student Free Day held in

May at Underdale High School. Three sessions were offered by Errington staff and were well attended. A beginning teacher also addressed the group outlining what dynamic learning looks like in her class. This was a great opportunity for the school to showcase our work in teaching and learning for students with disability across the partnership.

During the SFD's allocated staff worked in sub-school teams to consider improvements to the reporting process. The school has been using the Australian Curriculum to plan and report back to parents and families on the agreed learning goals. Continuity of the reporting format has been an important element to be considered across the R-12 setting. Staff continue to look at the way teaching and learning flows across the learning spectrum, and also the way that learning is reported. Alongside this the reporting of SACE must also have a place within the overall reporting framework. A seamless teaching and learning design and delivery is the outcome we seek and this work will be on-going. As the timing of the SACE subjects is re-framed in the senior years it will be essential to look at the reporting and support documentation to ensure relevance, suitability and achievability. Input is sought from parents and carers to influence this process. In the coming year we will make an effort to streamline all documentation while taking into consideration the DECD requirements.



Parent Engagement

Effective communication is sometimes challenging as many students arrive and leave by taxi with parents/carers rarely coming into the school except for specific meetings. In an effort to develop a diverse range of communication avenues the School Council suggested the use of a class blog to supplement the communication diaries in place in every class for every student, in addition to the phone calls and the planning meetings held each year and documented for each student. Teachers in every sub-school level volunteered to set up a private controlled access blog page where photos and information about the day/weeks events were depicted. It was envisaged that this may reduce the time teachers spent on writing individually in the communication diaries. After a short time parents were surveyed in order to gain a clearer picture of the take up rate. This was repeated at the end of the year. Senior and junior class parents were rarely using the blog with only slightly increased levels of usage for the primary and middle test classes. After

meeting as a group the teachers have reported back to the group that this idea did not seem to have merit for the current parents and the time taken to update the blogs was an inefficient use of time. They will continue to explore other options to expand the communication and information sharing in the coming year.



Errington successfully applied for a Parent Initiative Grant from DECD for 2015. This provided tangible support to the school to put in place the plan for increased parental involvement in the school, the programs in place and the design of future learning programs. Due to the broad spread of families across a wide catchment area, it was difficult to develop a strong cohesive community with the parents/carers at the school. Many families have been caught in a cycle where their own support structures were hard to obtain and so their capacity to give their time to the school was limited. We created a system of information sharing parent/family meetings where they could come into the school to find out about specific topics such as NDIS, or the curriculum design and delivery at the school. This was successful with at least 2 meetings held every term with morning tea and a chat offered

providing support from leadership, staff and each other. Parents were then surveyed to ascertain the topics of most interest and use for them. Leadership then sourced the most useful guest speakers for subsequent meetings. Topics included Toileting and the Ipad communication system ProLoQuo2Go. More topics are planned for 2016. Feedback from participants using this opportunity was extremely good and this will become a regular occurrence for the future.

Improved Community Learning Opportunities

Consolidate and extend community links with West Torrens Partnership, in particular the Plympton Learning Community

Since its inception the West Torrens Partnership has developed a strong professional relationship with all member schools and preschools. Meaningful, purposeful connections have been developed and embedded through information sharing about the services offered and the teaching and learning undertaken in each site. Although the Partnership represents a broad range of services, it works effectively and provides a strong supportive structure to the principals, the schools and to the students represented by the Partnership. A thorough understanding of each other's work was a starting point and since then it has grown to include sharing of excellent educative practice to facilitate excellent learner achievement given the context of each particular learning setting. The relationship between Errington SEC

and William Light R-12 has grown and deepened. There has been a change of leadership at William Light and the positive relationship building between the two schools has been mutually beneficial for all. There have been many positive spinoffs for Errington namely, the chance for a senior class to use the William Light teaching kitchen on a regular basis and involvement in the Peer Mentorship Program. William Light were able to negotiate the occasional use of the bus for excursions, the use of the hall for assembly and input was provided about the provision for students with disability in the junior primary part of the school. This represents a positive beginning. After negotiations over the last 6 months we have developed an agreement for the use of a classroom space in the primary area as an Annex Class for Errington. This is an exciting development and we look forward to a long and positive association in this way.



There are clear benefits for the staff of both schools, for the parents and for the students. This will provide an additional learning setting that will allow appropriate students to experience their specialised educational program in a learning environment alongside their

mainstream peers. This has not been afforded before at Errington and we are pleased to have this new setting as part of our school program.

We believe that there are tangible benefits for the mainstream teachers to learn a little about our work and a great opportunity for our staff to learn more about the teaching and learning undertaken in mainstream settings. We will however need to plan for a pathway for those students for whom this would be the projected next step. This will be thoroughly planned in the coming year.

With a strong will to repay William Light as the host school for our Annex Class Errington has worked with the leadership of William Light to look into the possibility of redeveloping the outside learning area. In this way the learning potential of this space could be effectively utilised for those students enrolled at Errington and those enrolled at William Light R-12. Funding would be sourced from community donations and to assist with this the local preschool director of Netley Kindergarten was asked for input. She provided a contact who has drawn a 'mud map' broadly describing the layout as it may be developed over time. With additional funding this could be of major benefit for all students and provide a more positive aspect for the William Light School. This is evidence of the Partnership and more particularly the Plympton Learning Community at work in the collective effort for the collective good.

Grant Funding

The school has been the recipient of specific targeted grants provided through DECD. The junior primary and early years funding grant was made available and the school approached the junior primary and primary sub-schools to work together to equitably acquire the money. Both sub-schools agreed that, in the interests of the school it was best spent on the provision of effective augmentative communication apps for the iPads in use across the sub-schools. In addition we invested in professional development in teaching the Jolly Phonics reading program and purchased the readers and workbooks that accompany this method. There has been an increased take up of basic reading across the school with more students demonstrating a capacity for reading skills. Staff work together in literacy blocks within the scheduled lessons to embed the reading across all sub-schools with a particular focus on junior primary and primary schools.

The Better Schools Funding grant is targeted towards improvement of learning outcomes for students. Accordingly it was agreed to look at the needs across the school. Errington has a high proportion of students with autism across all levels of the school and the resulting behavioural issues are of concern. A senior teacher attended a workshop offered by Autism South Australia regarding the improved management of students with autism. The teacher then led a

training session to share the information across the school.

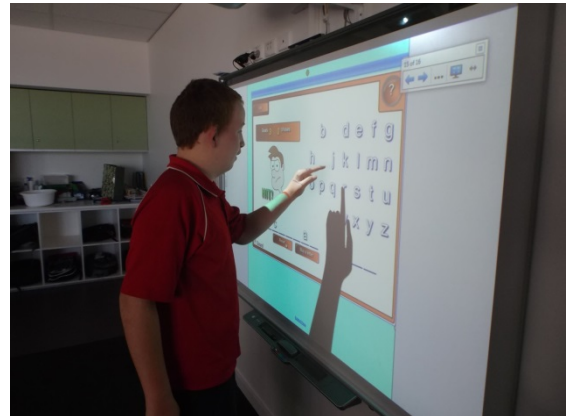


On the most recent SFD all staff attended a workshop on 'Tackling the Tough Topics' where management of issues related to the onset of puberty were handled sensitively. Reference books were purchased to further embed the learning by all staff. It has been agreed that a follow up workshop will be scheduled for parents/carers to allow for more consistent management by increased understanding of the topic.

The school is growing in particular in the middle and senior years. As a result of the existing and projected numbers of students it was agreed to open an additional class in middle school. The school facility had the capacity however additional equipment was necessary to ensure that the class could operate as it was intended. An interactive projector and wall mounted screen were installed ready for the new class.

Technology is a powerful learning tool for the students at Errington. We have interactive whiteboards throughout the school that are used as a reinforcing teaching adjunct to facilitate learning

across all curriculum subjects encompassing all levels of schooling.



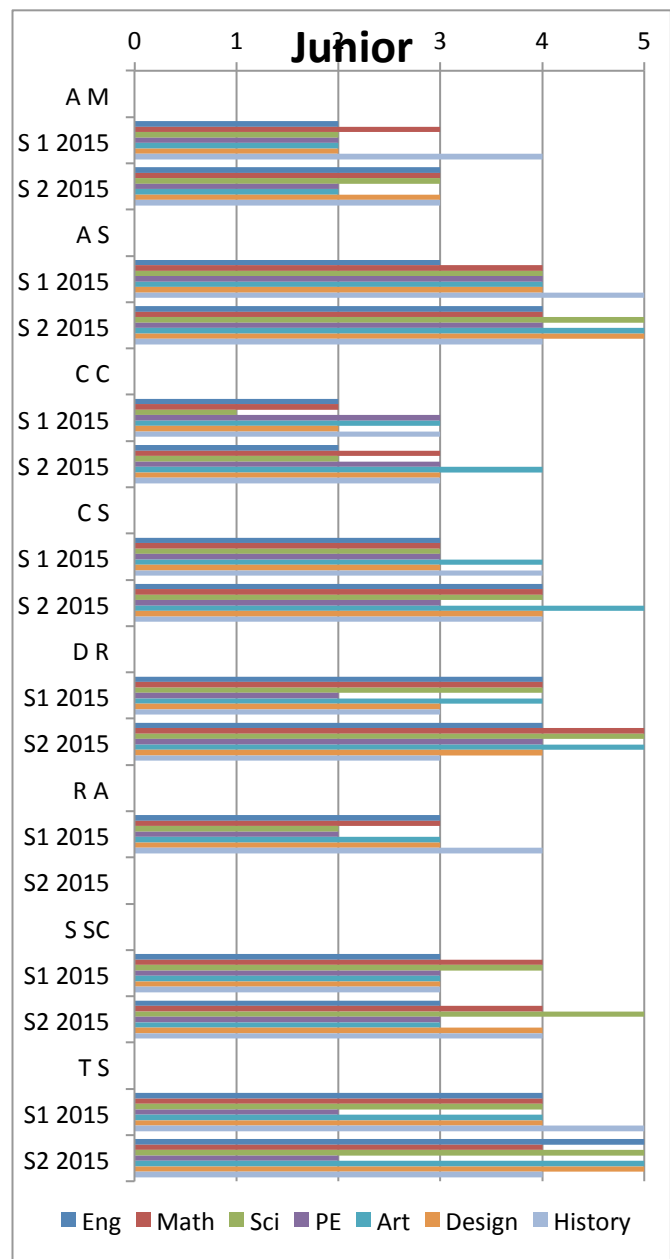
Similarly the iPads are an important feature of the learning program. All classes throughout the sub-schools have access to iPads. The school currently maintains a 'fleet' of iPads that are loaded with apps especially chosen to develop skills and abilities to compliment the learning design. One such iPad app is ProloQuo2Go. This is a program to augment communication for those students with communication difficulties. The school has made the decision to use ProloQuo2Go and to purchase the relevant site licences to ensure compliance each year. The communication system is in use across the age levels at the school and staff have undertaken regular training in its use. We are working closely with the DECD speech pathologist, Sue Bryson on a project considering how best to work with speech therapists and families using NDIS. Sue is working as the liaison between the therapists and the school, by mediating the expectations generated into a more manageable level. This has been successful and will continue into 2016. Sue has also worked with staff on integrating the use of the communication app into the curriculum

at all possible times across the day. In this way the communication opportunities for the student are maximised. There have been some excellent outcomes with some students who have never made more than a random sound now using recognisable approximate words. This is an amazing outcome and one that potentially impacts on that student's lifelong abilities. The grant has been pivotal in the work undertaken in this way and we will continue to manage the ICT use in the school as a powerful teaching tool.

Student Achievement

All students' learning is closely monitored at Errington. Each teacher in the sub-school looks at the curriculum adaptation required and then outlines the personalised student goals in the NEP. These learning goals are then agreed upon with the parents and at the end of each semester that learning is outlined and graded. Errington has 5 levels of achievement for each learning goal; Exposed to, Emerging, Developing, Consolidating and Achieved.

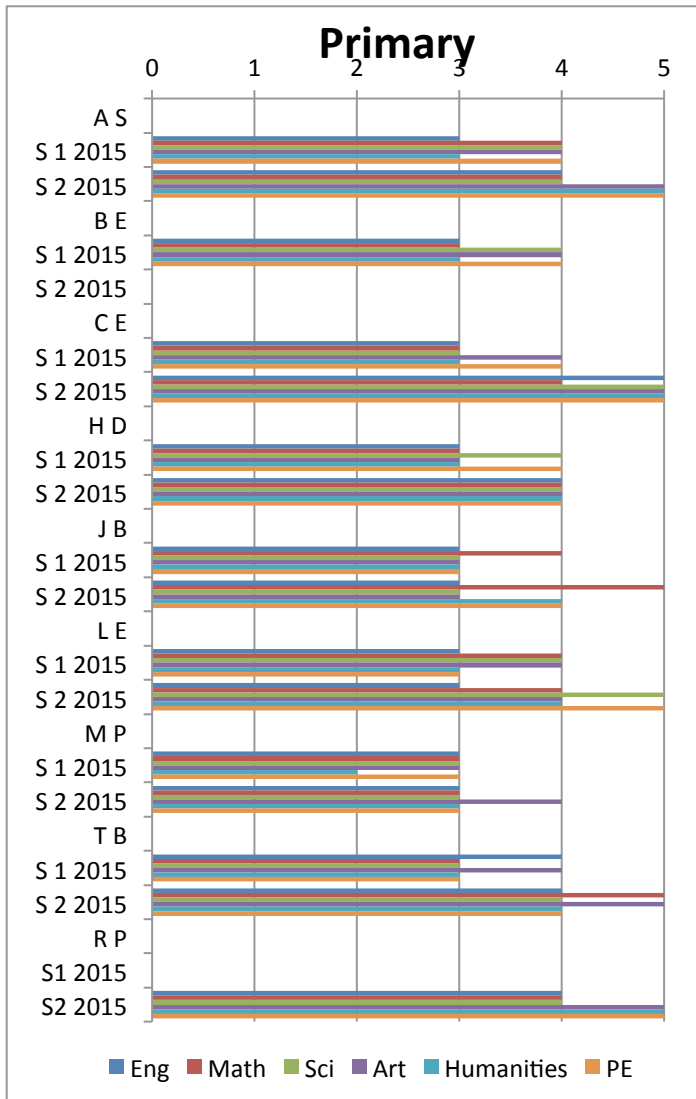
All students are then tracked on the data grid and staff are able to look at the overall picture of their class, and consider the potential implications for their learning. Staff can also examine what adjustments may need to be made to the class subject timetabling in order to better achieve the learning outcomes as documented. This tracking is then shared with the family



and reasons for the outcomes can be investigated.

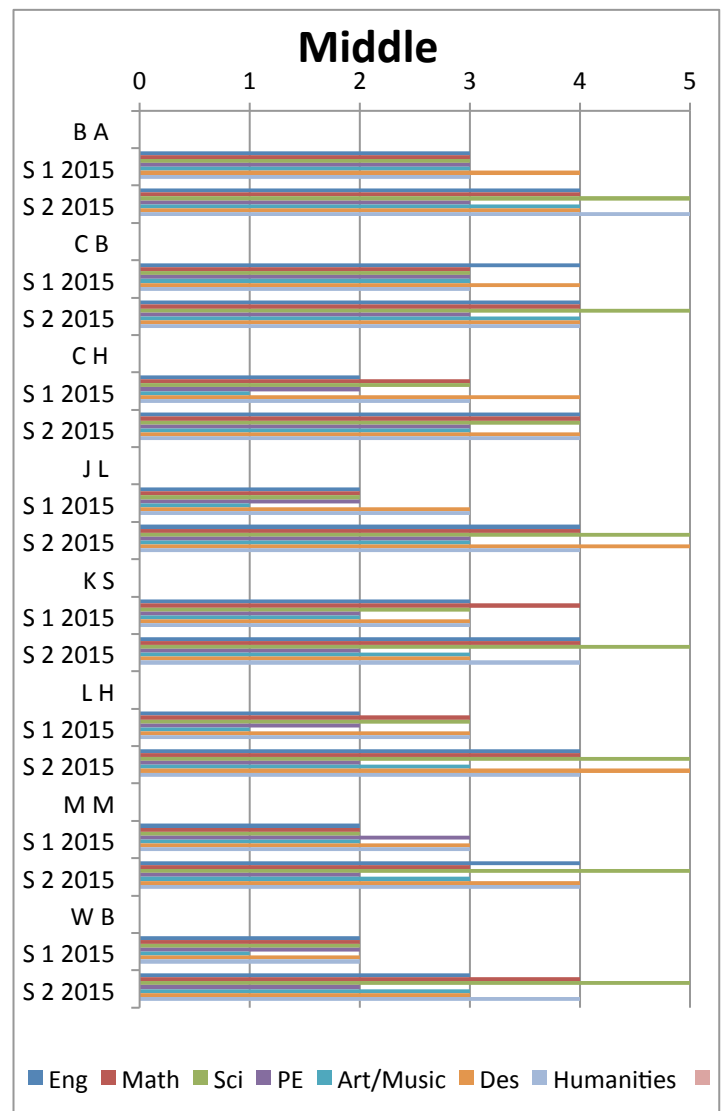
The Junior Primary class graph shows exactly where all students have excelled and identifies areas for closer attention. S1 indicates achievement in semester 1 and S2 indicates achievement in Semester 2. The initials of the students' names are used.

The Primary 2 graph shows the movement from the class after semester 1 when a child went into Primary 1 and another took his place. Most students achieved consistently in physical education and science.

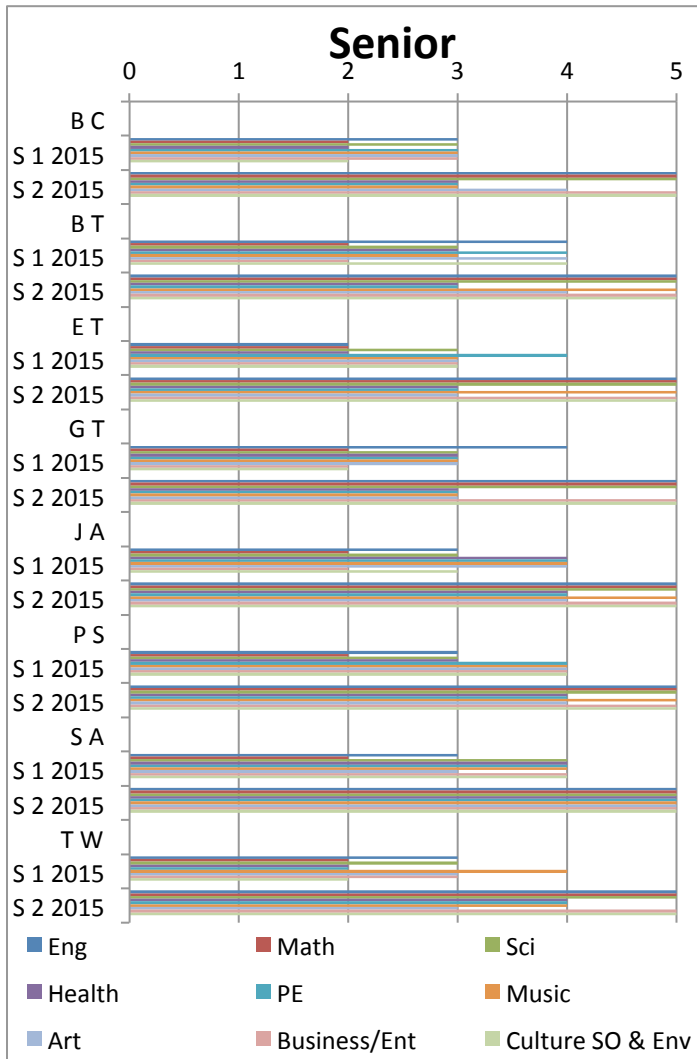


In the Middle 1 class all students have achieved during semester 2. Given the range of individual difference this is pleasing to see. Science, humanities and physical education have all demonstrated steady growth for all students in the class. It is important for teachers to look closely at why that might have happened and to replicate the learning conditions for other subjects where the growth is not quite

as evident. Sometimes the individual nature of the students means that the particular student's learning style influences the way they approach the subject content. This may impact upon the engagement with a particular subject. All teachers must know their children well and be able to outline the reasons why such incidents occur.



The Senior 1 graph represents the overlap of Australian Curriculum and SACE. Although not able to be replicated on this scale the graph highlights this fact and discussions with families/carers demonstrate how this is achieved.



All reports are provided to families/carers along with a feedback sheet where information related to the reporting process can be fed back to the school. This has been a successful strategy to ensure the reporting format is useful to families giving them another avenue to influence the process. Comments have been favourable. Comment from a senior student's parent in Semester 1 stated *"On the one hand I'm pleased that he shows some teenage defiance on the other hand I'm pleased that he is strongly encouraged to actively participate and be responsible. As always Errington SEC has a special place in our families' hearts."* Then in Semester 2 the same parent wrote

"Thank you once again for a wonderful overview of R...s. social and emotional learning experiences. It's



wonderful to read how he continues to grow" Another parent wrote in detail about her son's access to the Modified SACE subjects saying *"J...gains from the practical life skills area of his curriculum, which are important, such as the Maths – Business subject, which help his social skills. Also good to see steady progress in the scientific studies, improves his awareness of his surroundings"*. Most other comments explain that the pictures used across all reports assist parents to visualise the learning and then take pride of place in the family home, *"Thank you for sending A...s report, was beautiful to read about his progress and see the pictures."* And another *"I was very excited to read J...s report. It clearly was written about J...s....glad to hear he is trying and coping with things more. Loved the photos. Very happy."* At Errington we also believe in the importance of providing a platform to acknowledge the important role of siblings in our student's lives. There is always a section in the report feedback sheet for siblings to comment on their brother or sister's learning. One older brother wrote of his primary aged

brother; “J...’s report is amazing. I am very happy with the progress he has made this year”. His sister wrote, “Great effort J”

Secondary Data

In 2015, 33 students were enrolled in secondary school. All class teachers worked with the SACE coordinator to ensure they undertook the subjects required to set them up into the Modified SACE pathway. Due to the numbers of students in the senior level of schooling some of the preparation for the Modified SACE was undertaken in the middle school.

The graduating students all achieved 100% in the Modified SACE Certificate completing 200 units of study in the modified subjects.

Students also obtained 100% achievement in the mandatory subjects of Stage 1 Mathematics Pathway, English Pathway and Personalised Learning Plan along with the Stage 2 English Pathway and Research Project. This represents an outstanding level of work and achievement by those students and a concerted effort on the part of their teachers and support staff. All other subjects, ie, Creative Arts, Scientific Studies, Health and Wellbeing, Health and Fitness and Society and Culture also saw 100% achievement for all



learners at both Stage 1 and Stage 2.

As a member of the SACE Board Leaders Group in 2015, Karen Hill, the Errington SACE Coordinator, successfully advocated for the alignment of the modified and mainstream moderation processes. This means that there is now a 3 year moderation cycle for all schools in SA.

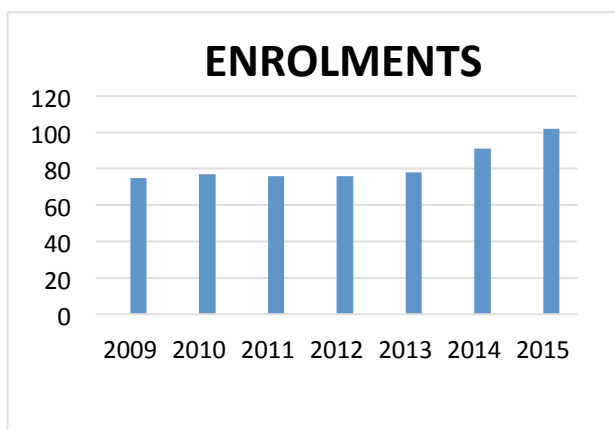
To better accommodate the increasing number of students studying for Modified SACE in 2016 the senior teachers propose a change to the timing of the submission of the student work for consideration to the SACE Board. It is hoped that this could occur in semester 2. This would allow the projected increased workload to be better spread across the academic year. More work will be undertaken on this essential planning in 2016. This has been necessary not only due to the rising numbers of students in the whole school but with more students seeking entry into the senior levels of schooling who arrive with no completion of formal study.

Enrolment

The enrolments at Errington have been steadily increasing since we have moved to our new facility.

As noted by the graph this gradual trend of an increase in enrolments is expected to continue in the next few years with a new class added to the middle school and an annex class

added to the primary sub-school for 2016.



We have experienced a high enrolment in the senior years and so we have needed to plan for potential increases in these enrolments for the foreseeable future.

Attendance

The attendance of students in the school can vary. Many students have had a history of poor attendance at other sites or may not have attended formal schooling for long periods such as two or more years. This makes it difficult to establish a regular attendance pattern. The leadership team, class teacher and the student attendance officer work together to maintain contact with parents and extended family to encourage the student back to school.

Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Primary Other	91.1	88.5	86.9
Secondary Other	94.8	94.6	94.4
Total All Year Levels	92.3	90.3	89.3

In addition, many students with disability have medical conditions that predispose them to illness, injury or mental health conditions that will impact on their attendance at school.

Destination

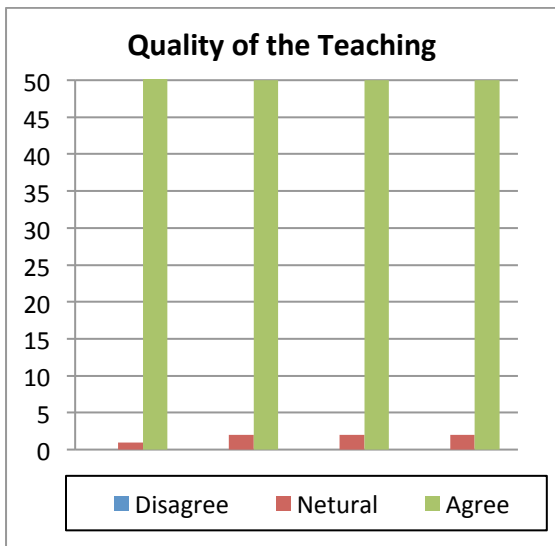
Prior to the end of their schooling, Year 12 students have their post school placement individually managed by the leadership team in consultation with the families/carers. Each student is assessed by Disability Services to identify their allocation of funding to facilitate access for them to an appropriate post school option program. Due to the nature of many of the year 12 students none of them have been assessed with the capacity to access a supported work placement. One student was identified as significantly behaviourally challenged and an individual package of support was allocated to support their ongoing needs in the short term. That student will attend Windermere farm. Two students will be attending Minda Day Options. All undertook a transitional visiting program with support provided by Errington. There is no budget available to support this and so the cost must come from school funds.

Two students have left the school to return to their country of origin. One student has transferred to a special school closer to their home and one student has been placed into a mainstream class in a regular school.



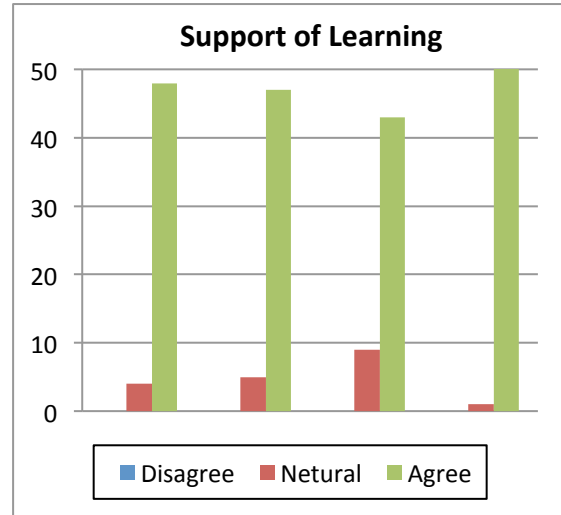
Client Opinion

The families/carers at Errington have historically been challenged to complete the standard Parent/Client opinion survey. Consequently the school has always provided a hard copy survey with fewer questions that took into account the Quality of the Teaching and Learning, the Support of Learning, the Relationships and Communication and the Leadership and Decision Making

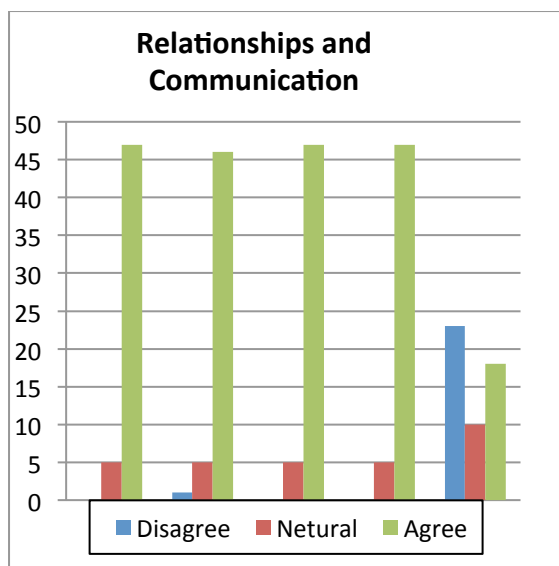


Parents overwhelmingly believed that Errington staff did a great job with their children. One parent stated *“We are happy! We think Errington is a*

wonderful school, with amazing staff” Another parent wrote, *“My child is happy at this school. I think he has improved very much”*.



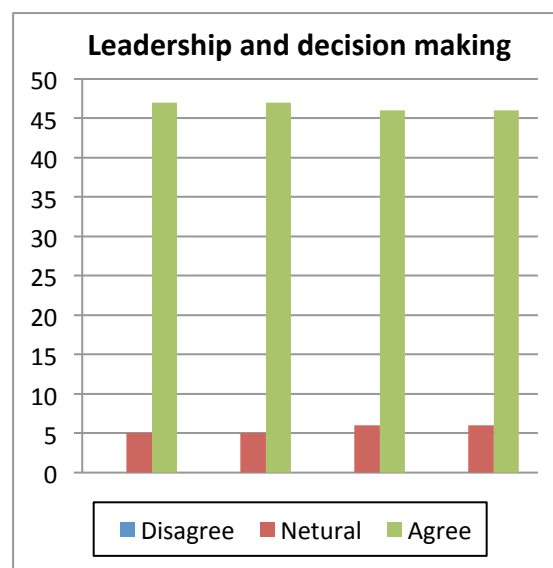
The feedback from parents was extremely positive with high regard shown for the work put into the programing for students learning needs. A primary parent wrote, *“We are very happy with support that M.. gets in the classroom. Her individual needs seem to be met and always letting me know how she is going towards her goals.”* Another comment *“Our son’s behaviour isolates him from being able to develop. Errington’s support ensures his continued development and opportunities that have never been attained in any other environment”*



When working with students with disability, an essential component is the ability to build and maintain good relationships with the child, the family and the carers. One parent of a middle school student wrote, *"Excellent communication with my child's teachers this year. Excellent friendly staff. Had a good experience with all staff"*. Another parent of a child in primary school wrote, *"I feel Errington is very professional in their communication esp in the case of separated families. Ealways communicates so well in regards to C.....'s. needs and performance at school."* Staff take time to build strong relationships wherever possible. This is extremely important due to the spread of the catchment area for Errington. Many students travel on DECD funded taxi or bus transport. Relationships must be purposefully forged with families and then regularly maintained across the child's school experience.

Feedback showed that the Parent Information Meetings were found to be helpful to a majority of the parent-

body. Parents who disagreed felt that the Information sessions didn't relate to their child or they were held at a time which was difficult to attend.



When considering the leadership of the school, parents were clear in their beliefs. One wrote *"Fabulous leadership – it is evident in how everyone cares about what they do"*. Another stated *"Every staff member of Errington is considered a leader – and expected to be one"*

During 2015, the leadership team at Errington stabilized with Sam Hele winning the tenured Deputy Principal position. This has made a difference and all will benefit from this strong foundation. Another parent commented *"Fantastic leadership team who do an amazing job every day and who also care so much about all the students"*.

And the final word from a parent *" The whole year has been a highlight, our children love and look forward to attend school, there can't be a better accolade than that. Rock on guys !!"*

Behaviour Management

Errington is a school with a high proportion of students with autism and some exhibit extreme behavioural challenges. For some students this behaviour is a form of communication. Staff look closely at all observable antecedents. In this way they seek to utilise pro-active strategies to reduce the likelihood of negative behaviours escalating.

There is a strong cohesive team approach to all challenges that manifest at Errington. A close relationship exists with the Support Services Team at Flinders Park DECD. The Special Educator and Behaviour Support Coach visit the school often, taking time to observe classroom practice and make suggestions. Teachers seek out second and third opinions to ensure that we are doing the best we can, to make a difference for the students and their families/carers.

The management of extreme behaviour continues to be a significant challenge at Errington. The critical number of students who present with these issues, means that staff must access the appropriate training and have time to formulate the appropriate intervention in order to reduce the likelihood of an extreme outburst.

It can however be quite difficult to separate autism and the behaviours associated with that from what may appear to be 'bullying'. Staff work hard to firstly develop, in all students a strong and appropriate concept of self and then to provide strategies to

develop resilience. This must be explicitly taught. The 'Circles program' as part of the Right To Know program is used in the school from late junior primary through to senior school to ensure a consistent message is delivered for the students. Opportunities for appropriate interaction are a feature of the curriculum and form a focus for the health and physical education elective. This is a pro-active intervention to meet the complex needs of our students in this aspect of their social development.



Relevant History Screening

DECD requires all staff and all visitors to the school to have a criminal history check and for them to provide the appropriate documentation to the school. If they are government employees their badge is recorded and kept on file. All those seeking to volunteer at the school undergo a rigorous application process with information requested from referees and induction undertaken. The School Council members must also obtain the correct screening

required by DECD . This is managed each year as new members join the Council.

Teacher Qualifications

All teachers at Errington SEC hold qualifications required for teaching in South Australia. Many have multiple degrees or post graduate qualifications and a few are working towards further tertiary qualifications in the field of special education in an effort to improve their knowledge and practice.



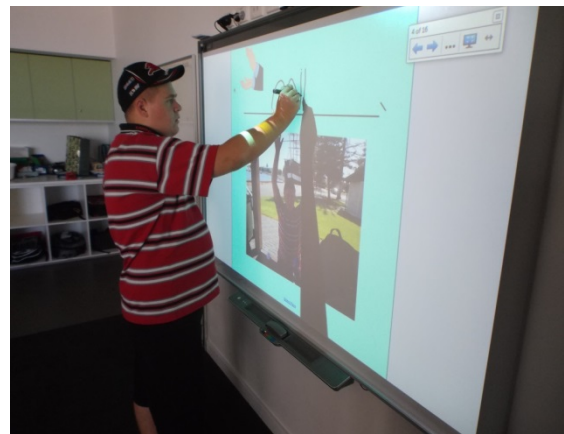
Workforce Composition

Errington holds a unique position as a special school and as a result the balance of the workforce is different than is found in most schools. During 2015 there were 23 teachers with 38 support staff. This creates a challenge for staff to work to create a cohesive team. Teachers develop classrooms with a team-based focus and are the leaders of their teaching team.

Financial Statement

Much work has been undertaken with DECD Site Financial Services and school leadership along with the finance officer to look at ways to manage the school's financial situation. As a result the school is now enjoying a better financial outlook than was previously in place.

This situation has been further secured by the appointment of a business manager who has taken up the position at Errington permanently.



The financial outlay of the school is impacted by the student cohort at any given time. Although we gain a significant amount of Tier 2 funding from DECD this is by no means enough to support the overall needs of the school in the delivery of excellent educational programs. As a result the school must balance this spending on staffing alongside the need for the purchase of additional resources. To incorporate additional classes at the school an interactive projector and screen was purchased and installed. New iPads have been bought and apps installed in line with those in use across the school for education and

communication. Other resources have been purchased with careful consideration of the planned budget predictions. The school continues to have appropriate surplus funds to manage the school requirements.

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Business Manager

Conclusion

Errington Special Education Centre has a professional approach to the education of students with disability. The teaching staff work as a team with support staff, to design and deliver the curriculum using Australian Curriculum and Modified SACE.



This curriculum development is now sought by other special settings to assist them in their curriculum planning. We are pleased with the quality of work undertaken at the school in this way. Alongside this we have specialist teachers who work

across the R-12 spectrum. This ensures a broad and varied learning program is in place which means our students' school experience prepares



them for their life, whatever that may look like and whatever that may mean.

We are proud of what we do and proud to be associated with the Errington Special Education Centre.