

2024 annual report to the Community

Errington Special Education Centre

Errington Special Education Centre number: 1415

Partnership: West Torrens



School principal:

Niki Takos

Signature

Date of endorsement:

06/02/2025



Context Statement

Errington Special Education Centre caters for students from R-12. At the time of this report, the enrolment in 2024 is 106. Errington Special Education Centre is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 7% Aboriginal students, 100% students with disabilities, 25% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

I am delighted to provide my first report on the 2024 school year as the incoming Chairperson of the Governing Council.

Including the celebration of the 10th Anniversary of Errington Special Education Centre on 9 November 2024 which had approximately 200 attendees comprising school families and friends and the Mayor of the City of West Torrens, Michael Cox.

There were many highlights and achievements by students, teachers, SSOs and staff (there were ten new staff, three recent graduates) during the year including.

Our Principal, Niki Takos who was acknowledged for her years of service at the Department of Education Recognition of Service Ceremony. We are very grateful for the experience Niki Takos brings to the school with over 20 years of leadership in the Education system.

The launch of Coles Healthy Kick Start with Curtis Stone and Dan Huston and the Dream Cricket Australia Program for children with special needs and a visit by the SA Metropolitan Fire Service. These events were extremely successful and very exciting for all the students and staff that participated, and we thank these organisations and individuals who supported and visited the school.

The school also celebrated the Paris 2024 Olympics during Sports day and held successful, Book week parade, Science week, Diwali celebrations and Xmas parade adding to the highlights for the students and staff through the year.

Another key highlight was the ongoing work with the sensory garden and wall murals that were created and designed to stimulate and engage students in the school grounds. These improvements have certainly further enhanced the overall feel and look of the school, and we thank all the individuals involved in these wonderful projects.

The choir continues to flourish and entertain the community and we thank the efforts of our Music teacher and support staff.

The school continues to run at near capacity, and I want to pay tribute to the ongoing commitment and resilience of the principal, staff and the leadership group for their efforts and concern for the welfare of our children. This is greatly appreciated.

Friends of Errington, Butler and Butler, Rotary West Torrens, HenderCare, Bunnings Mile End and Coles Kurralta Park continue to support the school with their generous donations. Please support these businesses that support us.

The school continues to be in a stable financial position largely due to the efforts of Niki, Mary and Lorraine and we thank them for their ongoing contribution.

All the very best for the 2025 School Year!

Kind regards

Jim Gouskos, Governing Council Chairperson

Principal's Report

We had many exciting highlights in 2024. One standout event was the launch of the Coles 'Healthy Kicks' for kids initiative at our site, featuring a visit from international chef Curtis Stone. Curtis, alongside Co-chef Michael Weldon, prepared a variety of pies for our students while also giving a live cooking demonstration that even made the news. Dan Houston from Port Power supported the launch; both him and Curtis participated in the AusKick a footy clinic with our students. It was an amazing day; many of us (myself included) were star struck! We are incredibly grateful to Coles and Port Power for choosing our site to kick off this activity. As a result of this partnership, Coles and their contacts at Sarah Construction kindly committed to refurbishing our horticulture room (now renamed the multi-purpose room) into a fully equipped 'commercial' kitchen. This facility is now ready to support our SACE Unit focusing on healthy eating and kitchen gardening and to enhance work skills with a student-led canteen.



Our 10th Anniversary celebration was a tremendous success, with approximately 160 people in attendance. The community event honoured a decade at Errington and celebrated our heritage by showcasing memorabilia from the early days of Ashford Special School. Special thanks to Daphne Gum's niece for donating some precious pieces of our history. We also appreciate all the staff and families who prepared, cooked, and sold food on the day. The face painting, balloon artist, and farm animals were a huge hit with everyone. Michael Cox, Mayor of the City of West Torrens officially opened the festivities with a heartfelt speech, and the recitation by ex-student and parent, Elke and Carly Nash, shared their journey with a perfect blend of tears and laughter.



In 2024 we welcomed seven new teachers, three of whom were fresh graduates. We are delighted that all our early-career teachers have continued with us into 2025.

Our school directions of increasing the use of Alternative Assistive Communication (AAC) in the class; increasing reading levels through a whole school approach of PreLit and InitialLit and increasing numeracy skills, continued. See results in this report for more information.

Our annual Pedal Prix event continued with the generous support of Wild Boar Racing. The day was a resounding success with both experienced and novice students taking part. We had nine riders from school ride in the tandem pedal prix, with a rider from the Wild Boar Team. A big thank you goes to Richard Bekker and Matt Baker for their invaluable support. In November, Dream Cricket Australia launched their programme for students with special needs in South Australia at our site. Many students thoroughly enjoyed the cricket clinic and the opportunity to interact with the Rotarians who sponsored the initiative.



We understand the importance of the environment on our wellbeing. Facilities upgrades included:

- Garden redevelopment of driveway, front of school and breezeway
- New paint and acoustic panelling in the JP Subschoo
- A vibrant mural featuring themes of Australiana, the ocean, and the jungle in the back oval
- A Disney/Marvel graffiti-style mural for our seniors
- Indigenous mural in middle years courtyard

Every day, our students bring us immense joy, and each year our staff exceed my expectations. Their dedication and professionalism make it both a pleasure and a privilege to lead this school community.

Niki Takos

NAPLAN Proficiency

All of our students are exempt from NAPLAN.

Errington prides itself on a rigorous, targeted and appropriate assessment and reporting which informs our teaching and Learning and informs the individualised student goals.

Student goals and school resourcing is aligned to our Site Improvement Plan strategic directions in

1. Literacy – Reading
2. Mathematics

YEAR LEVEL	03	05	07	09
Exempt	10	10	7	10
Total	10	10	7	10

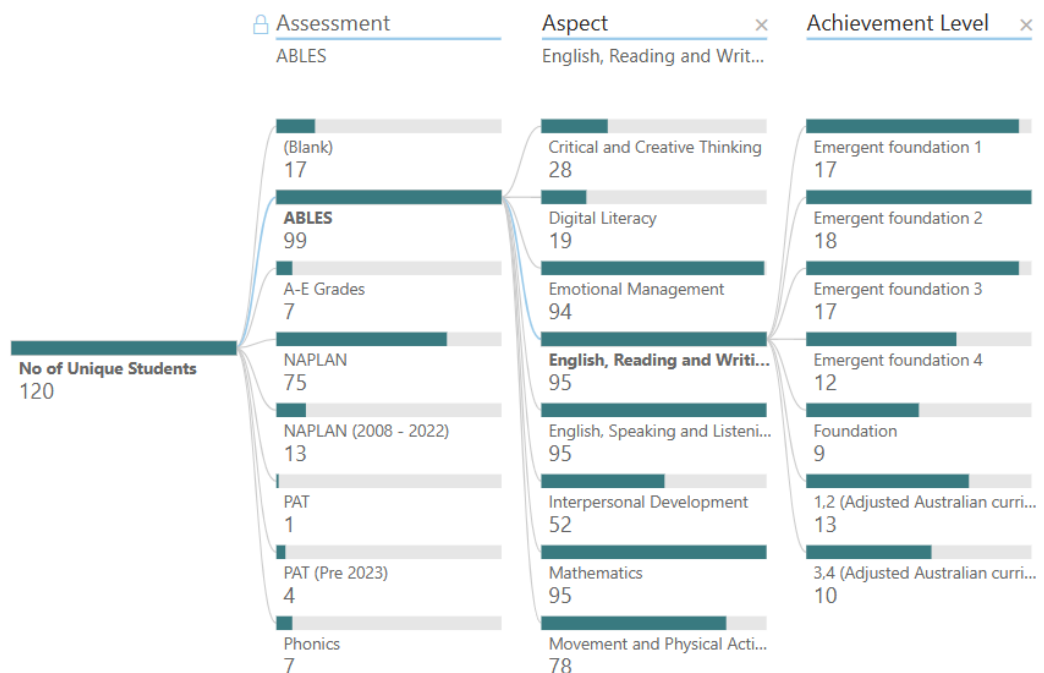
Achievement Data

English Reading and Writing

PreLit and Initial Lit continued in 2024 as our whole school reading strategy, this uses decodable readers and with The Science of Reading training staff engage in, it is an explicit and developmental approach to teaching. We saw a 10% increase in reading scores in the initial assessment. 2024 ABLES data show that:

- 36% students are at early emergent level
- 30% students are at emergent level
- 9% students are at foundation level
- 24% students are on the Australian Curriculum (Year 1 and above)

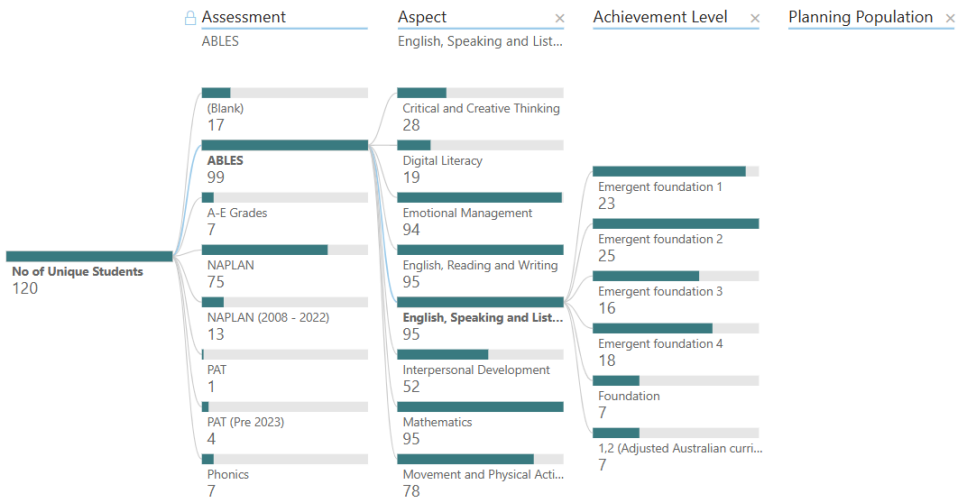
Current enrolment data as at
11/02/2025



Speaking and Listening data is consistent with most of our students having communication complex needs.

86% of or students are emergent communicators and 14% foundational.

Current enrolment data as at
11/02/2025



Mathematics

2024 we had a whole school approach to using The Big Ideas in Number, which is part of the SA Mathematics Curriculum. IN 2023 all staff were trained in Trusting the Count (the first part to Big Ideas in Number). In 2024 all classes taught 'Trusting the Count', staff conducted assessments which showed

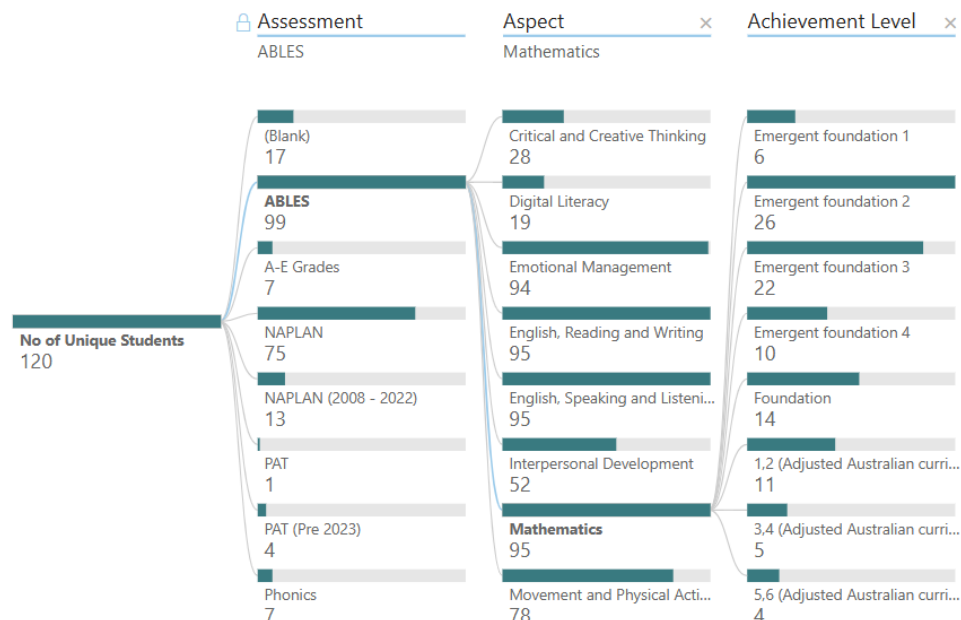
Achievement of Numeracy One Plan Goals using Trusting the Count Principles, for students at Errington Special Education Centre:

YEAR	TERM 1 ACHIEVEMENT	TERM 2 ACHIEVEMENT	OVERALL ACHIEVEMENT
2023	53%	80%	67%
2024	49%	65%	57%

2024 ABLES data show that:

- 33% students are at early emergent level
- 34% students are at emergent level
- 14% students are at foundation level
- 21% students are on the Australian Curriculum (Year 1 and above)

Current enrolment data as at
11/02/2025



Data wall

Our Data Wall has been created using the data collected from the Developmental Writing Scale, ROCC (Roadmap of Communicative Competence), ABLES reading and InitialLit and ABLES Mathematics.

Each student is represented on the wall for each element and will be updated as the students' progress. The names will be replaced with photos when our school photos arrive.

The Data Wall provides us with a snapshot of school wide learning, allows us to analyse progress across the school and to easily see next steps for each student. It is also a reminder to staff that our data is not merely a task to tick off, but provides us with valuable information about each student's learning journey.



Data Wall

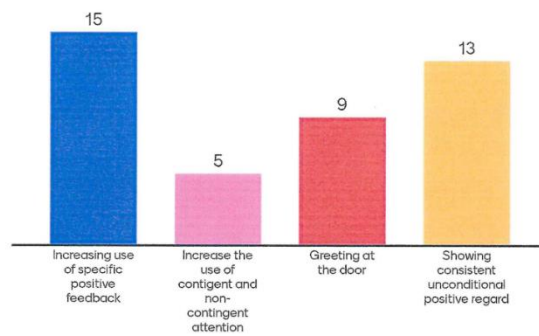
Positive Behaviour for Learning (PBL) Focus (by Maddy McArthur)

Errington in 2022 had Emily visit the school and present the Positive Behavior for Learning (PBL) pilot program. Staff voted and thought this pilot would be beneficial for our site to undertake. In 2023 the school reviewed the school values and developed the Errington values ROAR; we value **relationships**, provide **opportunities**, celebrate **achievement** and support **regulation** of our students.

In 2024 the PBL team, made up of 2 leaders and 3 teaching staff, presented and delivered the tier 1 lesson plans across the school. The 5 topics taught through the lessons across the year was:

1. keeping safe
2. being a friend
3. transport and community
4. care for property
5. positive mindset

What's your commitment to action?



PBL PDP goal

42 positive year
100%

The new Errington school values; relationships, opportunity, achievement and regulation were introduced. Teachers began explicitly teaching the concepts within the 5 topics from week 2, Term 1 2024. Each term a different school value was focused on. Feedback was sought from teacher during the year to help the team adjust and refine the lessons and resources used to support these lessons. From this information the PBL team has adjusted lessons, resources and the 2025 annual teaching matrix.

Weeks	Term	TERM 1	TERM 2	TERM 3	TERM 4
Week 1		PBL Preparation	Transport and Community (Part A)	PBL Preparation and Reflection	Keeping Safe
Week 2		Keeping Safe (Part A)	Transport and Community (Part A)	Positive Mindset	Keeping Safe
Week 3		Keeping Safe (Part A)	Transport and Community (Part B)	Positive Mindset	Being a Friend
Week 4		Keeping Safe (Part B)	Transport and Community (Part B)	Positive Mindset	Being a Friend
Week 5		Keeping Safe (Part B)	Care for Property (Part A)	Positive Mindset	Transport and Community
Week 6		Being a Friend (Part C)	Care for Property (Part A)	Positive Mindset	Transport and Community
Week 7		Being a Friend (Part C)	Care for Property (Part B)	Positive Mindset	Caring for Property
Week 8		Revision – Keeping safe	Care for Property (Part B)	Positive Mindset	Caring for Property
Week 9		Revision – Keeping safe	School Value - Opportunity	Positive Mindset	Revision – focus on area of concern in your class
Week 10		School Value - Regulation	School Value - Opportunity	Revision – focus on area of concern in your class	No Week 10
Week 11		School Value - Regulation	No Week 11	No Week 11	No Week 11

The PBL team and teaching staff revised the tiers of intervention and adjusted the strategies and practices outlined within the different tiers. The PBL team created a Tier 1 information booklet that provided information and visual examples of the practices/strategies to support staff deepen their understanding of the strategies.

During Term 1 of 2024 the PBL team began the Tier 2 training. To support identify students in the school who require tier 2 support a nomination form and additional documentation to provide further information about the student has been designed to refer students to the PBL team.

In Week 0 staff selected a PBL goal of focus for their Professional Develop Plan (PDP). When presented with the PBL goal focus options information and examples were provided to staff prior to them selecting a goal.

The PBL goals of focus and number of staff focusing on the goal

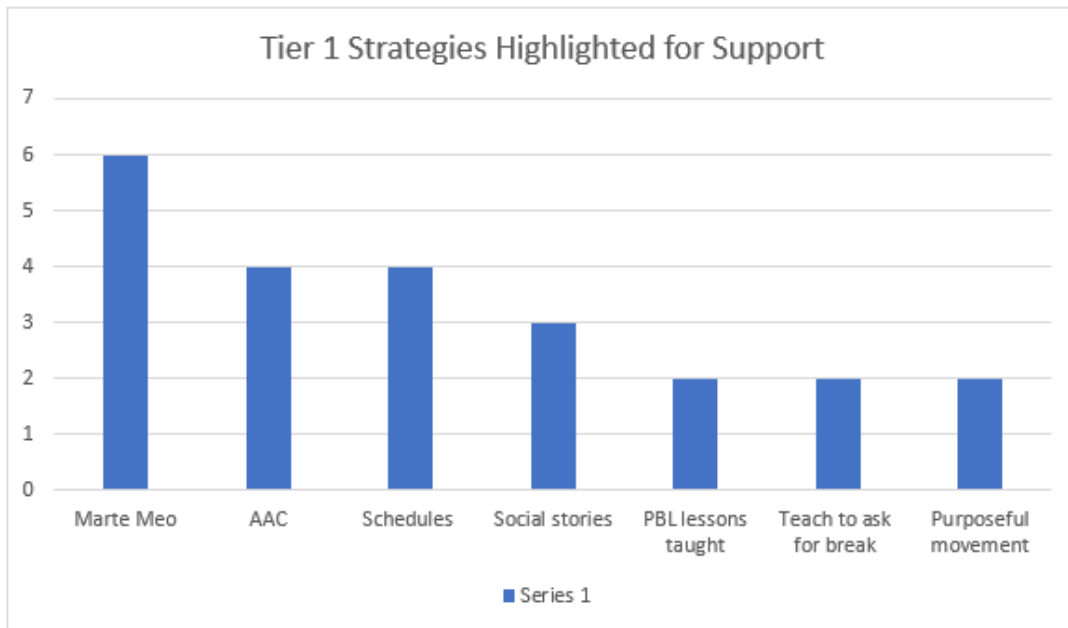
Autism Inclusion Teacher

Madeline McArthur was our Autism Inclusion Lead Teacher (AIT) in 2024. Reviewing the school needs and areas of focus to support learners with Autism occurred within Term 1. A Mentimeter survey was conducted with teaching staff to understand their level of knowledge relating to practices and strategies and their confidence levels. From this information and discussions with leaderships action research was undertaken relating to 'how does the implementation of appropriate schedules that incorporate the 4 what/how questions impact student engagement?'. A training session was delivered to new teaching staff relating to schedules showing the types of schedules that can be used and how to answer the 4 what/how questions; what do it do? how long do I do it for/ how do I know I am finished? what do I do with it when I am finished and what do I do next? Madeline updated a visual comprehension assessment and it was presented to the new teaching staff along with videos of showing how to administer this assessment to understand what student comprehend/respond to (e.g., real life object, photo of object, symbol or words). Other training sessions including a sensory processing training was delivered to new staff to site to support teacher understand their students' sensory needs further and how to cater for these within learning activities.

In 2024 the Autism Inclusion Lead Teacher (AIT) continued collaborating with Autism SA to provided support to teachers across the school through an Autism SA practitioner coming to the school and observing students with requests for support. The Autism practitioner then provided a report on the student and discuss/provided strategies and resources to the class teacher. Connecting with AIT network leads and attending frequent trainings, AIT network meetings and a special education AIT network meeting support further develop my knowledge and skills and build connections with other AITs across schools in SA.

Throughout the year colleagues collaborate with the AIT to discuss students, concerns that arouse, strategies that could be used to support the students and sharing or resources such as sensory profiles, function of behavior forms, social stories and visuals. Some teachers requested an observation of the students and notes with suggested strategies/resources were provided to teacher based on the observation. Resources to support students at school including following school routines, adapting to changes and engagement in learning activities were developed and provided to staff such as aided language displays, visual schedules, social stories and video modelling.

In Term 4, 2024 teaching staff completed a survey to identify tier 1 strategies/practices that they would like to further develop and areas of strength. These results were used to support inform what tier 1 strategies/practices were of focus for the school and to plan training and support around these.



Strategies been effective/successful:

Practice	Juniors	Primary	Middles	Seniors	Specialist
<u>Marte Meo</u>					
Zones of regulation					
AAC			Personalized PODD 		
Positive language					
Interest based learning					
Alternative/Flexible seating					
PBL lessons					
Processing time					
Schedules					
Purposeful movement breaks					
PBL 5:1 praise/specific feedback					

Assistant Principal Report (by Daniel McCauley)

Communication and Agency AGM Report

In 2024 Errington focused on the continuation of learning and growth in the area of communication for both students and staff. As a site, this is how we are supporting our students' agency, which is a priority area in the Department's latest strategic direction, with a focus on fostering meaningful and authentic communication. Staff ensure our practices are aligned to the Communication Bill of Rights and staff continued to develop connections and relationships with students, which enabled the teaching of routines, academic lessons and a range of multimodal AAC, including aided language displays and Proloquo2Go. In doing this, students have greater say and input to their day and learning, which is their autonomy and agency.

To assess communication skills and track progress, Errington uses the assessment tool RoCC (Roadmap of Communicative Competence), partnered with anecdotal observations. Daniel initiated a new process to conduct assessment, which enabled better moderation and greater understanding of communication. This facilitated rich conversations about where each student was at, and the 'what next'. The RoCC data showed progress for majority of the students. Anecdotal observations by leadership showed a greater understanding of how to use AAC with students and how to embed it into daily classroom practice.

One of the ways we've been fostering the development of connection using the Marte Meo approach. Marte Meo means 'on one's own strength' in Latin and is an evidence-based method/technique of developing and maintaining connection and social competence. It was developed in the 1970s and students needs and meeting them where they are at. We had a full day training and development for all staff at pupil free day. After that, we sent 7 staff (1 leader, 2 teachers, and 4 SSOs) to do the full 6-day training to become certified practitioners. We had great feedback from the staff who participated in the training, and they have been supporting their colleagues in Marte Meo practices across the school. It was particularly beneficial to have a high number of SSOs undertake the professional development, as these opportunities are not always available to ancillary staff.

Approximately 25 staff attended training and development run by David Niemeijer, who is the developer of Proloquo2Go. This was a fantastic opportunity to meet with David and ensure we are following up-to-date best practices and we learnt about new and upcoming communication apps, including the new Proloquo. Daniel is currently liaising with AssistiveWare to trial the new Proloquo at Errington

OUR STRATEGY FOR PUBLIC EDUCATION

CHILDREN AND STUDENTS LEARNING AND THRIVING

OUR PURPOSE

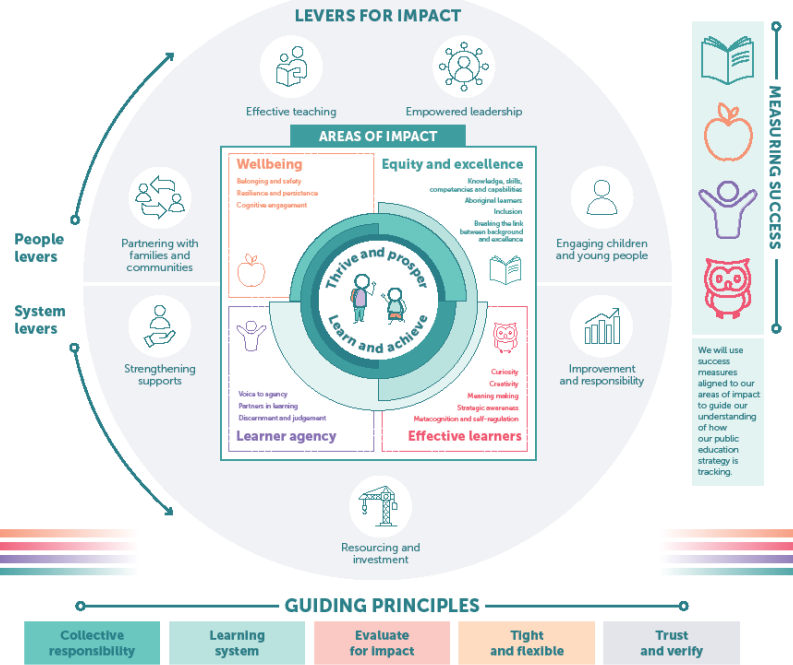
Public education is for every child and young person in every community across our state.

Educators and staff work in partnership with families and communities to nurture, develop and empower all South Australian children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners.

Our preschools and schools are the heart of local communities. They are safe, inclusive, and collaborative – a place where every child and young person is encouraged to contribute, develops positive relationships, has a say in their learning, and where their needs, interests and cultures are recognised and supported.

We are relentless in our ambition for all children and young people to enter the world beyond the classroom ready to learn and to create opportunities to live a satisfying and fulfilling life of their choosing.

When our children and young people thrive so does South Australia.



The Communication Bill of Rights



Scope's Communication and Inclusion Resource Centre

circ@scopevic.org.au
 (03) 9843 2000
 scopeaust.org.au

Communication & Inclusion
Resource Centre



SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2023	2024
88%	100%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training			N/A
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification			N/A

Data Source: School supplied data

School Attendance

Year Level	2022	2023	2024
Primary Other	78.6%	79.7%	74.0%
Secondary Other	81.3%	84.7%	80.4%
Total	79.9%	82.1%	77.2%

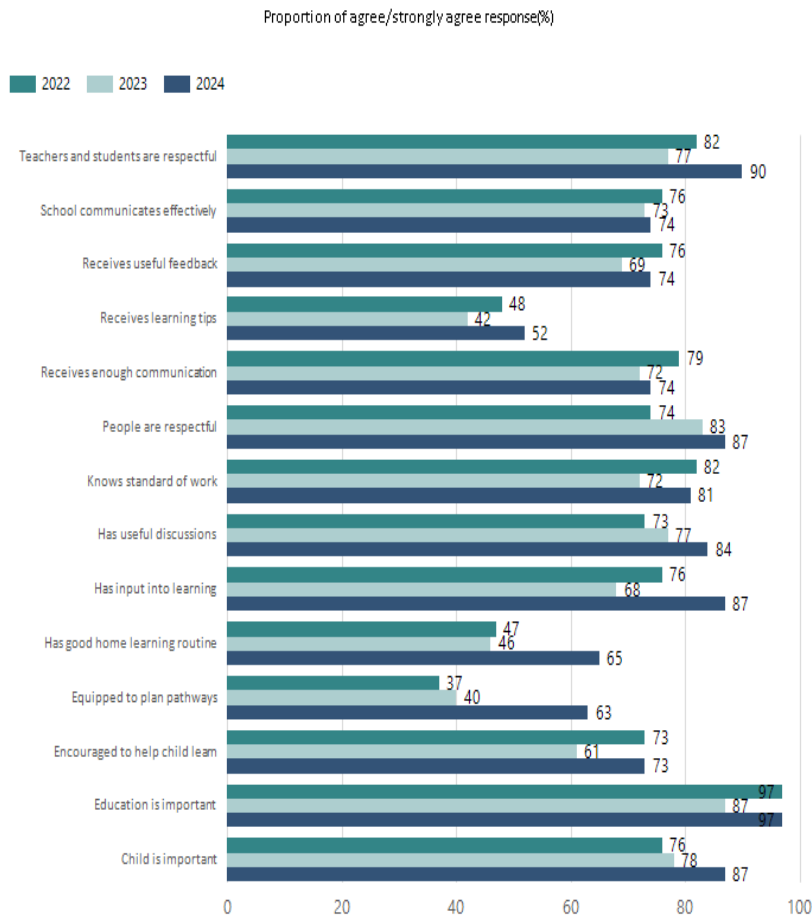
Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school that attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and school leaders must follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

At Errington SEC, we had 5 students that were chronic non-attenders. The school kept regular communication with the families and stakeholders to support the families. Absences were due to medical conditions associated with their disability, anxiety, separation disorder or family circumstances.

School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Errington prides itself on the strong community relationships we have with our families and caregivers and the parent opinion survey results reflect this. The data showed an increase in parent confidence in all areas. All but one area (93%) was in the agree or strongly agree range. The one area of improvement we will focus on for 2025 is 'receives the learning tips. We will endeavour to send home tips in our newsletter and ask teachers to post ideas on seesaw. These conversations can also occur at One Plan meeting, parent teacher interviews in term 3 and families can ask teachers at any time.

The two areas of significant growth where:

- Has good home learning routine
- Equipped to plan pathways

Highest 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's degrees or Diplomas	15
Postgraduate Qualifications	11

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	24.6	0.8	32.9
Persons	0.0	27.0	1.0	54.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$6,110,588.88
Grants: Commonwealth	\$8,236.37
Parent Contributions	\$28,133.50
Fund Raising	\$2,563.00
Other	\$20,559.04

Farewell to our Year 12 Students

Class of 2024 Graduation



On Friday 29 November 2024 we held our Year 12 Graduation.

Congratulations to our Year 12 graduating students:

- Aaron Aragon
- Antoinette Bee
- Emily Bekker
- Michael Binenbaum
- Jaiden Campbell
- Charlotte Elliott
- Harris McDonald
- Jasveer Singh
- Daniel Sylaidis

As you take the next big step, remember that we are behind you every step of the way.

**THANK
YOU**

**NIKI TAKOS, PRINCIPAL
ERRINGTON SPECIAL EDUCATION CENTRE**



