



ModburySpecialSchool

ANNUAL REPORT 2012

Chairperson: Geoff Grantham

Principal: Cameron Wright

“MAKING THE DIFFERENCE”

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December '12

All students at ModburySpecialSchool have an intellectual disability. All students have a Negotiated Education Plan. A significant number of the students have physical and sensory impairments in association with intellectual impairments. Many students have Autism Spectrum Disorders and some have very challenging behaviours. Several students are supported by Department for Child and Youth Services Health Care Plans. A number of students have Health Support Plans to manage medication and low/moderate level health risks *eg* asthma that do not require accredited staff.

A Year of Consolidation & New Partnerships

Modbury Special School's mission is the provision of the highest quality education for students with disabilities from Reception to Year 12 focusing on strong values, quality learning and rigorous teaching.

Our commitment to this mission in 2012 was evidenced by:

- Continuous development of a school culture committed to Positive Programming as the core behaviour management approach.
- Successful transitions of students to senior secondary and post school options including supported employment and Higher Education study.
- Undertaking exciting new programs due to burgeoning partnerships with Modbury South Primary School and the University of South Australia

Highlights

Some of the many highlights of 2012 include:

Curriculum/Student Learning:

- Preparations for incoming National Curriculum (maths/science)
- Maths resource kits
- Dedicated art program
- Art works for beautification of school site
- Scootle & MOODLE training
- Occupational Therapist employed 0.2 FTE
- Sensory Integration Program developed

- and implemented across the campus
- Premier's Reading Challenge
- New faculty focus groups developed (Science, Maths, Sensory Integration, SACE, ICTs)
- Successful continuation of SACE canteen
- Fitness First Initiative Teams (FFIT) for Pathways students
- Secondary School Sport for SA carnivals for Pathways students
- Festival of Music
- Mentoring projects with students from Modbury High School
- Aquatics program for Pathways students
- Room 2 soccer carnival

Working As Teams:

- National Partnerships Grant in conjunction with Modbury South PS and Modbury C-7
- Working agreement MSPS
- Online Training Autism (NP)
- MOODLE Training (NP)
- Gen Jereb 'Traffic Jam In My Brain' Workshop for staff and families
- 4 staff attended International Symposium on Sensory Integration at Penrith, N.S.W.
- Oral Motor Training for staff and families
- Modbury Special School Open Night for supporters and interested parties from the community
- 10 SSO's completing ICT course
- Staff presented iPad seminar at Spectronics
- North Eastern District Learners Network
- Communication group
- Technology group
- SACE workshops

- SACE moderation
- Uni SA Human Movement students working with MSS students in engagement and health & P.E.
- Uni SA students working with MSS as part of community partnerships project
- Uni SA Physio students assisting to deliver sensory program 1 day per week
- Uni SA Nursing students undertaking placements across site
- Red Rose Ladies of Rotary donation
- TTG MotoX club charity day donation
- Kiwanis club donations
- Bank SA donation

Facilities:

- New sensory equipment purchased (Magic Carpet, Trampoline, scooter boards)
- New sensory equipment purchased for the gym (SI program)
- Upgrade of new SmartBoard projectors
- Roll out of more iPads across site
- Interactive TV purchased for Pathways and Room 2 (team board)
- Upgrade of carparking facilities
- Bike Track upgraded and bikes repaired (including new fence)
- Upgrading of MSPS shared library
- Paving at front of school

Other:

- Cameron Wright winning Principal position at MSS
- Teacher successfully won a position at SERU
- Teacher became online tutor for online training module: Autsim (NP)
- Successful disco organised by the Governing Council
- Senior Leader and Admin Officer seconded to Central Office roles
- Inaugural Graduation Dinner for students
- Teacher award at Government House

Enrolments Continue to Climb in 2012

Following the rapid increase of student numbers from the middle period of the last decade student numbers have continued to rise reaching record levels at the conclusion of 2012. At the conclusion of 2012 Modbury Special School student numbers totalled 163.8. This level is likely to be maintained into the foreseeable future due to student accommodation being fully subscribed and demand for places remaining high. Pressure on class space was further exacerbated by the need to accommodate 4 extremely behaviourally challenging students over the course of 2012. Several of these students

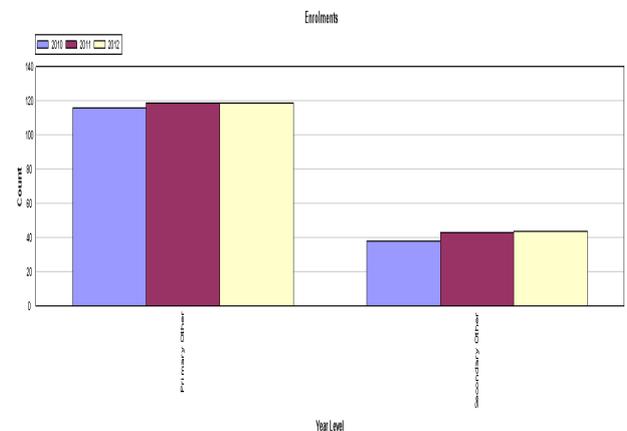
will again require special class space and/or program arrangements in 2013.

Enrolments remained robust in the Reception and Junior Primary age groups reflecting the continued effectiveness of established transition processes with feeder pre-school programs. The population ‘bubble’ caused by the rapid growth in junior enrolments from ’03 to ’07 will begin to have an effect on accommodation arrangements in 2012 with the Grevillea side of the school in particular feeling the effect of capacity.

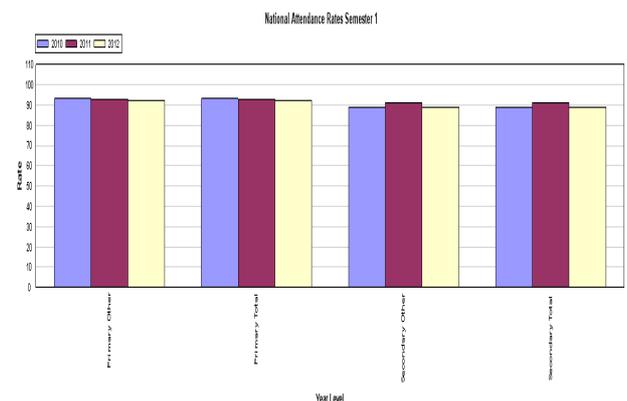
An area of continuing concern for the school is the small but significant number of students (4) with extreme behavioural issues who require 1:1 teaching support and, for a couple, separate accommodation.

At the conclusion of 2012 the school was the centre of learning for 163.8 students which indicates that we were operating over capacity. The ratio of primary to secondary aged students has remained fairly static for several years however the number of secondary aged students will begin to increase in the coming years as the population “bubble” previously mentioned moves into secondary schooling.

Below: Enrolments 2012



Below: Attendance 2012 (Semester 1)



Recommendations:

- **Negotiations with Regional and Central Offices to establish funding requirements for 1:1 students to begin early term 3.**
- **Review of accommodation arrangements for students in middle, upper primary and lower secondary age groups.**

Families Have High Regard for the Supportive Learning Culture at MSS

For the 2012 Parent Survey we participated in the centrally coordinated process again. We negotiated with the Educational Measurement Section and with our sampled families (all 100 of them) to ensure a good rate of return.

Across all four areas reported in the surveys:

- *Quality of Teaching & Learning*
- *Support of Learning*
- *Relationships & Communication*
- *Leadership & Decision Making*

Families rated the school on average at 4.5 out of a possible 5 (slightly higher than the previous years) with the highest average score of 4.55 for the "Relationships and Communication" topic. This indicates an increasingly high level of confidence by parents and carers in the education provided to their children at our school. It also indicates the school's ongoing want to better the outcomes for our students and their families.

As evidenced by the accompanying graphs, family opinion of Modbury Special School continues to grow. The only area where we "lost ground" was in the "Quality of Teaching and Learning" area and the fall was minimal. The Modbury Special staff will continue to strive to ensure families feel that their children are receiving the best education possible.

The staff average score across all criteria showed a similar pattern to that of the parents; however every field for 2012 was higher than the corresponding field for 2011 which is very encouraging.

Recommendation:

In the 2012 survey, parents indicated an overwhelmingly positive response to the teaching and learning delivered at Modbury Special School. Of the 4 areas that questions were posed to families in the survey MSS was in the 75th percentile in over 75% of them. Of all the feedback from families Modbury Special School was not below the state average in any question. The staff will continue to strive for positive outcomes for students and their families in 2013 and beyond.

Continued Record of Meeting Learning Goal Targets

2012 saw over 8000 individual learning goals set across the curriculum at Modbury Special School.

The achievement level for the goals set was a very impressive 91.5%, surpassing the school goal objective of 90% achieved.

Senior Schooling

Our senior students had positive outcomes in regards to the South Australian Certificate of Education (SACE). 14 different Learning and Assessment Plans were taught across 13 subjects including English Pathways, Mathematics Pathways, Personal Learning Plan, Scientific Studies and the Research Project.

Once again we had 100% of Stage 2 school leavers complete the required 200 units of Modified SACE.

Of our school leavers we had students moving into day options and a variety of business services including Phoenix and Bedford Industries.

Strategic Directions:

Literacy & Numeracy:

Objective 1: Identify and develop a strategy for mathematics teaching to support the implementation of the National Curriculum.

Students at MSS encompass a very wide range of intellectual abilities. Maths practices must be appropriate to their ability and responsive to their wider NEP goals.

Modbury Special School was provided funding through DECD to identify different strategies, resources, and ideas to help the site ready itself for the new national curriculum. A small working party accessed this training and reported back to the whole staff throughout 2012.

Resources were purchased for maths use across the site and shared along with specific goals that were written to incorporate ACARA.

Recommendations:

- **Maths a priority target for staff meetings in 2013.**
- **Continue to plan specific goals related to the National Curriculum that are relative to Modbury Special School students**

- Obtain resources and online information and tools to ensure positive outcomes for staff and students

Objective: Ongoing Development of appropriate units to meet Modified SACE requirements:

There are a number of SACE eligible students placed both in the Pathways Program and in the Grevillea Unit.

DECD funding was available for the co-ordinator of the Pathways Program and teachers of SACE eligible students to attend a number of meetings and workshops to assist in the development of SACE units. Several of the sites SACE programs were used by the SACE Board as exemplars for the rest of the state to utilise.

Recommendations:

- Release staff as required to attend SACE Training & Development meetings, moderation etc

Science:

Objective: Develop a strategy for science teaching and acquire appropriate knowledge and resources to support the incoming National Curriculum.

Science, along with maths and comprehension is a priority area for DECD. This year the science curriculum group continued to meet two-three times a term. T&D was undertaken to assist staff for the implication of the Science National Curriculum.

A working blueprint is to be developed in 2013 to better incorporate science across the curriculum.

Recommendations:

- Science a priority target for staff meetings in 2013
- Release staff for development of school science strategy (ie work with consultant)

Building Capacity:

Objective: Develop MSS as a centre of excellence for special education to build the capacity of teachers to lead the improvement of special education provision for all special needs learners

Modbury Special School successfully applied in becoming a Lead School through the National Partnerships More Support for Students with Disabilities Initiative in the area of Autism.

Staff and families undertook professional learning from a variety of sources.

Benchmarks were set and achieved including building capacity and improving collaboration with families and other community stakeholders

Recommendation:

- Target “buddy” school through National Partnership to share collective staff knowledge to build capacity amongst other sites. (TBD early 2013)
- Continue Professional Learning in 2013

Partnership:

Objective: Encourage development of partnerships outside the site context (e.g. Uni of SA) to further develop program & pedagogy improvement and leadership capacity through staff generated projects.

Modbury Special School has developed strong working relationships with many faculties of the University of South Australia in 2012.

University students from the faculties of Physiotherapy, Nursing, Human Movement and Community Partnerships have all made positive contributions to pedagogy and student learning across the site.

Sensory activities have been extremely well supported by 3rd year physio students on a weekly basis for the 2012 school year. This program has already been agreed upon for 2013.

Modbury Special School has continued its strong partnership with TAFE SA, accommodating numerous students undertaking Certificates in different fields. Several students that successfully completed placements at the site have now gained contracted employment at Modbury Special School as School Service Officers.

Recommendation:

- To continue and strengthen positive relationships with existing community partners in 2013

National Partnerships

In 2012 Modbury Special School successfully applied to become a lead school through the National Partnerships: More Support for Students with Disabilities Initiative as part of a cluster.

Modbury Special School with Modbury South Primary School and Modbury C-7 School won a grant of \$165,000.00 over two years (\$55,000 2012 & \$110,000 2013).

This meant that as sites we were “lighthouse” or lead schools with monies going towards developing our capacity to develop effective practices for Autism. Next year we will be teamed with a “buddy” school and we will impart our knowledge onto them to raise performance and understanding to a diverse range of students.

Strategies we have implemented across the site include:

- Hiring an Occupational Therapist for 1 day per week
- Numerous professional learning opportunities for staff with OT and other
- Developed close relationships with Uni SA putting in place several different programs
- Developed close working relationship with Modbury South Primary School negotiating further class for 2013, joint professional development
- Gen Jereb ‘Traffic Jam in My Brain’ workshop for staff, families and interested outside stakeholders.

One long serving teacher won a 0.5 role at SERU.

Other information needed before March concludes:

Income broken down by funding source.

Staff Balance & Composition

The 2012 teaching staff of our school comprised 20 class teachers, a Senior Leader with up to 50% class contact, 1 Coordinator with 80% class contact, 6 NIT (non instruction time) teachers, 3 teachers employed for 1:1 supervision and a non-teaching Principal.

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	29.00	0.56	24.66
Persons	0	31	1	37

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	62
Post Graduate Qualifications	18

Cameron Wright won the position of Principal for Modbury Special School.