

Modbury Special School ANNUAL REPORT 2014



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“MAKING THE DIFFERENCE”

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December '14

Modbury Special School is an innovative R-12 DECD school catering to students with Intellectual, Multiple and Complex Learning Needs and Disabilities. All students at Modbury Special School 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 Women's & Children's Health Network 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.



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 is 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 programs due to burgeoning partnerships with the University of South Australia and Flinders University.

The 2014 Annual Report provides information that validates the achievement of our students and documents evidence of the culture of learning and improvement at Modbury Special School.

Cameron Wright
Principal

Geoff Grantham
Chairperson

Highlights

Some of the many highlights of 2014 include:

Excellence in Public Education Awards

Modbury Special School was very proud with the awarding of the "Excellence in Public Education—Primary School Teaching" to Swati Phatak, our teacher in the Cassia Unit. This award recognises the highest standard of achievement in primary school teaching and this year was the first year it has been won by a teacher in a special school. This is a great credit to Swati and recognition for the wonderful work she does, not just for her class but for students across the school.

Family Fun Day

Modbury Special School held its first Family Fun Day, an initiative developed by the Kids Matter team enabling students and their families to come to the school and enjoy an afternoon of fun and good cheer.

Despite blustery and overcast conditions MSS families turned out in numbers where they enjoyed face painting, a photo booth, bounce castle, sausage sizzle and other treats throughout the day.

Modbury Special School is committed to ensuring our students and families' health and wellbeing is accommodated through continued practice such as Kids Matter programs, Out of School Hours Care and the 0.2 appointment of a social worker.

Art Projects Update

Classes across the site worked on a variety of school art projects.

Casuarina classes painted large ceramic pots for our outside areas.

They used a range of art tools such as shape stampers, rollers, brushes, sponges and stencils.

Casuarina units also contributed towards a paper mache painting.

Students were given choices of colours using visual selection cards and initiative of colour placement was encouraged.

Grevillea students also used shape stampers but their background resource was fabric to create a wall hanging. Dianella created a mosaic and painted ceramic frog, while Redgum decorated their wall with stencils.



Uni SA Partnership

Modbury Special School has continued to strengthen its rewarding working relationship with Uni SA in 2015.

One notable project for this year was the Work Integrated and Daily Living Skills project. The project was aimed at the Pathways students, who are looking at making the transition from classroom to work and independent living where possible. The project involved university students surveying families, teachers and students to look at what their needs were. Students then created an inventory of equipment, which was assisted by visits to Orana and Barkuma. Engineering students helped design a Manufacturing Centre – complete with workstations. All of this has contributed to an overall development plan that provides a purposeful pathway for our students post school.



Another key element of the project is the individualised Multi-Sports program, which 'kicked off' with a come 'n try sports carnival of bocce; soccer; dancing; basketball and cricket on Wednesday the 29th of October. The university students cooked a sausage sizzle and invited Adelaide United soccer players to come along, sign autographs and have a kick around with our students.

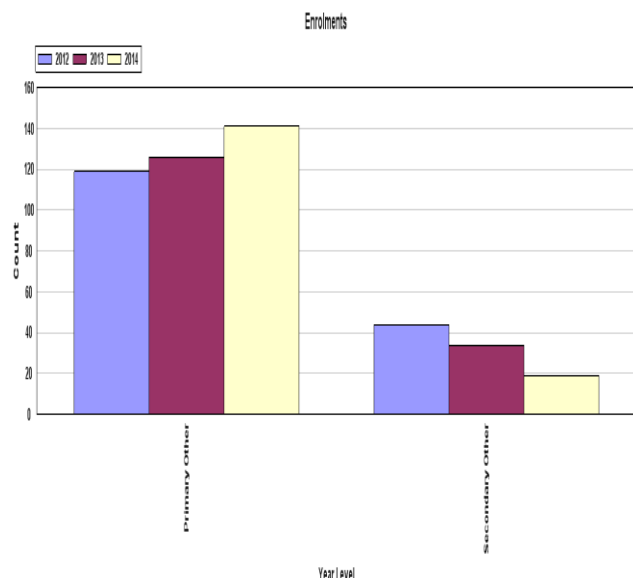
This exciting initiative will grow to a weekly session in 2015.

Other 2014 Highlights:

- Introduction of Modbury Special School Facebook page and MSS Skoolbag app
- Successful disco organised by the Fundraising Committee
- Successful Quiz Night organised Uni of SA with all proceeds going to the Pathways Program
- Successful City to Bay run by many staff organised by Fundraising Committee
- Graduation Dinner for students
- Sue Larkey Professional Learning
- Online Professional Learning 'Speech, Language and Communication'
- Continued involvement with Kid's Matter
- Bikes repaired courtesy of Kiwani's
- Roll out of more iPads and iPad minis across site
- New sensory equipment purchased (Pea Pods, Trampolines, scooter boards)
- Donated sensory equipment by Technical Aid to the Disabled SA
- Occupational Therapist employed 0.2 FTE
- Speech Pathologist employed 0.2 FTE
- Premier's Reading Challenge
- Premier's Be Active Challenge
- Room 9 soccer carnival
- Room 9 camp with Modbury South Primary School
- Successful continuation of SACE canteen
- Weekly Zumba 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
- Swimming program for Junior students
- Time 4 Us

Enrolments & Attendance

The enrolments 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 3 extremely behaviourally challenging students over the course of 2014. Several of these students will again require special class space and/or program arrangements in 2015.



Enrolments remained robust in the Reception and Junior Primary age groups reflecting the continued effectiveness of established transition processes with feeder pre-school programs.

There has been a visible decline in secondary enrolments over the past three years.

An area of continuing concern for the school is the small but significant number of students (3) with extreme behavioural issues who require 1:1 teaching support and, for a couple, separate accommodation.

At the conclusion of 2014 the school was the centre of learning for 161 students which indicates that we were operating at capacity.

Attendance % Levels 2014 (Semester 1)

Attendance by Year Level	% Attendance		
	2012	2013	2014
Primary Other	92.3	93.4	91.6
Secondary Other	89.0	92.1	89.2
Total All Year Levels	91.4	93.1	91.3

Attendance % Levels Comparison 2014

MSS	Region	DECD
91.3	90.0	90.7

MSS Opinion Surveys

Four areas were reported to in the surveys:

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

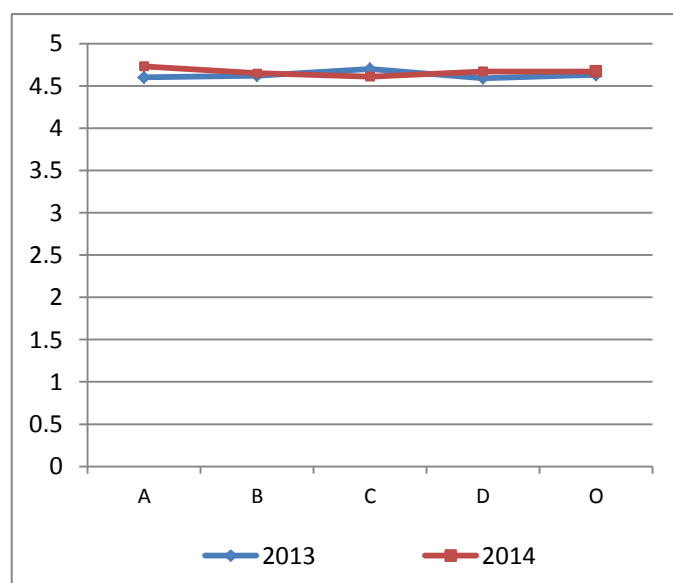
Families rated the school on average at 4.67 out of a possible 5 (higher than any previous year) with the highest average score of 4.73 for the "Quality of Teaching and Learning" topic. This indicates an increasingly high level of confidence by parents and carers in the education provided to their children at our school. It also indicates the school's ongoing want to better the outcomes for our students and their families.

As evidenced, family opinion of Modbury Special School continues to grow. 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; the average score was 4.39 out of 5 and Support of Learning was ranked highest amongst staff with an average score of 4.48 out of 5. These scores were marginally lower than last years, and give the site clear goals and expectations for the 2015 school year.

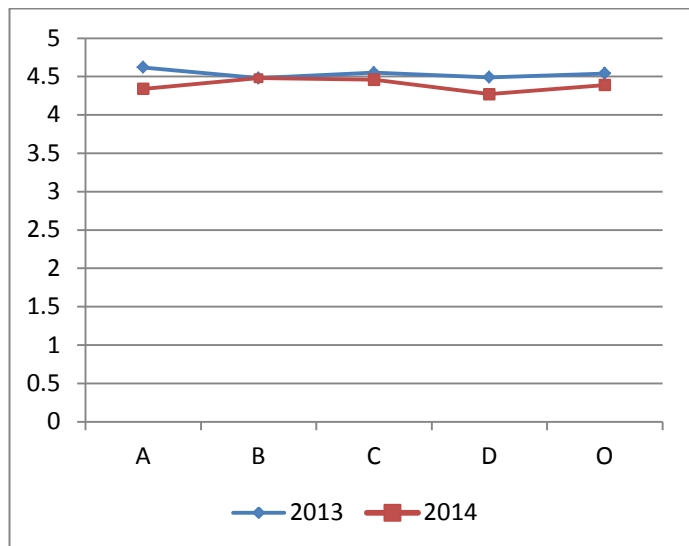
Family Opinion Survey

- A Quality of Teaching & Learning
- B Support of Learning
- C Relationships & Communication
- D Leadership & Decision Making
- O Overall Satisfaction



Staff Opinion Survey

- A Quality of Teaching & Learning
- B Support of Learning
- C Relationships & Communication
- D Leadership & Decision Making
- O Overall Satisfaction



Recommendation:

In the 2014 survey, families indicated an overwhelmingly positive response to the teaching and learning delivered at Modbury Special School. The staff will continue to strive for positive outcomes for students and their families in 2015 and beyond.

Negotiated Education Plans and Learning Goals

In 2014 over 5000 individual SMARTAR learning goals were set across the curriculum at Modbury Special School.

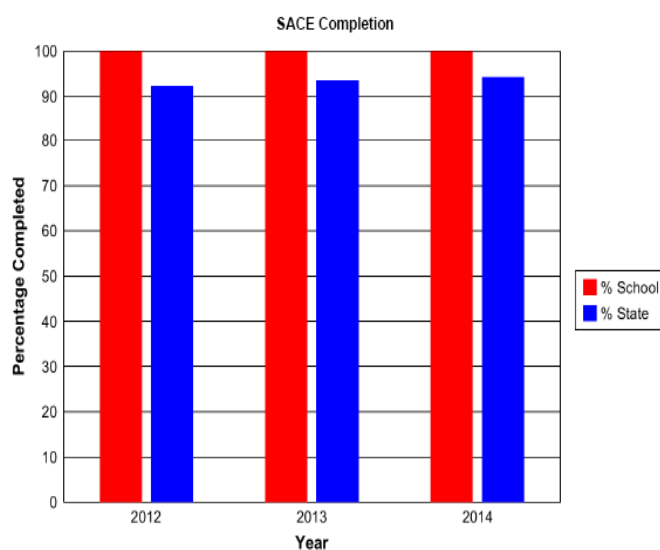
The achievement level for the goals set was over 91% exceeding the school goal objective of 90% achieved.

In 2015 all students will again have personalised SMARTAR goals that teaching staff will be teaching to.

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.



Year	Potential Completers (School)	Completers (School)	% School	% State
2012	6	6	100.00%	92.24%
2013	6	6	100.00%	93.56%
2014	4	4	100.00%	94.36%

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

Strategic Directions:

Higher Standards of Learning Achievement

Modbury Special School will develop and sustain deep pedagogical practice through professional learning and inquiry based processes. We offer a differentiated curriculum to ensure every child is engaged, supported and has access to personalised learning experiences.

Objectives:

- Support students and develop site wide strategies for promoting communication to further access the curriculum
- Devise and implement an effective & explicit functional learning program assisting secondary school students to identify and achieve positive post schooling pathways

Targets:

- Provide a range of communication tools and therapies to enhance student learning & staff practice across the site
- Every student will have an explicit communication goal in their Negotiated Education Plan and effective teaching will

strive to ensure individual student goals are met

- Build teachers' knowledge of effective strategies to implement the Australian Curriculum to ensure a relevant and engaging curriculum for students
- Senior secondary students will graduate with a Modified SACE certificate and have an identified pathway to post schooling options

Results:

- iPads utilised across the site. Many specifically set up for ProLoQuo2Go to assist in communication.
- Speech Therapist hired one day a week to target specific communication needs.
- Many forms of Augmentative and Alternative Communication (AAC's) used across the site. (Voice output devices, iPads, visual systems, choice charts etc)
- 100% of students have an explicit communication goal in their Negotiated Education Plan.
- Staff undertook professional learning on differentiated curriculum. All teachers learning programs clearly show differentiation and individualised learning tasks.
- Functional work skills as reflected by student need was rolled out in the Pathways Program. All graduating students had a clear pathway to post school options.

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.

Strategies we have implemented across the site in 2014 include:

- Hiring an Occupational Therapist for 1 day per week
- Hiring a Speech Pathologist for 1 day per week
- Hiring a Family Well Being Liaison for 1 day per week
- Numerous professional learning opportunities for staff with Occupational

Therapist, Speech Pathologist and others

- Developed close relationships with Uni SA putting in place several different programs
- Majority of staff have now undertaken and successfully completed Autism Online Training Course
- Many staff have undertaken Speech, Language and Communication Online Training Course

Teacher Qualifications, Staff Balance & Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	60
Post Graduate Qualifications	17

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	30.40	0.00	22.87
Persons	0	32	0	38