

# Modbury Special School

## ANNUAL REPORT 2015



Chairperson: Geoff Grantham  
Principal: Cameron Wright

“MAKING THE DIFFERENCE”

Dampier Avenue  
Hope Valley SA 5090      Region: Northern

Telephone: 8263 4449  
Fax: 8395 0332

**ANNUAL REPORT 2015**

**January 2016**

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.
- Continuous development and implementation of Highly Structured Teaching framework across the site.
- 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 2015 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 2015 include:

#### **Structured Teaching Lighthouse Site**

After a successful trial in two classes in 2014 Modbury Special School was chosen as a “lighthouse” school to implement Structured Teaching across the majority of classes in 2015.

Two Modbury Special School staff members won positions as DECD Project Officers to oversee and support the implementation of the framework.

Staff undertook many hours of Professional Learning from the DECD Project Officers and other established practitioners from overseas.

The main components of this framework are:

#### **Physical structure**

- Tells the student what happens where?
- Set up clear boundaries
- Identified with spatial support (eg signs, mats) that tell students what happens where
- Students navigate the environment independently
- Environment is free of clutter

#### **Visual Schedules**

- Tell the student what is happening now and how to complete a task
- Individualised and based on visual comprehension assessment
- Length of each activity
- Initiation - “getting started” transition cues
- Manipulation— how is the schedule used—eg finished box, tick off
- Location - where will it be - bring to student, central location, portable

## Individual tasks

- Tell the student what am I supposed to do?
- How long the activity will last
- How do I know I am making progress?
- How do I know the activity is finished?
- What will I do next?

## Work systems - (Basis for lesson plan)

- Comprises of set activities already in student repertoire
- Incorporates 3-4 tasks the student will succeed in
- Is meaningfully challenging– new goals (supported by visual schedules)
- Shows students what is scheduled after last activity
- What will I do next?

## **Teach for S.T.I.L.E - A Highly Structured Teaching Model**

S - Self Management

T - Through Transitions

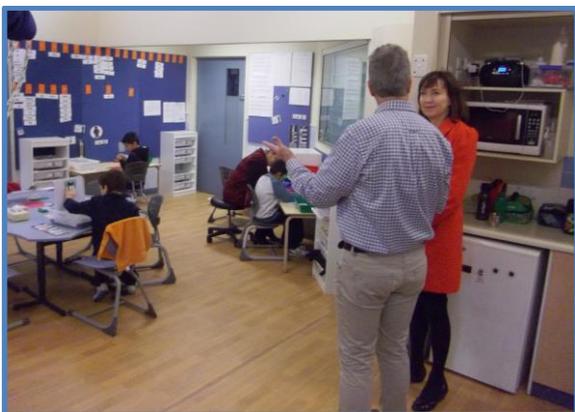
I - Independence

L – Lifelong Learning

E - Empowerment of all Students



Above: An individual student work station. Students work left to right and place finished work in the finished tray.



Above: Principal Cameron Wright explaining the principles of HST to Education Minister Susan Close

## **Other 2015 Highlights:**

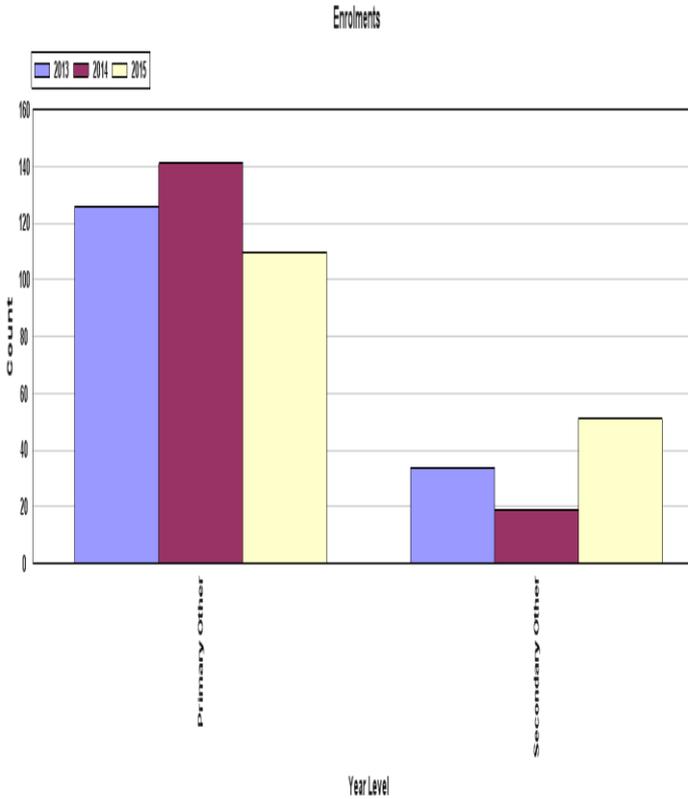
- University of South Australia Multi Sports Program
- Negotiations for a new annex class at Highbury Primary School for commencement of 2016
- Successful Family Fun Day
- Major Art Piece 'The Rainbow Serpent'
- Sustainable horticulture program producing fruits and vegetables for students to harvest and consume
- NRM Education providing 150 native plants to better landscape the site
- Modbury Special School staff winning positions in DECD leadership positions
- Successful disco organised by the Fundraising Committee
- Successful Quiz Night organised raising funds for the continued programs at MSS
- Successful City to Bay run by many staff organised by Fundraising Committee
- Graduation Dinner for students
- Continued involvement with Kid's Matter
- Working Bee
- Bikes repaired courtesy of Kiwani's
- Roll out of more iPads and iPad minis across site
- New sensory equipment purchased
- Shine SA training for staff and families
- Various family information sessions
- Premier's Reading Challenge
- Tour of site by Education Minister Susan Close
- Weekly Zumba for Pathways students
- Secondary School Sport for SA carnivals for Pathways students
- Pathways students winning the SALMAT award for deliveries
- Festival of Music
- Mentoring projects with students from Modbury High School
- Aquatics program for Pathways students
- Swimming program for Junior students
- Time 4 Us



Above: Rainbow Serpent art work displayed outside Waratah classroom. Several classes worked with Liz Blanco MSS Art NIT teacher to undertake the project.

# Enrolments & Attendance

The enrolment 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 behaviourally challenging students over the course of 2015. Several of these students will again require special class space and/or program arrangements in 2016.



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 incline in secondary enrolments over the past year due to a large cluster of students of that age moving through the school.

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 2015 the school was the centre of learning for 161 students which indicates that we were operating at capacity.

Attendance levels at Modbury Special School remain over 91% across the site (as displayed in the following chart). The overall attendance percentage is down by 0.2%, this can be attributed to some chronic non-attendance due to some serious illness to several of the primary aged attendees.

## Attendance % Levels 2013 - 2015

Modbury Special School attendance levels are 0.4% greater than the overall DECD average. (see figures below)

Attendance by Year Level	% Attendance		
	2013	2014	2015
Primary Other	93.4	91.6	90.4
Secondary Other	92.1	89.2	92.6
Total All Year Levels	93.1	91.3	91.1

## Attendance % Levels Comparison 2013 – 2015

### MSS & Total DECD average

Year Level	2013		2014		2015	
	School	DECD	School	DECD	School	DECD
Primary Total	93.4	92.2	91.6	92.0	90.4	91.9
Secondary Total	92.1	87.7	89.2	88.3	92.6	88.7
<b>Total</b>	<b>93.1</b>	<b>90.5</b>	<b>91.3</b>	<b>90.7</b>	<b>91.1</b>	<b>90.7</b>

When compared to other sites with students living with disabilities, our attendance figures are almost 4% better than the DECD average, and a staggering 7% better in the senior years of schooling.

## Attendance % Levels Comparison 2013 – 2015

### MSS & Total DECD Students with Disabilities average

	2015	
	School	DECS
Primary Total	90.4	88.0
Secondary Total	92.6	85.8
<b>Total All Year Levels</b>	<b>91.1</b>	<b>87.2</b>

## MSS Opinion Surveys

Five areas were reported to in the surveys:

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

Families rated the school on average at 4.76 out of a possible 5 (higher than any previous year). The highest average score was an extremely pleasing 4.90 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.

One area that the school will endeavour to improve as evidenced in the survey is communication between school and home and having families feel more involved in their children’s learning and decision making at the school.

The five average scores out of 5 for each area surveyed are listed below:

<i>Quality of Teaching and Learning</i>	<b>4.90 / 5.0</b>
<i>Support of Learning</i>	<b>4.79 / 5.0</b>
<i>Relationships and Communication</i>	<b>4.79 / 5.0</b>
<i>Leadership and Management</i>	<b>4.76 / 5.0</b>
<i>Family/School Communication</i>	

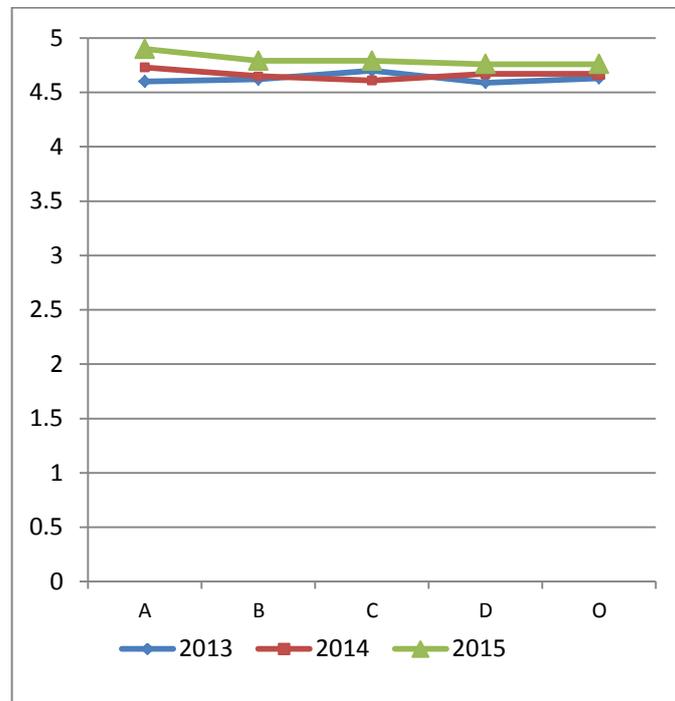
As evidenced, family opinion of Modbury Special School continues to grow. The Modbury Special staff will continue to strive to ensure families feel that their children are receiving the best education possible.

### Findings:

**In the 2015 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 2016 and beyond.**

## Family Opinion Survey

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



## Negotiated Education Plans and Learning Goals

In 2015 over 4000 individual SMARTAR learning goals were set across the curriculum at Modbury Special School.

The achievement level for the goals set was over 92% exceeding the school goal objective of 90% achieved.

In 2016 all students will again have personalised SMARTAR goals that teaching staff will be teaching to.

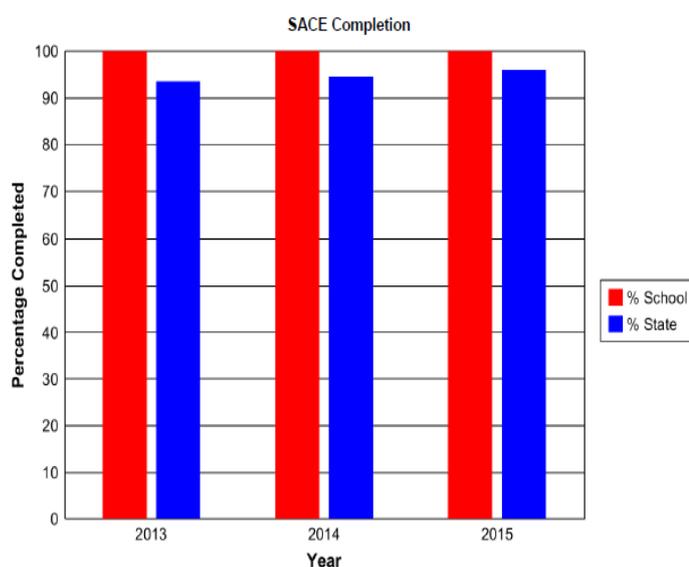
A greater focus will be placed on tracking literacy and numeracy outcomes in the coming year.

## Senior Schooling

Our senior students once again had positive outcomes in regards to the South Australian Certificate of Education (SACE).

24 differentiated Modified Learning and Assessment Plans were taught across 10 subjects including English Pathways, Mathematics Pathways, Personal Learning Plan, Health, Business & Enterprise, and the Research Project.

Modbury Special School again had 100% of Stage 2 school leavers complete the required 200 units of Modified SACE. Of these several students found employment with different ADEs (Australian Disability Enterprises), others have joined varying Day Options programs.



Year	Potential Completers (School)	Completers (School)	% School	% State
2013	6	6	100.00%	93.58%
2014	4	4	100.00%	94.54%
2015	5	5	100.00%	96.01%

## 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 Highly Structured Teaching framework to complement differentiated curriculum
- 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
- 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 and differentiated individually for ProLoQuo2Go to assist in communication.
- 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.
- All staff undertook professional learning on Highly Structured Teaching. Majority of classrooms physical environment adapted to provide structure and routine.
- All teachers learning programs clearly show differentiation and individualised learning tasks.
- Functional work skills as reflected by student need continued in the Pathways Program. All graduating students had a clear pathway to post school options.

## 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	56
Post Graduate Qualifications	18

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