



Annual Report 2014



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Overview

Carson Street is a education support primary school that educates young children with severe and complex learning difficulties. Many have additional special educational needs and/or difficulties including physical and sensory impairments or are on the autism spectrum.

Some of our students, due to complex needs or conditions such as Autism, present with behaviour difficulties. We work with the Positive Behaviour Support approach which includes a thorough assessment of the underlying causes to behaviour problems, and a comprehensive intervention plan that is based on this assessment.

This process is carried out by a multi-disciplinary team, which includes teaching staff, a school psychologist and therapists, and is led by a member of our Behaviour Support Team. Each student identified with behavioural difficulties has a Behaviour Management Plan (BMP) which is agreed by parents, school staff and the school psychologist.


The aim of our work is to reduce the children's levels of challenging behaviour, and to enhance their quality and enjoyment of life through adapting the environment to their needs, teaching new skills (such as different ways of communicating) and providing therapeutic support, for instance Sensory Integration.

Mission Statement:

We work as a team to meet the needs of the whole child in partnership with the family. We recognise each child as unique and special, therefore we deliver individualised programs. We use current and innovative teaching and learning strategies to help the child take their place in society.

Our Values

We strive to achieve the following school values:

- We use new ideas and innovate to enhance learning.
 - We will solve problems creatively.
 - We will deliver quality work for our students, parents and our co-workers.
 - We will deliver consistent and dependable services that exceed expectations.
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- We will communicate openly and honestly and share ideas.
- We are professional.
- We will work collaboratively.
- We will inspire others to elevate their performance and contribute to the success of the school.
- We will continue learning and developing new skills.
- We will encourage a work environment that is respectful, welcoming and safe.
- We will encourage, recognise and reward innovative behaviour.
- We will encourage a work environment that promotes involvement and a sense of participation.
- We will recognise and reward achievement.

School Priorities

Literacy:

The School Priority for Literacy was to improve student performance in all strands of the English Learning Area through the use of assistive technologies, specialised programs, differentiated curriculum and a consistent whole school approach/framework to language and communication teaching and learning.

Numeracy:

The priority was to increase the use of hands on experiences, concrete materials and discovery learning in order to facilitate understandings in basic concepts and early numeracy.

Sensory Environments:

To work with the school's Occupational Therapist to promote meaningful student centred sensory experiences in the sensory room and to incorporate sensory experiences into individual student learning programs as required.



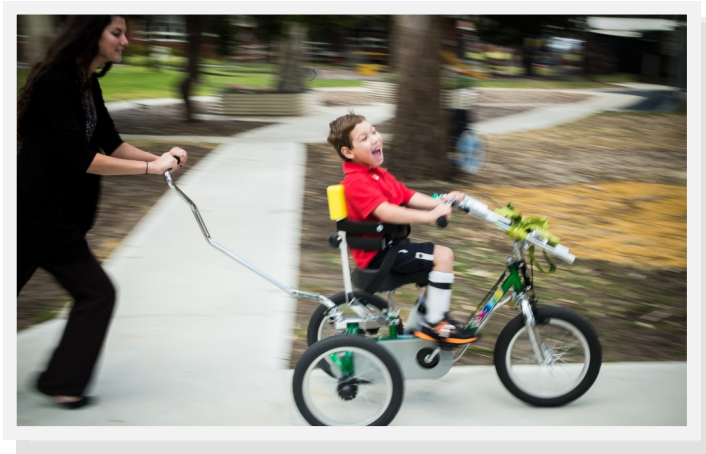
Communication:

To continue collaboration and liaison with therapy services, families and caregivers to ensure that every student has a personal communication system and that this communication system is embedded into the educational program. To provide professional development to all staff targeting improved usage of Aided Language Stimulation throughout the school.

Highlights of the School Year

- Two classes were involved in the Sensorium Theatres “Oddysea” sensory experience which culminated in a performance for interested parties.
- Our popular Bike Week excursion at Burswood Park was held again to promote the benefits of cycling for students with special needs, and we were joined by a number of organisations working in the disability area including Landsdale Farm School, the WA

Disabled Sports Association (WADSA), Technical Aids for the Disabled (TADWA) and Dreamfit.



One of the specialized cycles donated by Programmed

A number of community groups donated their time and materials for the building of our senior bike track which will be a major boost to the cycling program. We received a generous donation from Como Rotary Club towards setting up the bike track for more able riders.

- Our Belmay satellite class was asked to produce the Town of Victoria Park entry for the Banners in the Terrace in Local Government Week.
- Several staff members were involved in the planning of the highly successful Dinner for Dreams which raises funds for the Conductive Education Centre of WA (CECWA).
- We introduced a Facebook page which along with our web site keeps the school community up to date on the daily events at our school.

- A permanent learning area has been established for classes participating in the newly created Technology and Design program.
- Staff have had ongoing training from teacher, Alicia Bani, on the Four Blocks literacy program, and she has collaborated with a number of Education Support Schools who are implementing the same program to share resources and experiences.
- The 10th Anniversary of our Conductive Education program was a major celebration with a fun day for all our students. Many people who had been involved in the program over the past decade attended on the day, and it was a chance to catch up and discuss the early days and look at our progress.
- Skateboarding Australia held a clinic for several of our classes and many of our students were up to the challenge.
- The P&C fundraised over \$8,000 and had 2 new bicycles donated by Programmed Management for the cycling program at this year's Quiz Night which was well attended and lots of fun. They also received a generous donation from the staff at Metier Consulting to purchase another adapted cycle.



- The P&C was also involved in our playground improvements which included shade cover over the senior equipment, the building of a new bike track for experienced riders, and the installation of several new swings.

- Our students were introduced to DreamCricket which introduces primary-aged students with a disability to the national game by using a series of skill activities
- We have now completed two years of our second Independent Public School three-year cycle.
- A series of well-attended student evening discos were arranged by our hard working P&C.
- Two summer holiday programs in the middle of January were well attended with the Conductive Education program being funded by The Conductive Education Centre of WA (CECWA.)

- Community Support Officer Marian Tetlow has helped to reinforce the school values with regular sessions in the classroom and encouraging students by awarding certificates at assemblies.
- Additional major incursions included the members from the WA Police, several Wesley School bands and choirs, the Red Cross, Book Week and the Teddy Bears Picnic.
- The Baha'i community kindly raised funds for the My Time program and bought equipment to enhance imaginative play which the children enjoyed exploring.
- Our Communication Specialist, Natalie Fitzpatrick, has implemented a program of annual review, planning and up-skilling of teachers in targeted areas of AAC.

The Six Dimensions of Successful Schools

The following information is based on the six dimensions of successful schools as developed by the Department of Education Services to guide self review. The central dimension is student learning while the other five dimensions significantly impact on their education.

Dimension 1: Student Learning – Engagement, Progress and Achievement

The school acts to improve performance based on the appropriate analysis of quality data gathered about standards of student achievement:

Children attending our early years programs—My Time and Parent & Child—make very pleasing progress. This structured early intervention prepares the children for learning, and enables them to move on successfully to the next stage of their education whichever school they attend.

The school uses student achievement information effectively to make positive changes to students' engagement, progress and achievement.

Teachers have high expectations for their students and respectful responsive teaching practices, support students and provide a positive climate for success. These high expectations for students are shared with parents and are embedded in school practice.





Some students have challenging behaviours as a result of their special needs and school staff encourage them to manage their behaviour through individual behaviour management plans, strategies and rewards.

Teachers use a wide range of purposeful teaching strategies to motivate and engage students. These strategies included constant use of visual prompts, 'hands on' activities that promote experiential learning and modelling of appropriate behaviours and social skills.

Literacy and Numeracy are core areas of learning, focussing on students' learning to communicate their wants, needs and ideas, and using language to make

sense of the world around them. Our students continue to develop skills which maximise independence mobility and communication.

Dimension 2: Effective Teaching:

The school delivers learning experiences that are outcomes focussed and responsive to the needs of students:

Learning for all students is guided by individual education plans (IEPS) and targets pertinent to their abilities are developed collaboratively with their families. While some whole school topics are planned, teachers use their knowledge of students to adapt tasks to match individual targets.

Administrative staff and teachers evaluate their practice within a strong reflective and collaborative culture. The annual school self-assessment is focussed on areas that are important to students' wellbeing, progress and achievement.

Teacher Conductor Liz Rowley held regular training sessions for staff working in the Conductive Education program to increase their knowledge and competency in this unique specialist area.

Competent Education Assistants and specialist staff effectively provide support for teachers in the provision of a challenging, but safe and healthy, learning environment.

Students are learning to apply their literacy and numeracy skills in a variety of everyday situations.

Information Communication Technology (ICT) which motivates students and increases their participation is used innovatively to enhance learning programs. Every classroom has an interactive whiteboard which is now an integral part of the teaching program. A number of students are utilising iPads, both as a communication tool and means of accessing the curriculum. The school has a wide range of specialised software to support student engagement and outcomes with apps such as Go Talk Now and Proloquo2Go proving popular for supplementing speech or clarifying student's thoughts.

A high quality professional development program is a feature of the school and is available to all staff. This program is strongly focussed on improving teaching practice, knowledge and skill and encourages ongoing professional dialogue.

The excellent work of the communication team supports students to develop their communication skills. The development of communication competency can encourage improvements in self-regulation, self-esteem and 'on-task' work behaviours.

Music is a popular curriculum area and a tool for promoting social/emotional, cognitive learning and perceptual motor areas. It provides motivation for practising non-musical targets like basic skills and concepts. Music is effective because it is a non-verbal form of communication and most importantly, because almost everyone responds to at least some kind of music.

The Multicultural Day held for the whole school which involved the Music Teacher providing an interactive lesson on music and instruments from different countries, students and staff dressing in national costumes and parents being invited to prepare foods from different countries, was a resounding success.



Various activities during the year, including a whole-school incursion, have served to introduce and reinforce the wealth of practical learning in the science area to students and staff alike.

Swimming continues to be an important area of each student's program, providing hydrotherapy for some of them as well as learn to swim opportunities for others. It develops water awareness, water confidence and helps to develop gross motor skills, mobility and co-ordination.

Dimension 3: Leading and Managing the School

School leadership is committed responsive and collaborative.

The school provides an inclusive learning culture where the diverse needs of all students and their families are recognised and valued. Parents are encouraged and supported to take an active role in decision making about their child's education and care. Staff, Board members and parents have a shared commitment to high standards.

The School administrative team promotes a collaborative staff culture where reflective teachers and support staff share their ideas and practices. The distributed model of leadership has resulted in shared ownership of initiatives, practices and decision making.

Professional Development opportunities for staff included: Managing Student Behaviour, 4 Blocks Literacy, Promoting Sensory Environments, Gently Release Holds, Safe Actions Fundamental Movements, Primary Connections Science, An Integrated Service Approach to Therapy for School-based Staff, Active Learner Engagement, Communication using ALS, IT – Boardmaker, SMART Boards, iPads, Kids 'n' Music, Dysphagia, Seizure Management, Epipen and Asthma.

There is a comprehensive professional development program for education assistant's that has been enhanced by a formalised Performance Management program involving a classroom team approach with guidance from administration.

The total funds spent on professional development in 2014 were \$29,000.

Workforce Composition

	Teaching Staff	Education Assistants	Support Staff
Headcounts	24	64	12
Full-time Equivalents	16.5	45.8	7.78

Enrolment Trends

** Roll Count for 2013 & 2014 taken as at 1st April each year.*

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013^	2014
Y 1-7	21	30	34	29	36	46	60	58	76	76
Kindy	10	16	6	22	23	23	9	5	4	1
PP	13	6	9	9	15	17	10	8	3	6
TOTAL	44	52	49	49	63	75	79	71	83	83

Dimension 4: Safe and Inclusive Environment:

The school offers a safe, caring and inclusive learning environment

A nurturing environment is evident throughout the school with calm and focussed learning environments complimented by appropriate quality resources and equipment.

In addition staff work to reduce the children's levels of challenging behaviour and to enhance their quality and enjoyment of life through adapting the environment to their needs, teaching new skills (such as different ways of communicating) and providing therapeutic support, for instance Sensory Integration.

Where students are absent this is commonly linked to medical appointments or absences for illness, treatments or convalescence. The school has introduced a range of certificates to reward any improved or exemplary attendance and the importance of regular attendance is promoted through newsletters.

Many students have complex health needs, requiring assistance from the schools team of health professionals.

Dimension 5: Governance and Accountability:

A) School staff are motivated, engaged and competent

There is a shared vision and commitment to the schools goals and direction and a shared commitment to high standards. Self-review is ongoing and leads to meaningful changes in practice.



The Board is effectively led by an experienced and knowledgeable chair and it is responsive to the interests and needs of the community, staff and students.

B) The school's financial and physical resources are managed to optimize learning outcomes

The Board Chair, who has a background in financial management, helps to plan and budget and works closely with the administration staff to provide a very well-resourced educational environment for students and staff.

Revenue - Cash	Budget \$	Actual \$
Voluntary Contributions	2,945.00	3,005.00
Charges and Fees	19,817.55	21,254.55
Government Allowances	-	-
P&C Contributions	14,993.01	15,708.01
Fundraising/Donations/ Sponsorships	135,250.00	99,926.28
DoE Grants	497,028.65	497,028.65
Other State Govt Grants	400.00	-
Commonwealth Govt Grants	7,031.50	7,031.50
Trading Activities	100.00	173.63
Other	67,908.65	73,567.53
Internal Transfers	3,936.51	3,817.45
Total	749,412.87	721,512.60
Opening Balance	220,926.30	220,926.30
Total Contingency Funds Available	\$970,339.17	\$942,438.90
Total Salary Allocation	1,115,000.00	1,115,000.00
Total Funds Available	\$2,085,339.17	\$2,057,438.90





Expenditure	Budget \$	Actual \$
Administration	29,793.25	28,069.13
Leases	-	-
Utilities	79,000.00	76,767.45
Repairs/Maintenance/Grounds	60,300.00	44,613.42
Building Fabric and Infrastructure	90,000.00	67,798.90
Assets and Resources	82,018.20	58,081.37
Education Services	124,795.66	93,457.52
Other Specific Programs	84,950.00	61,918.82
Trading Activities	-	-
Salary Pool Payments to Central Office	189,942.62	189,000.00
Other	49,872.54	35,900.62
Transfers to Reserves	-	-
Total Contingencies Expenditure	\$790,672.27	\$655,607.23
Total Salary Expenditure	\$1,115,000.00	\$992,068.00
Total Expenditure	\$1,905,672.27	\$1,647,675.23

Cash Position as at: 31/12/2014

Bank Balance	\$536,319.64
Made up of:	
General Fund Balance	286,831.67
Deductible Gift Funds	25,969.08
Trust Funds	-
Reserves	228,009.89
Suspense Accounts	1,110.00
Cash Advances	300.00-
Tax Position	5,301.00-
Total Bank Balance	\$536,319.64

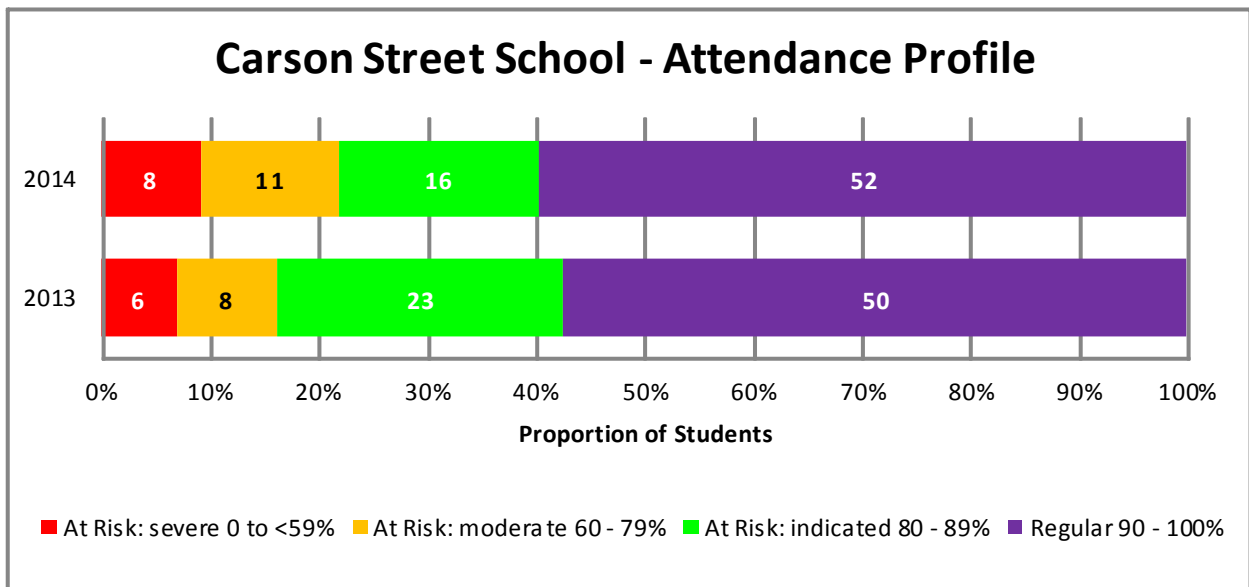
The School Board and administration use their teaching, leadership and governance capabilities to sustain ongoing improvements for students.

Practices supporting sustainability include:

- Maintaining close relationships with its parent community and receiving a high level of support from the wider community.
- The school is using the flexibility of its one line budget to provide specialist input into student programs and to resource classrooms and specialist programs to a high level.
- Significant current funding is being used to promote early year's programs.

C) The school responds to the strategic directions of the Plan for Government School Education

Comprehensive transition planning and parent support led to the smooth transition of 14 year six and seven students for their secondary schooling.



Dimension 6: Engaging Families and Communities:

The school operates in partnership with community

The school maintains close relations with parents and carers with a number of downloadable program guides on its web site on how to support students' communication and behavioural development needs at home.

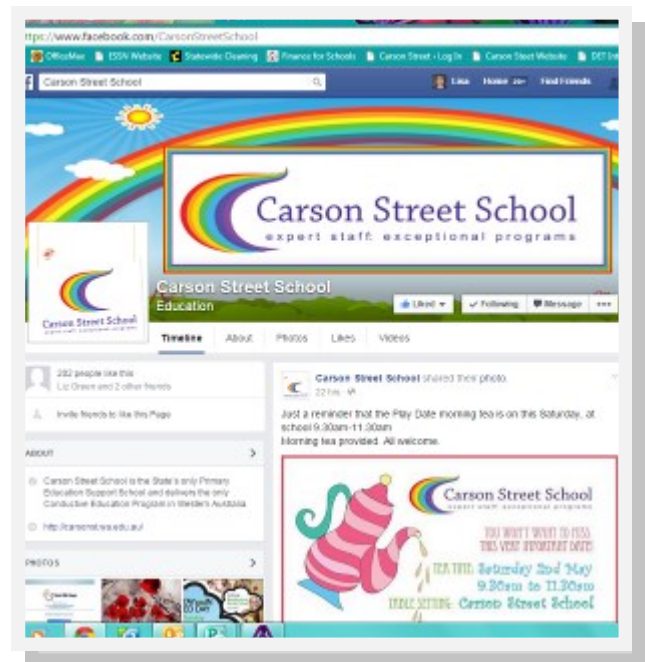
Central to this relationship is the collaborative design of each student's Individual Education Plan (IEP) which defines the learning pathway for each student. At planning meetings parents take the opportunity to contribute valuable knowledge about their child.

There is ongoing communication to make sure teachers and parents can share information including the progress students make towards reaching their targets. Parents receive detailed written reports of progress and achievement through student portfolios at the end of semester one and a written report at the end of each school year.

The school has designed a new home/school diary format and it is hoped that this will further enhance information sharing between the two parties.

The school website and associated Facebook page continue to be a major sources of information for the school community as is the regular distribution of themed newsletters.

Despite extensive efforts, the number of returns for the National Schools Opinion Survey was not as high as anticipated. From those that did reply we gleaned that parents and carers are happy with the school's provision. They are confident their children are safe and well looked after and that they enjoy school. They feel well informed about their child's program and progress.



School Facebook page

The role of the Community Support Officer funded under the National School Chaplaincy and Student Welfare Program (supplemented with school funds) has been refined and developed to meet the needs of our students and their families. The role is now firmly integrated into the everyday life of the school and is assisting families in a number of important ways.

Parent coffee mornings arranged by the Community Support Officer, Marian Tetlow, and Nurse, Nola Dunnett, provided opportunities for parents to gain information on a variety of topics relevant to parents and to engage with the school and learn from other parents.

Once again our school P&C, lead by President Liz Green and her band of helpers, provided substantial funds to the school with another successful Quiz Night and funding from several grant applications. Students now have greater access to challenging play equipment which extends learning beyond the classroom.

The school's *My Time* and *Conductive Education Parent & Child* programs for children 0—4years continue to provide valuable 'Earliest Intervention' for young children and their families.

What Does the School Need to do to Improve Further?

Dimension 1: Student Learning – Engagement Progress and Achievement

The school acts to improve performance based on the appropriate analysis of quality data gathered about standards of student achievement.

The BSquared assessment program used by the school is to go online and be accessible via an app of the iPad as well as the computer. Recording of students' achievements then can be made simply and accurately at the tap of a screen. BSquared offers the school a strategy to track student progress, make decisions about future planning and demonstrate the efficacy of the school's expert staff and excellent programs!

Dimension 2: Effective Teaching

The school delivers learning experiences that are outcomes focussed and responsive to the needs of students.

Build teacher capacity by providing opportunities for them to be coached in the Four Blocks Literacy Program and participation in the inter school interest group.

2015 will see further implementation of student sensory profiles

Continue sharing the existing examples of outstanding practice, so that these are adopted more widely by staff.



To enhance the culture aimed at equipping teachers with the confidence and skills to be leaders and managers of their own classes.

Ensuring that Education Assistants have a clear understanding of the best way to support student learning, challenging them and promoting their independence.

Dimension 3: Leading and Managing the School

School leadership is committed, responsive and collaborative.

The school offers training to all staff throughout the year. School leaders encourage staff members to explore professional development options which will be of benefit to our students.

Dimension 4: Safe and Inclusive Environment

The school offers a safe, caring and inclusive learning environment.

There is a need to redesign the junior playground and replace some equipment which is no longer appropriate.

Continuation of the training for the Risk Assessment team to support best safe work practice.

Dimension 5: Governance and Accountability

a) School staff are motivated, engaged and competent.

To focus on each teacher leading their team - the teacher as manager.

b) The school's financial and physical resources are managed to optimize learning outcomes

The finance committee which includes the Board Chair to diligently make sure the school's finances are in order under the Student Centred Funding model and that purchases give value for money. This includes managing the one-line budget, including both workforce and cash required.

We aim to improve the collection rate for Voluntary Contributions and charges.

c) The school responds to the strategic directions of the Plan for Government School Education.

To investigate and establish our Reporting to Parents - SEN online tool. The Reporting to Parents - SEN tool will allow us to standardise and gain consistency across the school with our assessment and reporting documents for students.



Dimension 6: Engaging Families and Community

The school operates in partnership with the community

The promotion of earliest intervention and the establishment of the 0-4 years Early Intervention Centre.

To improve contact with parents by including a Board item in each newsletter which gives a summary of the work it is doing.

In Summary:

The school report outlines some of the schools achievements in the 2014 school year as well as identifying areas for development. It also contains information regarding the types of programs we have implemented, an overview of student performance, staff qualities and community relations.

The school sends its best wishes to those students and their families who at the end of the year (both year six and seven students, 14 in all), transferred to a number of local education support schools for their secondary education.

I hope you also find this useful as an overview of the climate and culture of our school.

John Exeter
Principal





Addendum:

[^] Page 10: Enrolment Trends—2013
*Figures have been updated after
discovering that the numbers entered
in the 2013 Annual Report were
incorrect.*

Signed by the Principal:

Name: John Exeter

Date: 28th May, 2015

Signed by the Board Chairman:

Name: Les Ozsdolay

Date: 28th May, 2015



Carson Street School

expert staff: exceptional programs

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Carson Street School is an independent public school.