



Annual Report 2015





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Overview

Carson Street is a Primary Education Support School and it educates students whose disabilities require extensive educational services and therapy. In addition many students have medical conditions that are managed by the school's nursing staff.

The school attracts and retains experienced, innovative staff who care about each student's overall progress and wellbeing. The school provides a range of high quality learning opportunities that stimulate and challenge the individual needs and talents of their students. This is done within a collaborative school culture, creating an integrated approach to program development and a strong sense of collegiality.

An active and inclusive learning culture permeates the school. Our focus on individual needs and abilities is achieved through maintaining strong partnerships with parents and the wider community. This highly valued partnership in the learning process ensures that the academic, physical, emotional and behavioural needs of each child are recognised and supported.

We focus on providing our students with a broad range of learning opportunities that respond to the diversity of their individual needs and abilities. The profile of the school population is changing over time, with an increasing proportion of students with severe learning difficulties and comorbid autism spectrum conditions.

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:

- Use new ideas and innovate to enhance learning.
- Solve problems creatively.
- Deliver quality work for our students, parents and our co-workers.



- Deliver consistent and dependable services that exceed expectations.
- Communicate openly and honestly and share ideas.
- Be professional.
- Work collaboratively.
- Inspire others to elevate their performance and contribute to the success of the school.
- Continue learning and developing new skills.
- Encourage a work environment that is respectful, welcoming and safe.
- Encourage, recognise and reward innovative behaviour.
- Encourage a work environment that promotes involvement and a sense of participation.
- Recognise and reward achievement.

School Priorities

The school continues to target the development of student achievement in the following priority areas:

Literacy & Communication:

Literacy: To improve student performance in all strands of the English Learning Area through the use of assistive technologies, a specialised literacy program 4 Blocks, differentiated curriculum and a consistent whole school approach to language and communication teaching and learning.

Communication: To ensure a student's personal communication system is embedded into the educational program and to continue the development of a multi-modal approach to communication across the school.

Numeracy:

To encourage direct, first hand interactive experience with natural and manipulative materials that develop a student's understanding of basic mathematical concepts.



Early Years Learning:

To promote the Early Years Learning Framework as the foundation of specialised early intervention programs (0-4 years) to the school and wider community. This will be augmented with the establishment the new purpose built early childhood facility where the school will continue the development of high quality, high care specialist early years programs.

Assessment and Reporting:

Reporting to Parents: Special Educational Needs To begin the implementation process of changing school based IEP and student reporting formats with the Department of Education's Reporting to Parents online software.

BSquared Summative Assessment: To reintroduce the BSquared Summative Assessment tool to track student progress in all curriculum learning areas. Student progress is monitored from the Early Years Learning Framework, Foundation and through Australian Curriculum levels.

Positive Behaviour Support:

To provide training and support to teaching and non-teaching staff that targets an increase in competence and confidence in the management of student behaviour.



Highlights of the School Year

- ◇ Carson Street School is a fully participating member of the Education Support South Network. Teaching and non-teaching staff attended a professional development day

with the other 22 schools which had a variety of topics for teachers, educational assistants and ministerial staff.

- ◇ Once again Deputy Ros Hamling was on the conference committee for the West Australian Education Support Principals and Administrators Association (WAESPAA) which combined with the Australian Association of Special Education (AASE) with the conference theme being 'Engagement for Learning – Behaviour Leads the Way'.
- ◇ The school was successful in obtaining a Chaplain funded by the State Government to work in the area of family support and well-being for 2015 and 2016.
- ◇ Both the Conductive Education and School Summer Holiday Programs were once again well supported and the feedback from staff and parents was very positive. Special thanks to CECWA for funding the CE program.
- ◇ The Active After School program which has run for several years has now ceased but we have been successful in applying to the new Sporting Schools which is funding a similar after school sports program on Tuesdays.

Feedback from parents on Reporting to Parent's using a School Portfolio at the end of semester one was extremely positive.



The Greengum Early Learning Centre funded by the Non-Government Centre Support has opened and houses our two 0 – 4 years early intervention programs Parent and Child and My Time. Several of the parents attending the Parent and Child program were involved in the compilation of a video on their early intervention experiences. The video is now widely available to parents and caregivers of young children with disabilities.

Early Years Coordinator Tiffany Langoulant attended a professional development day in Melbourne with other facilitators to share plans and ideas.

Sensorium Theatre in collaboration with 'School for Parents' Parent and Child program initiated a pilot project to investigate the efficacy of arts-based approaches for early intervention programs for children with disabilities. They held an information afternoon for early intervention providers to share their positive action research findings.

- ◇ Our students and many staff wore their pyjamas to school on Wednesday 24th June to celebrate Mitochondrial Awareness Day. Funds raised were donated to the Mitochondria Association; in student Jack Whites name, who had passed away in term one.

- ◇ The school submitted a 30 second video on its programs and came fourth in the people's choice section of the Department's 'Our School is a Shining Star' awards. The Minister for Education, the Hon Mr Peter Collier, presented our certificate to the Belmay satellite class when he visited on August 5th. He was very interested in our journey as an Independent Public School and the impact of the Student Centred Funding model.
- ◇ A large number of staff, both present and past, along with parents and friends, farewelled Education Assistant Maureen Page at an afternoon tea for her retirement. We acknowledged her long contribution of 39 years to our school and our students. Maureen was the winner of the Como Rotary 'Pride of Workmanship' award also in recognition of her dedicated service.
- ◇ The schools vibrant music program has been enhanced by visits from several Wesley College bands and the donation of drumming equipment by Concept Music.
- ◇ Science Week was celebrated in Week Five of Term Three. Each class was required to select an experiment on the topic of water and present it to other classes as they moved around the rooms.
- ◇ Crunch and Sip Week which was organised by Nurse Kirrilly Fischer was very popular with students and staff alike. We all ate a healthy lunch, had a visit from Vegeman and students participated in a colouring competition.
- ◇ In Term Three almost 50 staff from Lendlease spent the day at our school providing general facility upkeep services. The work included painting, gardening, building maintenance and creating some new play spaces for the students.
- ◇ The Marketing Committee organised a successful cloud funding campaign and \$10,000 was raised for extra Psychologist time to be used for classroom interventions in 2016.

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:

Learning for all students is guided by Individual Education Plans (IEPS). Appropriate targets reflecting students' abilities and their developmental and social needs are developed



collaboratively between the school and the home. This collaborative approach of management, therapist, teachers, education assistants and families contributes to effective teaching and learning.

The school is leading the More Support for Students with Disabilities (MSSD) project “The Classroom behaviour Assessment and Intervention e-learning Series Network program.

The aims of which are:

1. To develop e-learning modules to inform educators about classroom behaviour, assessment and intervention practices management plan.
2. Trial the use of the behaviour Zen app to conduct classroom behaviour assessment and design behaviour intervention plans.

This will enable class teams to understand challenging behaviour, develop and implement appropriate intervention strategies and review their effectiveness. Research underpins the importance of using a team approach to understand and respond to challenging behaviour. Positive Behaviour Support techniques and motivators are used to engage students and maximise progress.

Students are supported to access the curriculum using a variety of strategies appropriate



to their needs. ICT is promoted to enhance and extend our students learning. We use a variety of hardware and software to enable and include our students. ICT is used to encourage independence, increase creativity and give our students greater control of the environment around them.

The development of communication and interaction skills is a major goal. We strive to provide our students with effective communication skills to support their interaction within the

school and wider community. Organising the physical environment, developing schedules and work systems while using visual materials are central to classroom practice and the gaining of independence.

The B Squared assessment software package is being used to baseline students and track student progress with summative assessments.

Highly skilled support staff are effectively deployed by teachers. They make a positive contribution to learning, for example, by maintaining student engagement and leading small group interventions.

Dimension 2: Effective Teaching:

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

The reputation of our specialist Conductive Education program is widespread and has meant that the school receives numerous enrolments from outside our student catchment.

In order to raise standards in literacy we combined assistive technologies, specialized programs, differentiated curriculum with a consistent whole-school approach. This meant working in collaboration with our communication coordinator to ensure all students had access to suitable communication system. This work is ongoing.

Treatment and Education of Autistic and other related Communication Handicapped Children (TEACCH) is a service delivery model that utilizes Structured Teaching, highly visual planning and organization strategies, and predictable environments to increase the overall independence of learners. Several staff members have received professional development on this approach which helps with classroom management and instruction.

Not to be confused with the above mentioned TEACCH, Team-Teach is an accredited Behaviour Management course based upon the principles of Positive Behaviour Support. Supporting students with their behaviour and self-regulation is a school priority this year. All teachers and permanent or long-term contract EA's have attended one of the training days.

Access to technology is improving for our students and staff are receiving regular training as the number of options widens. Keeping up with innovations can be a constant challenge but it can help personalize instruction for students with special needs and improve their learning.



All students at school engage with music in some way and some of the aims of the program are:

- ◇ To promote non-verbal and verbal communication through musical interactions
- ◇ To develop & increase social skills; waiting, listening, turn taking, sharing etc.
- ◇ To encourage positive peer interaction skills
- ◇ To promote positive behaviour and decrease tension and anxiety
- ◇ To increase confidence and self-esteem by engaging in rewarding and self-fulfilling music therapy activities.

Physical Education is a popular program with our students. Extension programs like Sporting Schools (an after school program), Flexibility (at the Manning Recreation Centre) and Riding for the Disabled add an extra dimension to skill development. Whole school outings included cycling in Bike Week and a visit to an indoor bowling rink.

Swimming and aquatic activities for children with disabilities can foster physical fitness and motor skill development within a physical education program and during recreational pursuits. We are constantly trying to extend our students skill levels, safety and awareness in and around the pool. We have an excellent hydrotherapy program that provides relaxation, stimulation and passive ranging and stretching for students and encouraging independence where possible.

Extensive professional learning and development enhance teaching practice. Our emphases on professional learning and development aims at ensuring staff have a shared understanding of best practice in special education. They work collaboratively in a team environment to integrate new knowledge and skills into their professional practice.

Importantly the professional learning focus has been to increase student engagement in learning by decreasing overt behaviours through a Positive Behaviour Support approach. However additional professional development has included:

- ◇ Dysphagia and Mealtime Management.
- ◇ 4 Blocks Literacy.
- ◇ Vision Impairment Training
- ◇ Manual Handling
- ◇ Risk Management
- ◇ Leading Teams in Education Support

Dimension 3: Leading and Managing the School

School leadership is committed responsive and collaborative.

We are establishing a distributive and collaborative leadership model in order to delegate responsibilities to Learning Area Coordinators, Level 3 and senior teachers, education assistants and several focus groups. This distributed model of leadership has led to shared ownership of initiatives, practises and decision making.

Board members are passionate about providing the very best for our students and they contribute an excellent level of challenge and support to the school's leaders. The Board Chair, P&C President and senior management participated in the AITSL Principals 360 Reflection feedback.

The total funds spent on professional development in 2015 were \$28,919.81.

Workforce Composition

	Teaching Staff	Education Assistants	Support Staff
Headcounts	19	51	11
Full-time Equivalents	14.2	41.6	6.5

Enrolment Trends

* Roll Count for 2015 as at 1st April each year.

Year	2006	2007	2008	2009	2010	2011	2012	2013^	2014	2015
Y 1-7	30	34	29	36	46	60	58	76	76	62
Kindy	16	6	22	23	23	9	5	4	1	1
PP	6	9	9	15	17	10	8	3	6	5
TOTAL	52	49	49	63	75	79	71	83	83	68

Dimension 4: Safe and Inclusive Environment:

The school offers a safe, caring and inclusive learning environment

The school values underpin the schools mission and strategic planning. Values are embedded in practice throughout the school and are supported by The Six Kinds of Best Values Program. These values focus upon: Be Kind to Yourself, Be Kind to Others, Be Kind to the Environment, Be the Achieving Kind, Be the Learning kind and Be the Community Kind. Marian Tetlow, the school Chaplain (Community Support), has been visiting the classrooms for values sessions with the staff and students to promote the targeted value each term.

The school provides a safe and secure learning environment and has a well-equipped playground which challenges our students to be active and lead healthy lifestyles. The school site is now monitored by CCTV. The school takes Risk Assessment and risk Management very seriously. We have established a well-trained Risk Assessment Team (RATS) to advise staff on safe working practices. Students are taught how to identify and avoid unsafe situations. They practice this in the community, for instance when crossing the street or behaving appropriately in supermarkets and shopping centres. We also have 2 full-time nurses to assist with management of health issues.

Dimension 5: Governance and Accountability:

A) School staff are motivated, engaged and competent

Our staff respond to individual students' diverse learning preferences, and recognise and celebrate their successes and progress. Teachers, therapists, and support staff work as a team in promoting positive outcomes for students with a determined focus on developing communication and behavioural skills. Ongoing professional development provides staff with opportunities to improve their expertise and adopt current methodologies and practices.

With regard to our unique Conductive Education program Martin Clery, Assistant Executive Director Statewide Services was to state:

"Thank you for providing a copy of the evaluation of the Conductive Education Parent and Child program for 2015. It is a comprehensive report that demonstrates the passion the school has for the program and its commitment to supporting the children and families involved."

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

We have refined the use of the one line budget for workforce and cash requirements. Funds from our Deductible Gift Recipient fund were used to make up the shortfall in salary costs for the Summer Holiday program.

Revenue - Cash	Budget \$	Actual \$
Voluntary Contributions	2,412.00	2,412.50
Charges and Fees	22,259.27	22,018.04
Fees from facilities Hire	1,540.00	2,399.98
Fundraising/Donations/ Sponsorships	381,279.87	385,982.09
Commonwealth Govt Revenues	2,711.38	2,711.38
Other State Govt/Local Govt Revenues	1,225.00	1,225.00
Other Revenues	33,625.56	36,031.42
Transfer from Reserve or DGR	7,003.16	7,003.16
Total Locally Raised Funds	452,056.24	459,783.57
Opening Balance	286,831.67	286,831.67
Student Centred Funding	313,040.00	313,040.00
Total Cash Funds Available	1,051,927.91	1,059,655.24
Total Salary Allocation	-	-
Total Funds Available	1,051,927.91	1,059,655.24



Expenditure	Budget \$	Actual \$
Administration	40,736.57	29,931.69
Lease Payments	-	-
Utilities, Facilities and Maintenance	126,084.87	102,087.31
Buildings, Property and Equipment	436,500.00	400,411.16
Curriculum and Student Services	181,569.58	136,332.19
Professional Development	29,732.52	28,919.81
Transfer to Reserve	-	-
Other Expenditure	2,800.00	2,984.28
Payment to CO, Regional Office and Other Schools	162,600.00	10,070.00
Unallocated	71,904.37	-
Total Goods and Services Expenditure	\$1,051,927.91	\$710,736.44
Total Forecast Salary Expenditure	-	-
Total Expenditure	\$1,051,927.91	\$710,736.44

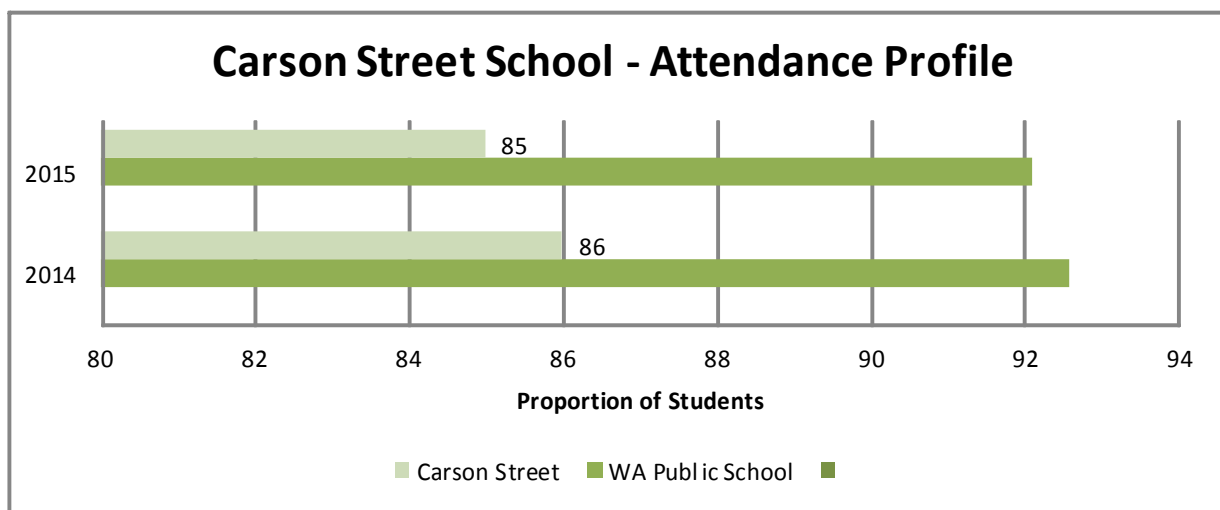
Cash Position as at: 31/12/2015	
Bank Balance	\$609,120.44
Made up of:	-
General Fund Balance	348,918.80
Deductible Gift Funds	34,255.80
Trust Funds	-
Reserves	228,009.89
Suspense Accounts	1,134.95
Cash Advances	300.00
Tax Position	2,899.00
Total Bank Balance	\$609,120.44

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

The School Board is regularly informed about the daily programs and student outcomes and as a result, they are able to provide a high level of informed challenge and support to the school's management. The school community benefits from the Board Chairpersons capable leadership and interest in our staff and students. Board members are guided by the best interests of students and the vision of the school.

The Early Years Learning Framework is being embedded in daily practice.

Progress has been made in meeting the requirements of the National Quality Standards in Education .



Dimension 6: Engaging Families and Communities:

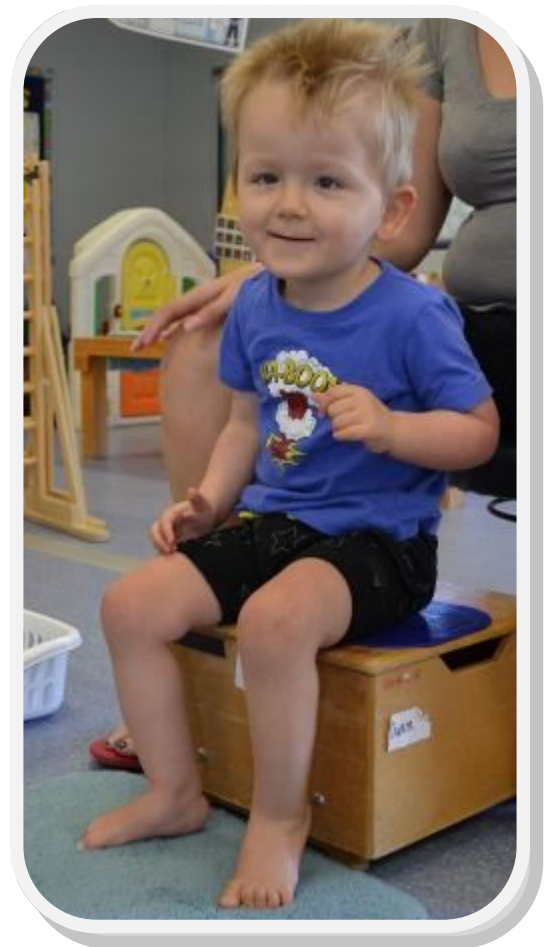
The school operates in partnership with community

Parents contribute valuable knowledge about their child when they meet with teachers to set targets in Individual Education Plans.

Through our engagement with, and contribution to our local community, we also hope to raise an awareness of issues relating to disability and to help remove barriers and misconceptions associated with students with disabilities.

Our very supportive P&C has funded the shelter over the new swings and a new playground in the main area. Led by hard working President Liz Green the members are continuously searching for ways to make students recess time more challenging and interactive. They also funded the annual Fun Day in Term 4 which was very well received by our students. The Quiz Night was once again very successful. Whilst having a lot of fun, with a large number in attendance, we raised almost \$8000 to spend on required items.

The school is proud of its partnership with the Conductive Education Charity of WA and this continues to enhance our unique program for students with physical impairments.



What Does the School Need to do to Improve Further?

The following issues have been highlighted from the School self-assessment Survey, the need to meet system requirements and the responses and views of all stakeholders to inform priorities for improvement.

There is a need to continue to promote the distributive leadership model as a vehicle to unlock the potential of staff in being active and committed partners in the school improvement agenda. Our intention is to continue to focus on a small set of values, linked to behaviour that are embedded within classroom practice and visioned across the school to provide a more succinct approach to behavioural change.

This also involves the promotion of greater teacher ownership of school improvement by forming a Professional Development Committee which includes all learning Area Coordinators. We currently have regular teacher meetings to discuss teaching and learning.

An area of interest for future development is peer observation in the classroom. Current research about improving classroom practice indicates that teachers can improve their own practice by observing colleagues and discussing the presentations in a trusting environment.

Finding data collection methods that are appropriate for the special needs classroom are a constant challenge. National tests like NAPLAN are designed to inform mainstream schools about student progress but have little relevance to our situation. To this end the school is

further developing and refining the use of B Squared with several teachers using software on their iPads to make recording progress more immediate and purposeful. This also means becoming competent in using the Gap Analysis program.

To investigate the National Safe Schools Framework as a means of improving the



Health and Well-being of the school community along with the Well-being in Schools Australia program.

Best practice will be maintained in the provision of quality of early years outdoor learning environments with the development of a Naturescape play area to challenge the children.

A major priority is the continuation of our commitment to the creation of a whole school communication environment building on our previous learning. We are developing a shared understanding of key concepts and learning strategies for implementation.

Reporting to Parents: Special Educational Needs. In 2016 the school will upgrade the student reporting system to the Department of Education's Reporting to Parents online software. This software is used for reporting student achievement for students in years 1 to 12. Students with Special Education Needs are included in the software program. Throughout 2015 teachers have been introduced to the software and preparing for the change.

Behaviour intervention and management will continue as a priority in 2016. A school wide approach to Positive Behaviour Support will be facilitated and supported by the School of Special Education Need: Behaviour and Engagement Team. School psychology time has been increased to 4 days each week to provide assistance in the development and implementation of whole class and individualised behavioural and social programs. The school has also contracted speech pathologist and behaviour expert Dolly Bhargava to coordinate a team approach to managing classroom behaviour.

Induction of new staff needs revisiting and the updating of the current handbook would certainly assist this process.

In Summary:

At Carson Street our staff have high expectations of their students and after consulting parents set challenging targets and plan their programs to make the best possible progress. Partnerships with our parents are strong, ensuring students' health and welfare is well supported and their learning journeys are clearly communicated. Our school campus provides a rich and varied



learning environment, giving students abundant opportunities for exploration, challenge and independent investigation. Our school is highly responsive to the changing needs of the students and their families. The school community sends its best wishes to those students and their families who graduated at the end of the 2015 school year and moved on for their secondary education.

The above information illustrates quite clearly that the school is well placed for ongoing improvement in the future. John Exeter Principal

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

*John Exeter
Principal*





Signed by the Principal:

A handwritten signature in black ink, appearing to read "J. Exeter", written over a horizontal dotted line.

Name: John Exeter

Date: *2nd March, 2016*

Signed by the Board Chairman:

A handwritten signature in black ink, appearing to read "Les Ozsdolay", written over a horizontal dotted line.

Name: Les Ozsdolay

Date: *2nd March, 2016*





Carson Street School

expert staff: exceptional programs

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Carson Street School is an independent public school.