



# Annual Report 2016



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## Overview:

Carson Street has a unique student population which is not replicated in any other special needs school in Western Australia. Not only does it educate those students in its local catchment but it features a program not available elsewhere in WA, called Conductive Education. Lead by highly qualified Teacher Conductors it attracts students with often very high needs from all over the metropolitan area. This results in a larger than usual proportion of complex needs students than in any other education support facility that require intensive interventions. The complexity of many of our students is reflected in the poor attendance rates of some.

As mentioned in the IPS review our students come from a widening range of cultural backgrounds. The profile of the school population has changed over time, with an increasing proportion of students with severe learning difficulties and comorbid autism spectrum disorders.

## Our Vision

A commitment to creating a caring, respectful and supportive community that caters to the learning, physical, social, emotional and behavioural needs of all students.

## Our Beliefs

- All children can learn.
- All children have a voice.
- Every child deserves a happy and rewarding school experience that helps them to engage, connect and belong to their community.
- That individualised programming and learning is essential to achievement and wellbeing.



## Our School

Carson Street School has a proud tradition of innovation and excellence. We are the state's only Primary Education Support School and we provide quality educational programs for children with disabilities aged 0 to 11 years old.

Our early intervention and school aged programs promote children's learning by applying holistic approaches that are responsive to each child's strengths, abilities and interests.



The school became an Independent Public School in 2010. Two subsequent Independent Public School reviews have provided overwhelmingly positive feedback and commendations for the exemplary processes and practices we undertake to ensure every child has a positive, happy and rewarding school experience.

## Our Values

The Carson Street community values diversity and believes a safe and happy teaching environment provides inclusivity for all students.

We believe that values provide us with a guiding framework that helps us to distinguish between what is right or wrong and to make good choices. We use the Six Kinds of Best Values Framework by David Koutsoukis as a platform to integrate the core values within the Values for Australian Schooling and the Curriculum Framework. These are:

### **A pursuit of knowledge and a commitment to the achievement of potential**

Be the Learning Kind

Be the Achieving Kind

### **Self-acceptance and respect of self**

Be Kind to Yourself

### **Respect and concern for others and their rights**

Be Kind to Others

### **Social and Civic Responsibility**

Be the Community Kind

### **Environmental responsibility**

Be Kind to the Environment

# School Priorities

The school has identified key areas of focus for student learning and development:

**Communication and Language**

**Social and Emotional Development**

**Educational Assessment and Accountability**

## Delivery and Performance Agreement

Under the operational requirements of an Independent Public School, all schools must prepare and implement a Delivery and Performance Agreement (DPA) which provides the framework to assess the schools performance and accountability for the life of the agreement. The DPA is signed by the Principal, Chair of the School Board and Director General. The DPA is developed as a three (3) year, ongoing agreement.

This agreement identifies:

- the resources the school will receive;
- support that will be provided;
- programs it will be contracted to deliver;
- student achievement and how it will be monitored;
- the performance and accountability of the school over the life of the agreement.



The following are a list of reporting areas and what the school has done in each area to meet the requirements.

## Teaching and Learning

Implementation of the Australian Curriculum (Phase 1 and 2)



Introduction of the National Quality Standards (NQS) for K-2 staff.

Used the Australian Professional Standards as a framework for teacher performance management.



## Student Performance

Annual School report completed in collaboration with the School Board and placed on the website.

Using B Squared software package we have held a formal review of student performance data that is used to assist planning.

## Resourcing and Support

One line budget implemented in collaboration and with support of the School Board and Finance Committee.

Met the requirement to expend 96% of the 2016 budget.

Workforce Plan completed and profile used to match short and long term workforce gaps.

The school has a risk management process in place. A return is submitted annually to the Department of Education.

The Nationally Consistent Collection of Data on Students with Disability was completed and included in the census.

## Business Plan

This was developed in consultation with staff and School Board for the period 2016 – 2018. Regular reports on targets/progress provided to the Board by the Principal.

It includes key focus areas and improvement targets.

## Program Delivery

Where required by The Department of Education reporting milestones are met.

The safety and welfare of students remains a priority which includes the management of endorsed excursions and incursions.

## Governance

Terms of reference developed using legislative guidelines – School Education Act and Regulations.

Board members are included on various school committees and decision making teams and have also served on appointment panels.

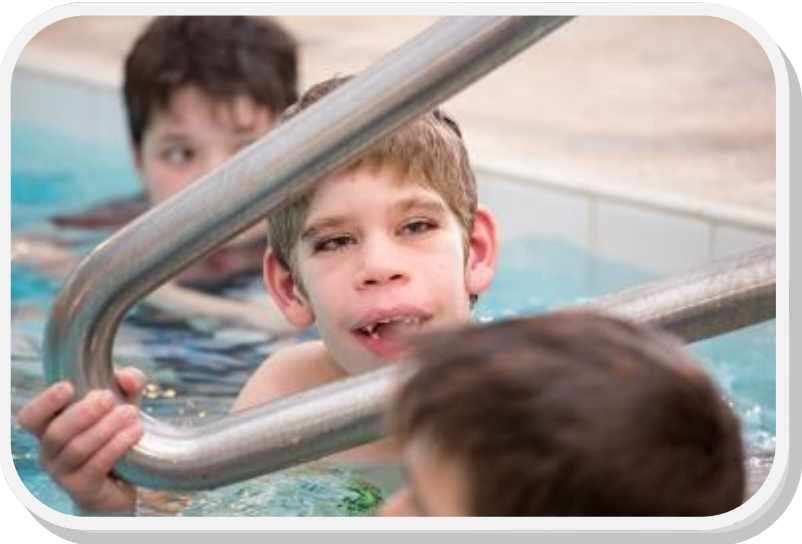
## Compliance

The school complies with all legislation and agreements (State and Commonwealth) as well as Industrial awards.

School Planning aligns with the Department's directions outlined in Focus 2016.

System requirements are carried out as per policies (Attendance, Finance, HR, Curriculum, OSH) and reported as per Program Delivery component.

In 2016 the Principal undertook the required 360 degree feedback process.



The school is independently reviewed in the final year of the DPA with the report made public. Consequently we were reviewed for the second time early in 2016.

## Independent Public School Review

The schools second IPS review in April this year offered the following commendations:

- The student focused approach to teaching and learning catering for individual needs through a range of targeted programs
- The provision of holistic support services in collaboration with external agencies from pre-compulsory ages to Year 6
- The shared positive, caring and supportive school community where all students, staff and parents are valued and respected
- The Conductive Education program that offers cohesive intervention for students with motor disabilities from birth to 11 years
- The significant commitment to ongoing staff professional learning
- The leadership opportunities offered to education assistants

It also confirmed and acknowledged a number of areas for improvement that the school had identified prior to the visit and these are targets in the amended Business Plan.

- Determine realistic and achievable targets that are student learning outcomes focused for all dimensions of the current Business Plan
- Ensure systematic and consistent annual self-review processes at a whole-school level to inform the development of operational plans that link closely to Business Plan targets
- Strengthen the distributive leadership model to embed a stronger strategic approach to curriculum development
- Progress cohesive and consistent whole-school programs to support student self-regulation
- Address how the commitments of the DPA are implemented and assessed
- Implement a more co-ordinated, consistent curriculum of protective behaviours across the school
- The analysis of Parent, Staff and Student Surveys should be included in the Annual Report





## Highlights of the School Year

This year Deputy Ros Hamling was the conference convenor 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'.

Our unique Conductive Education program continues to be well supported by families across the metropolitan area and the number of enrolments continues to increase. Therefore the loss of the Burbridge Satellite class was a major setback and the search for an alternative placement has not yet been successful. On a brighter note CECWA has received funding for the next 3 years to set up a secondary option for graduating students.

Late in term four the school was visited by the National Quality Standards review team who sought feedback on our progress towards meeting the requirements in the early years. The verifiers acknowledged our progress and stated that "The National Quality Standards is embedded in the school."

The school was successful in retaining its hard working Chaplain, funded by the State Government, to work in the area of family support and well-being for 2016 and 2017.

The School Summer Holiday Program was once again well supported and the feedback from staff and parents was very positive. Special thanks to the Disabled Children's Foundation, the Perth Airport, the Town of Victoria Park and City of South Perth for their donations which made the program possible.



Along with all schools in the Education Support South Network (ESSN) we participated in an art display celebrating the International Day for People With Disability with the canvases being displayed in Central Office.

The school held Sporting Schools after school sessions in terms 2, 3 and 4 with the aim of introducing students to a range of sports and increasing their individual skill development.

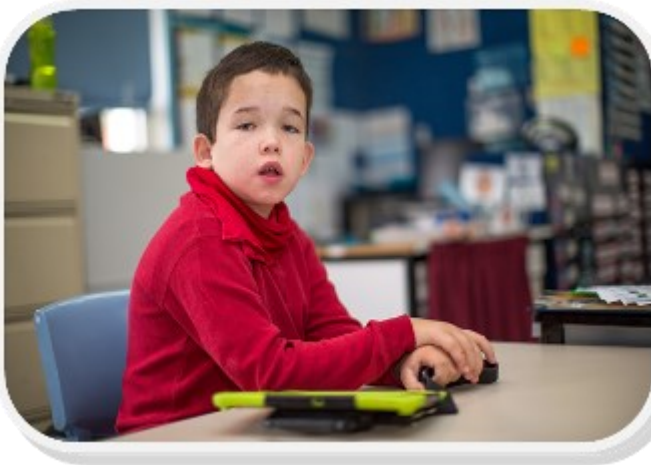
School for Parents received funds from the Non-Government Centre Support for a Naturescape to be built alongside the Greengum Early Learning Centre. This was completed

for the beginning of the 2017 school year.

On Arbour Day all our students planted trees in the school grounds to help provide fodder for zoo animals.

Como and East Perth Rotary Clubs combined to provide a shade cover over the senior bike track.

The schools specialist music program has been enhanced by visits from several Wesley College bands and the WA State Orchestra. Students benefit from opportunities to enjoy music, sensory drama, physical activities and art which have an impact on their learning and socialisation.



Science Week was celebrated in Term Three. Each class was required to select an experiment on the topic of 'Sustainability' and present it to other classes as they moved around the rooms.

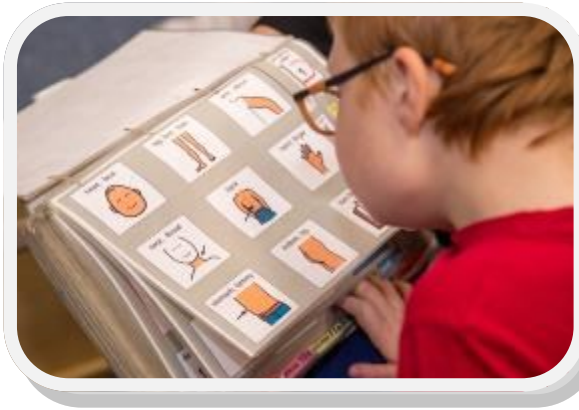
We held elections for a new Board to serve for the next three years. We are most grateful to Les Ozsdolay for once again accepting

the role of Chair. The current membership of the Board includes: Staff members Ros Hamling, Shona Ballantyne, Sara O'Neill, Corina Botica, Les Ozsdolay and John Exeter. Parent members: Lisa Wells and Lisa Johnson. Community members: Darryll Ashworth, Ben Wyatt MLA, Liz Green (P&C President), Linda Eaton (President of CECWA), Lynne Anderson and Sue Carpenter, with Michele Fletcher co-opted from the Town of Victoria Park.

Staff from both Wesley College and the Town of Victoria Park 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 P&C led by President Liz Green continue to make a major contribution to improvement around the school with particular reference to the provision of playground equipment.

Conductor Laura Hassall attended the Conductive Education World Congress in Hungary and presented a paper entitled 'Conductor abroad – The roles of being a conductor'.

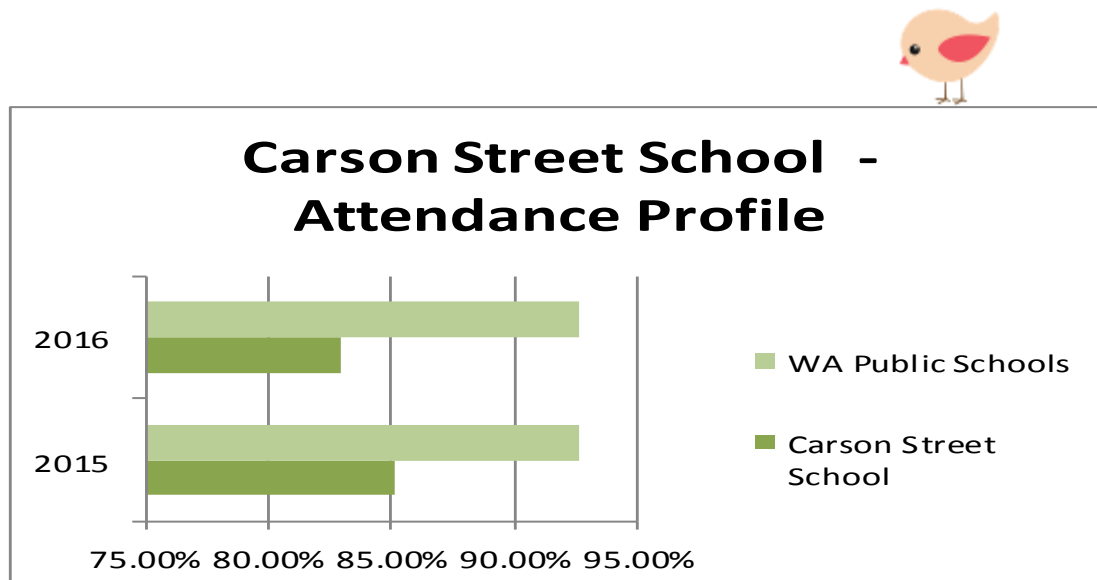


School for Parents have produced two more teaching resources in the Getting Started series. 'Supporting and Guiding Communication Development of Students who are Pre-Intentional and Intentional Communicators' and 'Using visual strategies to support and guide the development of a positive sense of identity of students with intellectual disabilities' are available along with the rest of the series in hard copy from our school or can be

downloaded from the school website at <http://www.carsonst.wa.edu.au/parent-info/getting-started-books/>

## Student Attendance

There are a number of reasons why the *small* number of students who have been persistently / consistently absent from school in 2016 have been excluded from the final figure in this report. Most importantly the effect and distortion this can have on the overall picture is sizable and very significant when dealing with such a small whole school cohort size. Left in, these students mask the fact that the vast majority of students attend regularly throughout the year. There are very specific and often complex circumstances surrounding the reasons for non-attendance which include extended medical illness and operations. As suggested by the IPS reviewers their data has therefore been excluded from this year's final figure.



In 2016 we had an overall attendance rate of 81.8% which is less than the previous year's 85.5%. However there was also an increase in the number of students in the severely at risk category. When we take these students out of the data the attendance percentage is improved to 87%.

# National Schools Improvement Tool

In 2016 Carson Street School introduced the National School Improvement Tool (NSIT) as its performance measuring tool. The National School Improvement Tool comes from the Australian Council of Educational Research (ACER), based on research into what makes good schools “good”. It cannot cover everything that good schools do, but focuses on the things that schools can improve to make a difference to student outcomes.

The tool provides descriptors for schools to rate their own performance in each of the nine domains which are at times overlapping and not discrete. The descriptors also provide ‘next steps’ for schools looking to improve in a specific area. The NSIT gives us an excellent framework for discussing, evaluating and improving in nine areas where research shows that we can impact student academic achievement.

The tool is divided into nine headings, or domains:

- 1. An explicit improvement agenda:** Do staff, students and parents know what we are working on to improve at our school?

*“Carson Street is student focused, offering a range of individualized programs to meet the students ‘high support needs’.” IPS Review page13*

Carson Street School is a fully participating member of the Education Support South Network with Principal John Exeter leading the Promotions Group and Deputy Ros Hamling a member of the Professional Development Group. The network continues to be a source of professional growth for teachers and non-teaching staff who all attended a professional development day in term three.

Professional development of staff is well funded and linked to improvement. In 2016 valuable sessions were held on Target Setting for IEPs, Creating a whole school

communication environment, Managing classroom teams, Epilepsy Training, Classroom Behaviour and Assessment and included sessions on Challenging Behaviour, Autism, Anxiety and Oppositional and Aggressive Behaviour.

Staff are encouraged and enabled to undertake professional learning that is specifically focussed on the







needs of the students, as well as promoting leadership in learning.

Teachers and Education Assistants work alongside other professionals to constantly assess how much progress pupils are making. This information is shared and collectively evaluated to ensure that every small measure of progress is captured and built on.

Carson Street has established a dedicated accredited Risk Assessment Team (RAT) to advise staff on safe working practices. Since its inception considerable time and money has been put into creating a team of qualified experts to oversee the process in the school. Expert training has been provided by the Australian Association of Manutention Practitioners. We currently have 4 level three Manual Task trainers (Accredited Level 3 Trainer within the workplace for

disabilities) Roberta Taylforth (also the School OSH Officer), Suzanne Hall, Cinnamon Bonnefin and Zsuzsanna Hay. 1 Level Two Mariko Fischer and 4 Level Ones, Shona Ballantyne, Sara O'Neill, Sam Newton and Deb McBride. The long term aim is to have one highly trained person in each classroom.

The contribution this team of experts has made to the health and welfare of school staff has been acknowledged in a number of ways by influential people in the educational sphere. This includes the following: At the 7<sup>th</sup> Biennial AAMHP Conference: Beyond the Horizon (Australian Association for the Manual Handling of People). At a cross-sectorial presentation at Central Office organised by Sherree Colley, Labour Relations Consultant, the initiative was highly commended by those in attendance including John Brigg, Principal - SSSEN:D, Linda Lane - WAESPAA President, Richard Sanders - Manager, Disability Services and Support and Julie Macrae - Accredited Level 5 Manutention Trainer.

Consequently the latest IPS reviewers praised the team for:

"The school places great importance on risk assessment and risk management. As a result they have trained a Risk Assessment Team (RAT) to advise staff on work practices and teach children to identify and avoid unsafe situations. The RAT had developed and implemented a planned systematic approach to the use of appropriate occupational health and safety practices, particularly with manual handling of students, which has reduced the number of workers compensation claims."

Reporting to Parents Special Education Needs (RTPSEN). For the first time staff have used the Department's standardised format for reporting to parents. Teachers have been able to



modify the template to suit our particular circumstances and student population.

## **2. Analysis and discussion of data:** Are we making decisions based on good information?

The IPS review group was to acknowledge our initiative in this area and its promise for the future.

*“All teachers are in the process of entering data into the BSquared program which will monitor student learning across all years. This will allow for detailed interrogation of individual and group data at a whole-school level, while continuing to be supported by in-class curriculum based assessments”* IPS Review page 8

In addition they stated in their conclusion:

*“There is strong evidence that the school has commenced the process of establishing a more consistent and cohesive whole-school approach to achieving greater rigor in monitoring teaching and learning across all curriculum areas”.* IPS Review page 15

Assessment practices continue to evolve aiming to better reflect student progress and achievement and support reporting. Across the teaching team, significant time and effort has been spent on collecting data to baseline students and then to assess their progress.



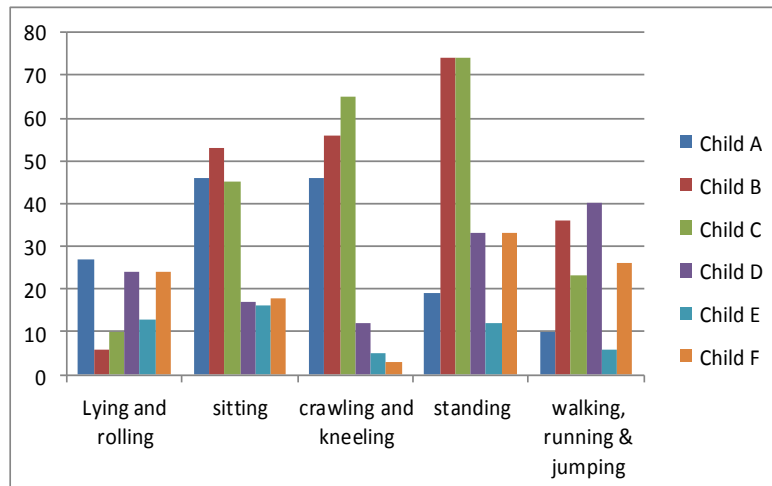
However, we are not always able to accurately measure how much impact any agreed interventions or improvements have had. This is because currently the school's development plan lacks measurable targets and does not identify any monitoring roles for Board members to fulfil.

Therefore future planning should ensure that the school's self-evaluation and development plan includes enough information to allow Board members to monitor more precisely how effective any actions have been. This involves using B Squared which has helped to establish a method of recording which highlights even the small gains our students make the school is better able to assess student progress over time.

In addition, the school administration know that the role of the Learning Area Coordinators needs to develop further so that they can contribute more to, and have a sharper focus on student progress when monitoring the quality of learning.

A comprehensive assessment of students is carried out prior to enrolment in the Conductive Education program, including the Gross Motor Fine Motor test (GMFM) and progress is

regularly reviewed. All students have a Pragmatic Profile which describes behaviors for different functions of language in a developmental order and is used as a baseline for their communication development.



**Gross Motor Function Measure 2014-2016**

In summary a great deal of discussion and professional development has taken place recently which has enabled staff to develop an increased understanding of why data is collected and the implications for planning and teaching. In future it is planned to strengthen the process and to ensure that there is consistency across the school in the ways teachers respond to the data collected.

**3. A culture that promotes learning:** Do we foster a culture of trust and collegiality, with high expectations of student learning?

*“Performance management is well established and linked to national profiles for teachers and education assistants”. IPS Review page 13*

*Staff are dedicated, passionate and enthusiastic and the school has a positive, caring and supportive culture”. IPS Review page 15*

National Quality Standards verification visit.

When discussing our data on how we were meeting the requirements of the National Quality Standards Framework the verifiers stated:

*“It (the school) has built a reflective culture that supports high quality, innovative*

*practice and professional learning.”*

Our Induction processes have been fine-tuned and all staff have access to high-quality training and professional development opportunities. This includes providing opportunities for further career progression and identifying any future leaders.

Our teaching staff included three graduates which is a first for the school. However, school programs have been enriched by these graduates who have brought some fresh ideas into focus especially in the area of curriculum because of their recent university training.

As mentioned above the school has a number of simple but important values and students are encouraged to develop their understanding of them during lessons and at assemblies.

Parents work in partnership with staff to agree the content of education, health and care plans. They feel that the new assessment and reporting arrangements provide them with a comprehensive picture of how well their child is doing. This helps parents to agree any necessary adjustments to their child's provision and start to plan the next steps to be taken.

In collaboration with interested schools in the Education Support South Network, Carson Street is developing a tool based upon developmental milestones that will allow educators of complex special needs students to plan effectively, monitor progress in small increments and report against 'small steps' in progress. This MSSD project is entitled “Early Years Elaborated Curriculum and Monitoring Tool for Education Support Students.”



**4. Targeted use of school resources:** Do we have systems to target our resources toward the identified needs of students?

*“The school is effectively resourced and currently has the capacity to maintain existing programs”. IPS Review page 13*

During the year several enhancements were made to school buildings and amenities. The main school building now has a new roof, signage has been improved, and the pool looks very inviting after been tiled. Also the Wattle play area has shade cover to make it more usable during the summer months.



The school provides a very secure, friendly environment for highly targeted learning to take place. Evacuation and emergency procedures e.g. Bushfire Plan are checked regularly by an external organisation and changes are made according to feedback. Classrooms are well organised and high quality displays celebrate students' achievement as well as being used to support their learning.

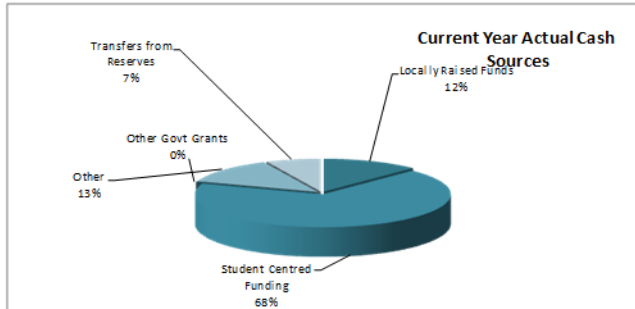
As outlined in the current Workforce Management Plan School funds have been used strategically to employ additional specialist staff in order to enhance student outcomes and to provide expert help in changing behaviour. This includes additional Psychologist, Speech and Occupational Therapy time.

While the current funding of Kindergarten students is for 16 hours per week, (2.5 days), consistent with its belief in the benefits of early intervention, the school offers 3 days per week or 19.5 hours and this is very much appreciated by our families.

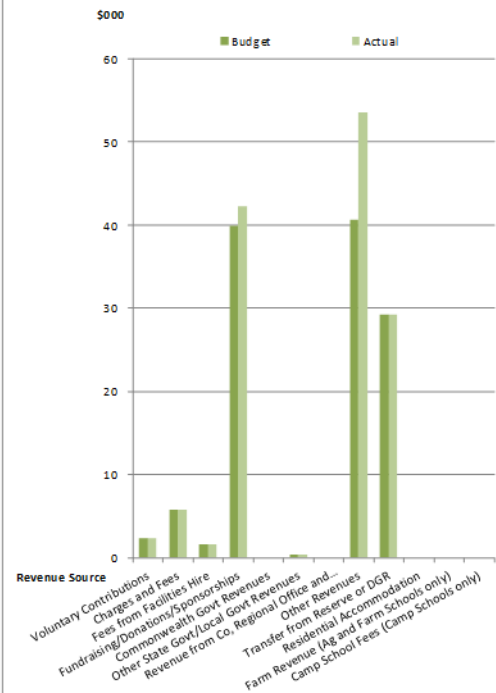
The School Board, although newly elected, are establishing an accurate picture of the school and is able to use their developing knowledge to hold the leadership to account and act as a critical friend. The Board approves and monitors the implementation of the budget effectively with the Chair being a member of the Finance Committee. This ensures that the school maintains financial stability.

**Carson St School**  
Financial Summary as at  
31 December 2016

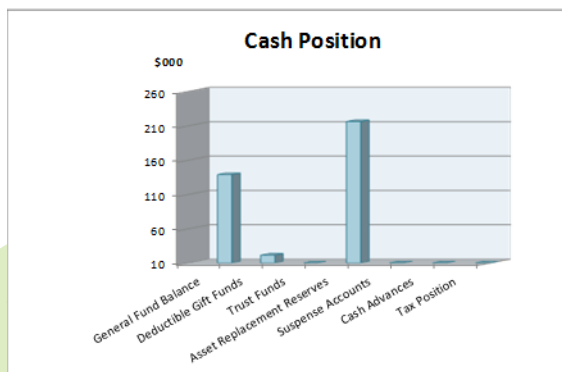
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 2,350.00	\$ 2,380.00
2	Charges and Fees	\$ 5,805.00	\$ 5,805.35
3	Fees from Facilities Hire	\$ 1,627.26	\$ 1,672.71
4	Fundraising/Donations/Sponsorships	\$ 39,949.98	\$ 42,210.43
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 400.00	\$ 400.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 40,717.87	\$ 53,580.88
9	Transfer from Reserve or DGR	\$ 29,274.22	\$ 29,274.22
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 120,124.33</b>	<b>\$ 135,323.59</b>
	<b>Opening Balance</b>	<b>\$ 348,918.80</b>	<b>\$ 348,918.80</b>
	<b>Student Centred Funding</b>	<b>\$ 286,501.58</b>	<b>\$ 286,501.58</b>
	<b>Total Cash Funds Available</b>	<b>\$ 755,544.71</b>	<b>\$ 770,743.97</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 755,544.71</b>	<b>\$ 770,743.97</b>



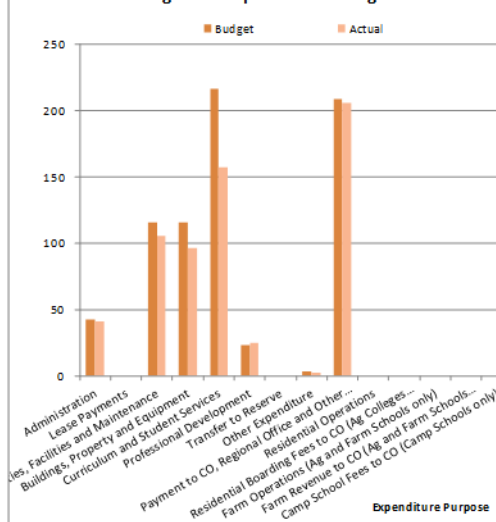
**Contingencies Revenue - Budget vs Actual**



	Expenditure	Budget	Actual
1	Administration	\$ 42,217.05	\$ 40,712.74
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 115,222.45	\$ 105,655.48
4	Buildings, Property and Equipment	\$ 115,417.05	\$ 96,176.29
5	Curriculum and Student Services	\$ 216,392.02	\$ 156,823.66
6	Professional Development	\$ 23,279.47	\$ 24,863.67
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 3,000.00	\$ 2,512.81
9	Payment to CO, Regional Office and Other Schools	\$ 208,460.26	\$ 205,094.71
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 723,988.30</b>	<b>\$ 631,839.36</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 723,988.30</b>	<b>\$ 631,839.36</b>
	<b>Cash Budget Variance</b>	<b>\$ 31,556.41</b>	



**Contingencies Expenditure - Budget vs Actual**



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 373,779.93</b>
Made up of:	
1 General Fund Balance	\$ 138,904.61
2 Deductible Gift Funds	\$ 21,479.98
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 216,009.89
5 Suspense Accounts	\$ 1,429.45
6 Cash Advances	\$ 1,800.00
7 Tax Position	\$ 2,244.00
<b>Total Bank Balance</b>	<b>\$ 373,779.93</b>



**5. An expert teaching team:** Do we have professional teachers who are committed to ongoing learning and development of their teaching practice?

*“The staff are well trained and experienced, especially in the area of Conductive Education. There is a strong emphasis on the provision of ongoing appropriate professional learning that is holistic and needs driven”.* IPS Review page 13

We recognise that our staff are our most valuable asset and will help us realise student potential and growth and so building capacity is a major goal of our plans for the future. All staff have a comprehensive knowledge of how students with complex needs learn and thrive. Most professional learning initiatives also include educational assistants. Teachers effectively establish a calm and purposeful classroom climate whilst striving to engage and enthuse students in order to maximise their learning.

Merit selection ensures that selection is based only on a person's ability to expertly perform the job description. Selection on merit is a process of determining which job seeker has the skills, abilities and knowledge deemed to be most suitable for the job. Merit selection aims to choose the best person for the job, resulting in a quality workforce. In addition every effort is made to identify future leaders within the existing staff and to offer them relevant professional development opportunities to secure the sustainability of leadership in the school for the longer term.

The school works to keep students safe with well trained staff and ensuring that each student's health and physical needs are attended to with great expertise and dignity.



	Teaching Staff	Education Assistants	Support Staff
Headcount	18	55	7
Fulltime Equivalents	13.4	41.6	4.7

Staff members have received ongoing training in dealing with challenging behaviour. This emphasises the importance of de-escalation techniques in avoiding more difficult situations. Staff are increasingly more confident when dealing with challenging behaviour because they have had ongoing training and support.

	Bachelor Degree	Graduate Diploma	Masters	Total
Teaching Staff*	12	6	2	18

\*Teaching Staff includes school leaders.

- 6. Systematic curriculum development:** Is there a clear, sequenced plan for curriculum delivery across grade levels?

### **Information Communication Technology**

A wide range of information and communication technologies and teaching strategies are used to support student's communication. This effectively enhances their access to and engagement in learning. The teaching of communication is one of our strengths with a number of staff having expert knowledge in implementing the augmentative system called Pragmatic Organisation Dynamic Display (PODD).



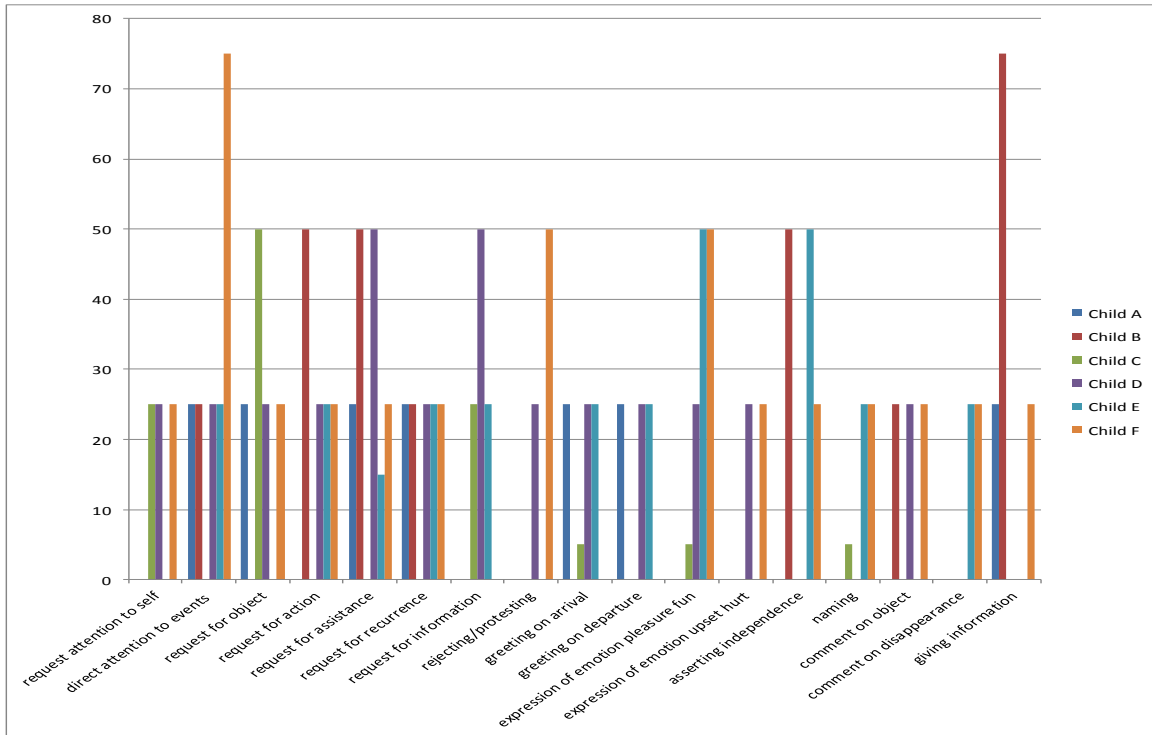
The target during this year was for all students to be able to access at least one program on the Smartboard / IPAD using a switch or direct access. Increased competency in this area is vital to all our students. For many students technology is used effectively to practice learned skills but it is also used to provide entertainment or as a reward. For others developing switch skills has increased

their ability to participate actively in their communication development, or to use their electric wheelchair and other equipment.

### **Communication**

The school has adopted a whole school approach to the teaching and learning of communication and this was promoted at a workshop by Speech Pathologist Hayley Parfitt at the beginning of the year. The school held a full day's professional development with the aim of creating a whole school communication environment. During the year the communication team strove to provide strategies to support the creation of this important target involving the training of all staff.

We now have a very hard working committee, with a member from each classroom, dedicated to promoting opportunities across the school in all environments. Students use a wide variety of communication systems that are appropriate to their needs and skills. Their views and choices are valued and listened to. They are able to practise and improve their skills by working alongside each other and with adults during learning and social times.



### Pragmatic Profiles 2013—2016

Student progress is gauged using test and retest of their Pragmatic Profiles and graphs clearly show attainment across the communicative functions.

A number of whole school activities were planned during the year including the commemoration of ANZAC Day. Other features were Multicultural and Pioneer Day which involved a trip to the local museum.

### Mathematics

This year we have promoted a more hands on approach to the development of basic skills and concepts believing that our students can learn effectively through play and manipulating concrete materials.

At regular Teacher Meetings a great deal of time is spent on discussing teaching and learning, assessment and the delivery of the curriculum.

## 7. Differentiated teaching and learning: Do we cater for the individual learning

needs of students within each class?

*“All measures of progress are individual and mapped against students’ individual education plans (IEPs). All students have a very well detailed IEP with targets directly related to their special needs. These are collaboratively determined and constantly reviewed and evaluated using anecdotal notes, photographs and portfolios to demonstrate achievement”.* IPS Review page 7

At Carson Street, staff aim to ensure that each individual student is valued for their differences. Students respond very well to the established routines and the consistent application of policies and procedures. Students with more challenging behaviours are well supported because all staff have a comprehensive understanding of the needs of individuals. For example, teachers regularly use social stories to help students make sense of the world around them. Students have a wide range of behaviour plans where appropriate. We are justifiably proud that once again there have been no suspensions or exclusions.

Teaching staff differentiate their expectations appropriately so that teaching is well matched to individual abilities, preferences and strengths. This ensures that each student is appropriately challenged.

Assessments, liaison with parents, carers and therapist have informed planning for each student’s learning program and ensure they get access to any additional services they need. Therapists provide input and advice for individuals and groups of students and therapy aims are integrated in the student’s school life to maximise opportunities for repetition and learning. For students with complex medical needs liaison with the school nurses and other medical professionals ensure the students’ needs are accommodated.

Sometimes particular issues or concerns lead to a formal case conference on an individual student. It’s an opportunity for the school, parents, professionals involved with the child (e.g. speech and language pathologist, occupational therapist, physiotherapist, etc.) as well as our special education staff to work collaboratively on issues of concern and to plan for change and improvement.



#### **8. Effective pedagogical**

**practices:** Do we seek out research on effective teaching methods, and

implement them to meet needs of students?

*“Early intervention is a key feature of the school. Two unique programs for children from 0-4 years and their parents are offered. My Time is a program for children with a disability, developmental delay or chronic medical condition..... Parent and Child is a Conductive Education program for students with physical and motor impairments below the age of four years.”*  
IPS Review page 8

The promotion and provision of earliest intervention opportunities (0-4 years) continues to be a feature of the school with both My Time and Parent and Child (Conductive Education) programs being very well



supported by families across the metropolitan area. Support and guidance for family members is a key component of this service. The school works collaboratively with the School for Parents and the Conductive

Education Charity of WA to provide these innovative services.

Two teachers and two education assistants attended the AGOSCI conference which focused on multi modal communication and learning strategies for children who face significant challenges: Including severe multiple disabilities and children on the autism spectrum. Information from the conference is being filtered into class programs by the Communication Committee.

Several staff and students participated in the making of a short video, which is to become a teaching and learning resource, featuring The Artist-in-Residence program called the Jub Jub Tree. The program was sponsored by the Department of Culture and the Arts and the Department of Education a few years back. The completed video aims to demonstrate effective and innovative arts teaching and learning practices in an education support setting by reflecting the experiences of the school staff, students, artists and community.

**9. School-community partnerships:** Does the school actively seek ways to



enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations?

“The school has established a wide range of partnerships to support the learning opportunities available to their students including: Therapy Focus, the Conductive Education Charity of Western Australia (CECWA), and varied professional and community groups”. IPS Review page 4

The school works effectively with a range of agencies that support student growth and development. Carson Street School has always prided itself on the fostering of positive relationships with parents and carers and to involve them whenever possible in their child’s education. Our success in engaging our parents in everyday school life is evidenced through strong school opinion survey results from the National Schools Opinion Survey conducted this year. It is a requirement that all public schools participate in this survey. Parents and carers expressed very positive views of the school when responding to the NSOS and are happy to recommend the school to others.

Parents expressed considerable satisfaction with the care and education their children receive. Results were shared with the Board and were very positive although it was observed that the majority of the respondents had children in the early years. Respondents (33% of parents) reaffirmed the positive contribution made by Education Assistants to their child’s educational program. In addition they demonstrated their appreciation of the P&C and School Board in advocating for our students and assisting to improve educational outcomes and facilities.

Because most students travel to and from school on arranged transport, making face to face contact with parents is a challenge. The school works very hard to address this by

regularly inviting parents to Morning teas arranged by the Chaplain / Community Support Officer in collaboration with the School Nurse. These feature guest speakers on topics of interest (often at the request of parents themselves) and Family Get Togethers which are held out of school hours where parents can congregate informally. The P&C is also an opportunity to



gain support and advice from other parents.

Training sessions for parents e.g. PODD are provided throughout the year so that they can support their child's learning at home more confidently. Parents are appreciative of the work of leaders and staff and recognise how their children have improved since starting at the school. Staff keep in touch with parents through regular reports, daily diaries and online programs like Facebook.



The school community are hugely grateful to our School Board who give generously and reliably of their time and expertise to offer advice, constructive criticism and support on a voluntary basis. During the year, after elections, we welcomed new Board Members who are committed to helping take the school forward and to challenge us to not rest on our laurels.

The Principal presents a report at each meeting which aids ongoing decision making. This is complemented by the annual 'Know Your School' update with a brief overview of many facets of interest. A Board handbook provides clear guidance and expectations, and supports the induction of new members.

Senior leaders and the Board work as a highly effective team and have successfully implemented a programme of continual improvement over a number of years. They share a clear vision for the future of the school and work closely with other professionals and agencies within the community to ensure that students and their families get the support they need. Staff absence is relatively low and pupils benefit from a stable and well-motivated staff team.

## National Schools Opinion Surveys

For parents responses please see comments above.

### Staff Survey

We had a response from 61 staff members which is a healthy 78%.

NB: We currently have 18 teachers on staff and so the majority of respondents are either education assistants and / or support staff. Another factor is to acknowledge that many staff work part-time and may not feel confident to make a definite choice?



Responses	Agree	Neither Agree or disagree
1. Teachers at this school expect students to do their best	100%	
2. Teachers at this school provide students with useful feedback about	95%	
3. Teachers at this school treat students fairly	92%	
4. The school is well maintained	87%	
5. Students feel safe at this school	91%	
6. Students at this school can talk to their teachers about their concerns	82%	16%
7. Parents at this school can talk to teachers about their concerns	97%	
8. Student behaviour is well managed at this school	73%	21%
9. Students like being at school	93%	
10. The school looks for ways to improve	95%	
11. The school takes staff opinions seriously	71%	25%
12. Teachers at this school motivate students to learn	95%	
13. Students' learning needs are being met at this school	92%	
14. The school works with parents to support students' learning	92%	
15. I receive useful feedback about my work at this school	77%	13%
16. Staff are well supported at this school	73%	20%
17. The school has a strong relationship with the local community	85%	
18. The school is well led	78%	20%
19. I am satisfied with the overall standard of education achieved at this school	87%	
20. I would recommend this school to others	92%	
21. Teachers at this school are good teachers	77%	20%
22. Teachers at this school care about their students	96%	






























### Responses from Staff Survey

The % of respondents who neither agree or disagree has only been included where this is quite high. The lowest % rankings were for Items 8, 11, 15, 16, 18, and 21. It is noted that these items also have a high percentage of staff that neither agree nor disagree with these statements. However, all statements below 85% will be taken into consideration in future school planning and practice.



## Students Survey

In 2016 our Year 4 to 6 students gave their opinions on the school using an augmented survey designed especially for them. Students used a combination of speech, gestures, Aided Language Displays (ALD's) and the Pragmatically Organised Dynamic Displays (PODD) within the school environment to express their views.

	yes 	no 	something different (Please get my communication system)   
1. I feel safe in school     			
2. I like school   			
3. Children are well behaved   			
4. I try with my work   			
5. I am happy to come school    			
6. I learn a lot in class   			
7. The school helps me   			

The survey had 11 questions:

I feel safe in school

I like school

Children are well behaved

I try with my work

I am happy to come to school

I learn a lot in class

The school helps me

School would be better if?

In school I don't like

At school I learn

In school I like doing

Students were very positive about their learning experience with the vast majority indicating they liked school and felt safe. We received some interesting very individual answers to the question 'School would be better if?' Favourite activities included swimming, play, reading, music, eating, science, cooking, sports, art, and working on the computer.

Full copies of ALDs are available on request.

## Areas for Improvement include:

To develop leadership capacity within the school at all levels so that, as the school progresses, it becomes increasingly sustainable. This includes strengthening the role of Learning Area Coordinators so that they have a sharper focus on student progress when monitoring the quality of teaching and learning.

Ensure that staff consistently and accurately record the progress which students make into the B Squared assessment program.

To provide time for teachers to observe their colleagues whose teaching practice they admire. Research informs us that teachers can learn a great deal by observing and consulting with experienced colleagues in a trusting environment.

Senior leaders have acknowledged the ongoing need to strengthen moderation practices.

With the loss of the satellite class on the Burbridge campus the search for an alternative site for students in the northern suburbs is a definite priority for 2017.

Continue the NQS implementation.

## In summary

Reporting to parents and the community happens in two important ways. Firstly the 2017 School Calender has a brief overview of the previous year and its highlights. Secondly this more comprehensive report is available in term one the following year and copies can be downloaded from the school web site at [www.carsonst.wa.edu.au](http://www.carsonst.wa.edu.au) and the Education Departments Schools Online at <http://www.det.wa.edu.au/schoolsonline/home.do>

The school acknowledges that whilst considerable improvement has taken place in various aspects of the school planning we are also well advanced for greater progress in the future. I look forward to 2017 with great confidence.

Best wishes

John Exeter  
Principal







## School Board Chair Report 2016

### Carson Street School Board members:

Chair	Les Ozsdolay
Principal	John Exeter
Deputy Principal	Ros Hamling
Manager Corporate Services	Corina Botica
Parent Representative	Liz Green – P & C President
Parent Representative	Lisa Wells
Parent Representative	Lisa Johnson
CECWA President	Linda Eaton
Community Representative	Ben Wyatt MLA member for Victoria Park
Community Representative	Darryll Ashworth – Metier Consulting
Community Representative	Sue Carpenter – ex Dept. of Education
Community Representative	Lynne Anderson - Vanquip
Co-opted Community Representative	Michele Fletcher – Town of Victoria Park
Staff Representative	Shona Ballantyne – CE Co-ordinator
Staff Representative	Sara O'Neill – Education Assistant


My sincere thanks and appreciation go to the Board members for their dedication and commitment to the school and our students. Thanks also to retiring Board members Mim Little, Kate Wilson and Nichola Tompkins. The efforts of Board members past and present have made Carson Street a better and safer place for our students and I thank them for their hard work. The school is indebted to the P & C for its outstanding contributions to our school which are evident for all to see. Thanks to our fantastic staff who continue to impress with their dedication to the education and well-being of our students. CECWA has also been a very generous contributor to the school and deserves our sincere thanks.

The Board operates under the auspices of the Department of Education and its operation is guided by the Independent Public Schools Delivery and Performance Agreement which is signed by the Principal, Board Chair and Director General of Education. The agreement outlines the various roles and obligations of the Board, the School and the Department. Our IPS Review took place in Term 1 this year with very positive outcomes overall and some opportunities for improvement. More detail is contained on page 8 of this report.

On return to school this year we were greeted with a nearly completed new roof for the main building which certainly lifted the presentation. Other highlights included another hugely successful Quiz night conducted by the P & C and a long overdue resurfacing of the pool. This and the new tiling work which was undertaken during the most recent Christmas break have certainly provided us with a new and fresh look for our swimmers. The school also received a grant for a new building, Rosegum, which will be completed in Term 1 2017 and will provide a more permanent home for our Pre-Primary students.

I thank you for the opportunity to serve on the Board and convey my best wishes for 2017.

*Les Ozsdolay*  
*Board Chair*





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

John Exeter  
Principal  
9 March 2017

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

Les Ozsdolay  
Board Chair  
9 March 2017





## Carson Street School

expert staff: exceptional programs

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Carson Street School is an independent public school.