



Annual Report 2019



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Our School

Carson Street School is an extraordinary school community that is committed to values that support professional excellence, cooperation and respect. We have a proud tradition of innovation and excellence, providing quality educational programs for children with disabilities aged from 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 has developed exemplary processes and practices to ensure every child has a positive, happy and rewarding school experience.

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.

Individualised programming and learning is essential to achievement and wellbeing.

Our Purpose: *Empowering Students for Life*

Empowering all students to become successful learners who engage, connect and belong to their community.

Our Mission: *Helping Every Child Shine*

Expert staff and exceptional programs – helping every child to shine.

Our Aspiration: *A School of Excellence*

To be recognised as a school of excellence for empowering students with disabilities.

Our Values

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

We believe that values provide us with a guiding framework that help 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 Guiding Principles for Western Australian Schools (Schools Curriculum and Standards Authority), 2016.

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

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 school's 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 undertaken in each area to meet the requirements.

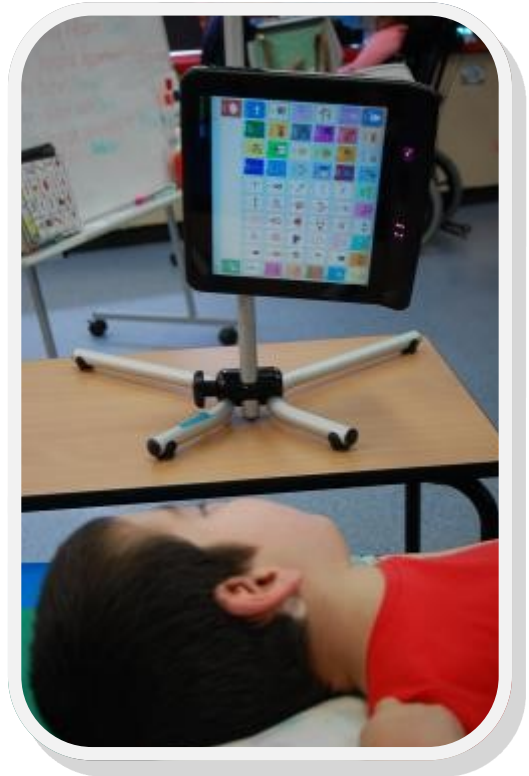
Teaching and Learning

The school provides an active and inclusive culture with a focus on individual needs and abilities. We maintain strong partnerships with parents and the wider community to ensure that the academic, physical, emotional and behavioural needs of each child are recognised and supported.

Individualised and whole school learning programs and strategies are designed to challenge and support our students who are rewarded for their attempts and achievements. We share success with families in a variety of ways including school assemblies, student awards, community awards and special events.

Appropriate whole school development is used to build the capacity of administrative staff, teachers, non-teaching and school support staff. The majority of staff training relates to academic development, classroom management, health care and to the welfare of students and staff. Staff are encouraged to actively contribute to the professional learning climate within the school and strive to improve their instructional approaches and classroom strategies to benefit students.

Teachers are encouraged to participate in professional courses that align with school priorities and goals. From these experiences, they share new knowledge and potentially useful strategies with other staff.



Student Performance

The gathering and analysing of information that provides evidence of school-wide and individual student performance is a part of an on-going cycle.

The school uses a variety of strategies to collect, document, organise, synthesise and interpret information to assess children's learning and to understand how they learn best.

The diversity and the complexity of needs of our students necessitate assessments that are relevant and responsive to the physical and intellectual capabilities of each child.

Analysis and discussion of assessment data at Carson Street is underpinned with an acknowledgement of each child's abilities and strengths.

Resourcing and Support

The school has created an organisational structure that reflects the school's values and effective management systems and processes. We use data and staff expertise to identify and respond to student needs with the allocation of staff and resources.

Priorities are identified using data collected in five strategic priority areas and the

school aligns available resources to support the development of these areas.

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School Business Plan

School Business Plan has provided explicit agenda for improvement for period 2016 – 2018. Regular reports targets and school progress are provided to the Board by the Principal. The Business Plan forms of a suite of documents including strategic plans, a Workforce Plan and Delivery and Performance Agreement.

Program Delivery

The school maintains an inclusive learning environment that encourages teachers to explore new and productive approaches to engage and support our students. Teachers are provided with opportunities to share their classroom practice and strategies with each other and their education assistant teams.

Due to the nature of their disability, all students at Carson Street School are achieving at a level significantly below that of their age peers and have one or more documented plans. An Individual Education Plan (IEP) documenting information about the students learning program based upon targeted goals and teaching strategies is developed with teachers, parents, therapists and others involved in the students learning.



Students who are identified as having behaviours of concern have an Individual Behaviour Management Plan. This plan summarises the behaviours that are causing concern and provides information about agreed outcomes and the services that will be used to help them to manage his/her own behaviour.

Occasionally students require a Risk Management Plan. This is a school-based document that summarises behaviours that are considered to be a physical risk to the safety of other students or staff and provides information about the agreed programs and services used to help the student to manage his/her own behaviour.

Compliance

Carson Street School acknowledges '*High Performance-High Care*', the Strategic Plan for WA Public Schools 2016-2019, *Focus 2018-Directions for Schools*, the *Aboriginal Cultural Standards Framework* and the *Student Wellbeing Framework*. These documents provide a broad, underlying framework for our whole school planning and assessment cycle. Planning is based on the shared beliefs about the learning environment the school should provide and how learning for *all* students can be supported at Carson Street.

The school complies with all legislation and agreements (State and Commonwealth)

as well as Industrial awards. System requirements are carried out as per policies (Attendance, Finance, Human Resourcing, Curriculum, Occupational Safety & Health) and reported as per Program Delivery component.

Highlights of the school year

The 2018 Summer Holiday Program led by teacher Lindsey Stabler provided an exciting holiday program for our students. We thank our generous sponsors: City of South Perth, Town of Victoria Park, Perth Airport and Inger Rice Foundation for their donations which made the program possible.

A new transportable classroom, Orange Gum was ready for students on the first day of school.

It was with great pleasure and excitement that we welcomed a new Deputy Principal, Peter Salleo to our school community. Peter has a wealth of experience as a school leader and has a particular interest in establishing links with the community.

School leadership was strengthened by the development of a larger leadership executive that includes the Principal, Deputy Principal, Manager Corporate Services, Level 3 Teacher and Level 3 Aspirant.

Conductive Education Week was celebrated with five days of activities involving students, staff and families. The week culminated in the CECWA gala event *Dinner for Dreams* held at the Crown Towers on Saturday 17th March.

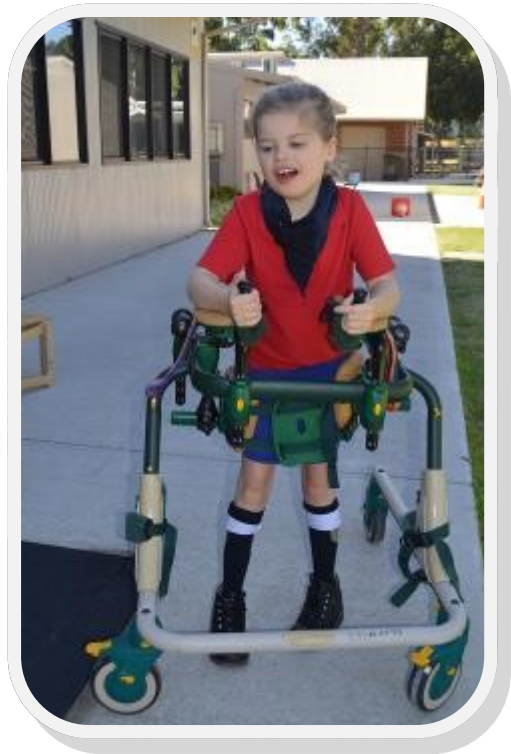


Dr Peter Walsh, Paediatric Registrar and sixteen medical students spent two days at Carson Street School reviewing a small group of students. This is the third year we have offered this opportunity to assist a medical registrar. With permission from families, medical students are able to

work with students with disabilities in order to develop a better understanding of the

skills required in this area of medicine.

Dr Melanie Brown, Chief Executive and Director of Services at the National Institute of Conductive Education (NICE), in the United Kingdom visited Perth. NICE is a 'unique charity which believes that every person with a movement disorder has both the potential and the right to specialised services which recognise their needs, desires and wishes'. Dr Brown provided consultancy to Carson Street and to Kensington Secondary School. Three teachers from South Australia flew to Perth for two days of networking with Dr Brown and Carson Street staff. A national video conference was also held. The video conference included all states in Australia where Conductive Education is practiced. Our thanks go to the Conductive Education Charity WA for the wonderful support they provided with hosting Dr Brown's visit and with their continued support of our highly regarded CE program. Dr Brown provided a comprehensive report that included feedback in regards to current CE service provision and directions that will be considered within the context of school improvement and strategic direction.



The highly regarded P&C Quiz Night was held in August. The event was a sell out and the evening was highly successful. Money raised by the P&C went towards the development of a physical education and recreational area suitable to meet the needs of our students.

Music Rocks was an engaging musical opportunity for a number of our students to explore and experience during Semester 1. Music Rocks Australia has the ethos 'music is for everybody' and creates 'the world's most inspiring music experience for young people'. Using music as a 'tool for inspiration', Music Rocks focused on the musical, social and personal development of participants.

Term 3 provided a number of creative learning opportunities for our students. Book Week, Science Week and Fruit and Vegetable Week were each celebrated with a variety of stimulating and engaging open-ended activities including treasure hunts,

science activities and colourful, healthy snacks and lunches. Our special events culminated in a whole school bowling excursion.

Visits from Rock the Eagle and players from the West Coast Eagles football club provided fun and entertainment to students and staff. Building community connections is a school priority and we thank the 'Eagles' for their support.

Two staff members attended the Bi-annual ISAAC Conference, being held on the Gold Coast. They were able to attend many presentations from world renowned experts in the field of AAC, meet staff from a number of other WA schools to form future collaborative partnerships and most powerful for them, hear presentations from users of AAC, who used their systems to inspire through their stories.

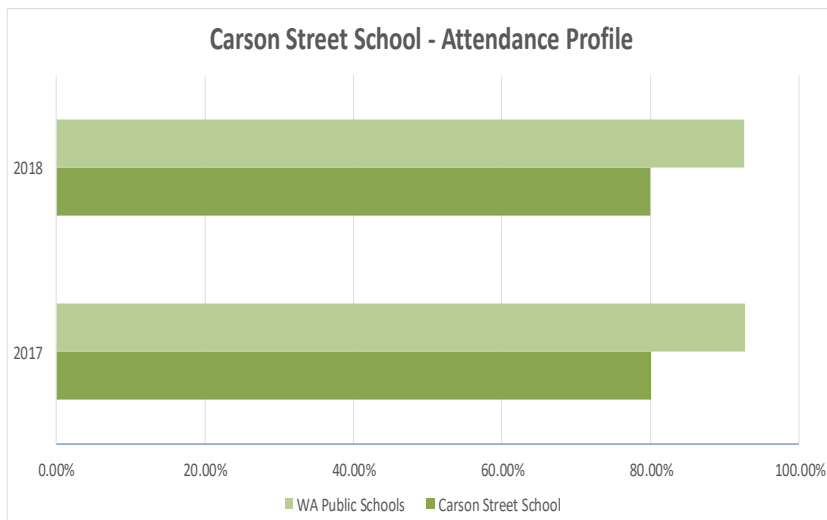
Our school community was treated to a fantastic 'Fun Day' hosted by our P&C who organised a number of special activities including pony rides, train rides, farm animals, face painting and a bouncy castle. The event culminated in a sausage sizzle.

Throughout 2018 the school community celebrated our school Rainbow Way'. Students and staff have participated in a variety of activities that were both stimulating and appealing.



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Student



Attendance

School Performance: The National School Improvement Tool

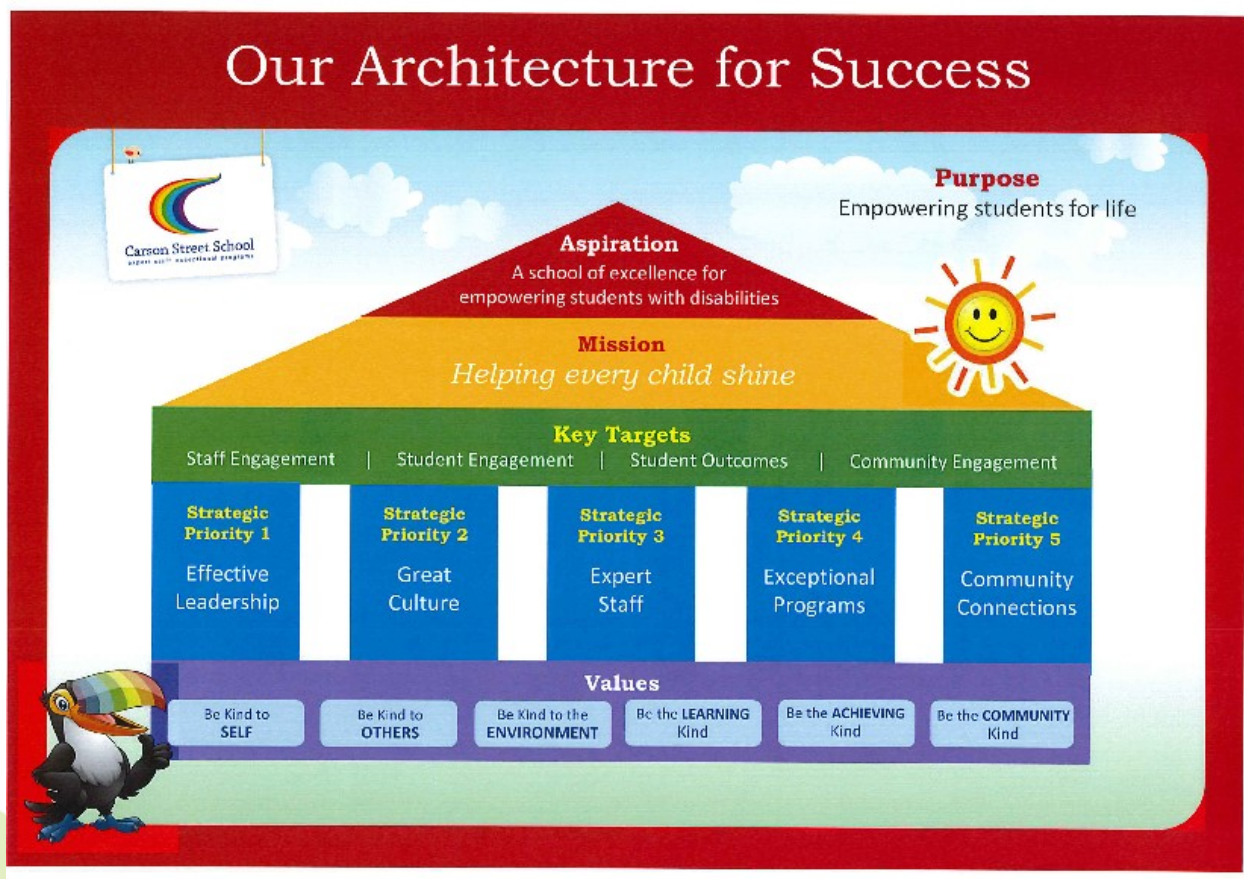
The Carson Street self-assessment process is continuous and comprehensive with a focus on high expectations in student and staff performance.

Our school improvement cycle is an ongoing process with school-wide targets that have been set and communicated to school leaders and teachers with accompanying timelines. We assess this data and other evidence related to student achievement and operational planning and act to implement planned strategies.

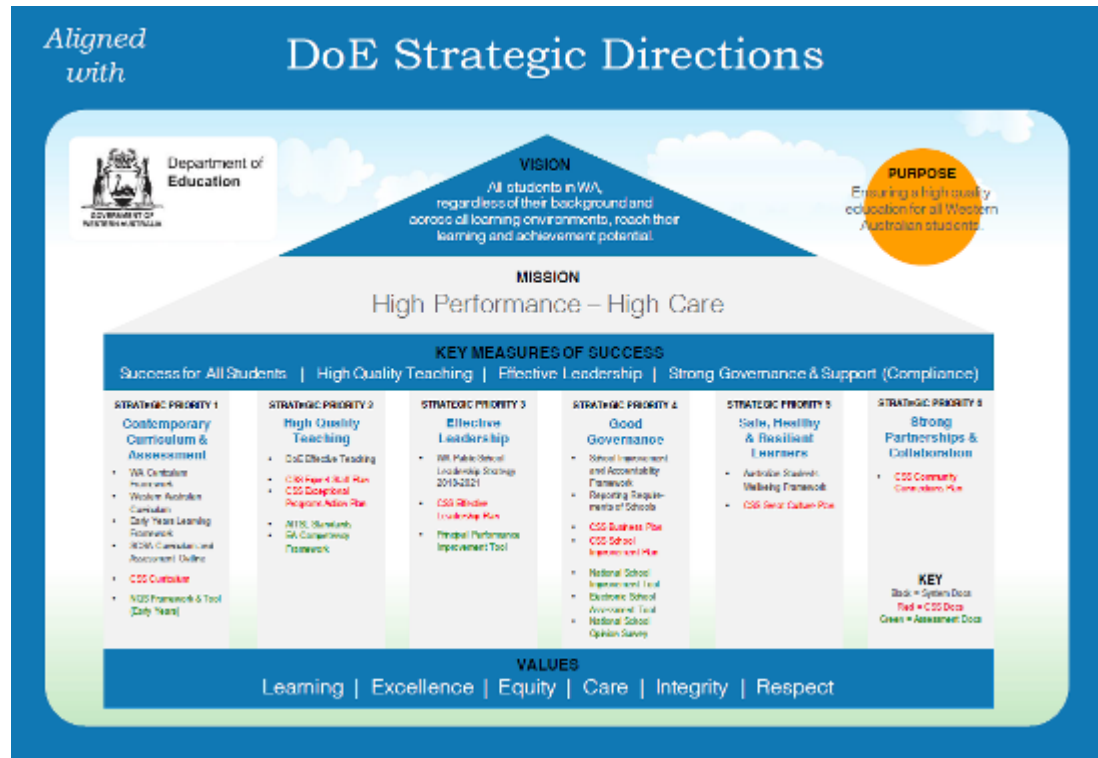
The National School Improvement Tool (ACER 2013) has been utilised to review and reflect on our school's efforts to improve the quality of classroom teaching and learning.

The following information is a school based reflection upon school improvement.

Dimension 1: [An explicit improvement agenda](#)



The school developed a comprehensive strategic framework during 2018. The school's strategic direction is outlined by *Our Architecture for Success*. This



document provides us with focus and alignment to our shared Purpose, Vision, Mission, Key Targets and Values.

The



school also aligns with the strategic plans and frameworks of the Department of Education WA.

Underpinning *Our Architecture for Success* is our School Improvement Plan, the *Rainbow Roadmap* which provides an explicit improvement agenda based upon current trends and high quality data.

Dimension 2: [Analysis and discussion of data](#)

Throughout 2018 school development in this area focused upon aligning

operational planning and the collection of data with a purpose to:

1. Align all strategic planning activities to create a 'crystal-clear' cascade of planning processes.
2. Ensure congruence of key messages and measurements.
3. Create consistent templates and formats for planning processes.
4. Optimise the amount of time staff spend on strategic planning.
5. Clarify to staff how their plans and actions contribute to the 'big picture' of school aspirations.
6. Make strategic planning processes better, faster, and easier.
7. Maximise the impact of strategic planning processes.

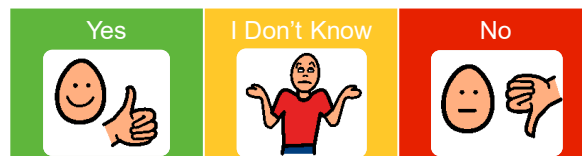
Five



Student Engagement Score – 65%

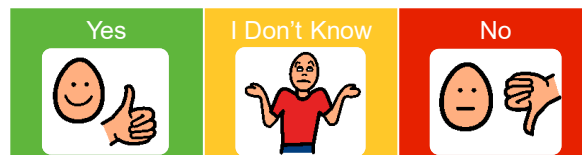
[51/63 Respondents] T1 – 67.3% T2 – 68% T3 – 68% T4 – 65%

I am happy to come to school.



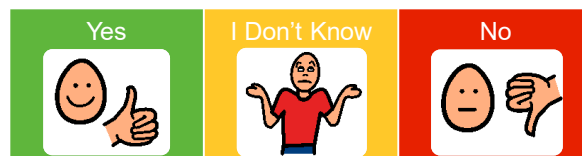
	34	6	11
T4	67%	12%	22%
T3	82%	8%	10%
T2	76%	14%	10%
T1	79%	12%	8%

I learn a lot at school.



	32	10	9
T4	63%	20%	18%
T3	67%	21%	12%
T2	59%	22%	15%
T1	55%	29%	15%

I try hard at school.



	33	9	9
T4	65%	18%	18%
T3	55%	27%	18%
T2	69%	8%	19%
T1	68%	19%	12%



strategic priority areas of focus for school development and student learning were identified:

1. Effective Leadership
2. Great Culture
3. Expert Staff
4. Exceptional Programs
5. Community Connections

Key Performance

Indicators for each priority area have been developed, measured and analysed throughout the year.



Dimension 3: **A culture that promotes learning**

To promote Positive Behaviour Support (PBS) and self-regulatory behaviour the school formed an Occupational Health and Safety team comprised of staff with expertise in Positive Behaviour Support, OSH, Behaviour Management, Sensory Integration, risk assessment and Team Teach. The team provides targeted support for classes or individual students identified as requiring behavioural intervention.

To increase academically engaged time for students identified with self-regulation difficulties, individual Behaviour and Risk Management Plans were developed. Support from the OSH and Risk Assessment teams was provided to staff and students as required.

A strategy to support behavioural intervention has been to establish a sensory environment where students have access to a variety of resources that are used to decrease anxiety.

Student engagement results from student Pulse Surveys taken each term, provide each class with data identifying engaged and disengaged students. Student engagement underpins student success. Using this data, class teams develop strategies that help every child to 'shine'.

Student Engagement Information:



Rainbow Leaders are assisting each class to develop individualised reward systems for students.

To promote continuity between school and

home, teachers provide information to families with an aim to provide consistency between home and school for behavioural expectations and rewards.

Staff and students celebrate their success at Rainbow Rallies each term. Students who receive awards in all Six Kinds of Best Values become 'superheros' and dress as superheros for the day. Students are joined by staff who have also earned superhero status.

Dimension 4 Targeted use of school resources

Refurbishments to the Rainbow Room (the old assembly area) provided a fresh new look with more room to an area where we hold celebrations, school assemblies, rainbow rallies, meetings and staff workshops.



To reduce the risk of accidents in school car parks, parking for vehicles with ACROD permits and parent parking was increased.

School signage was updated and renewed.

The administration area was refurbished and now provides a welcoming atmosphere and an opportunity to embed our school culture: The Rainbow Way.

With finance supplied through the generosity of the P&C the school has upgraded a number of facilities:

1. Partitions in Bottlebrush to accommodate a computer lab for students
2. Windows, flyscreens and door relocation for Boronia
3. Cement flooring in Room 11 (wet area) in preparation for developing this area into a multi-purpose facility

School leaders and teachers have refined their skills in the Disability Resourcing area to ensure all student applications and reviews are high quality and will attract appropriate levels of funding for each student.

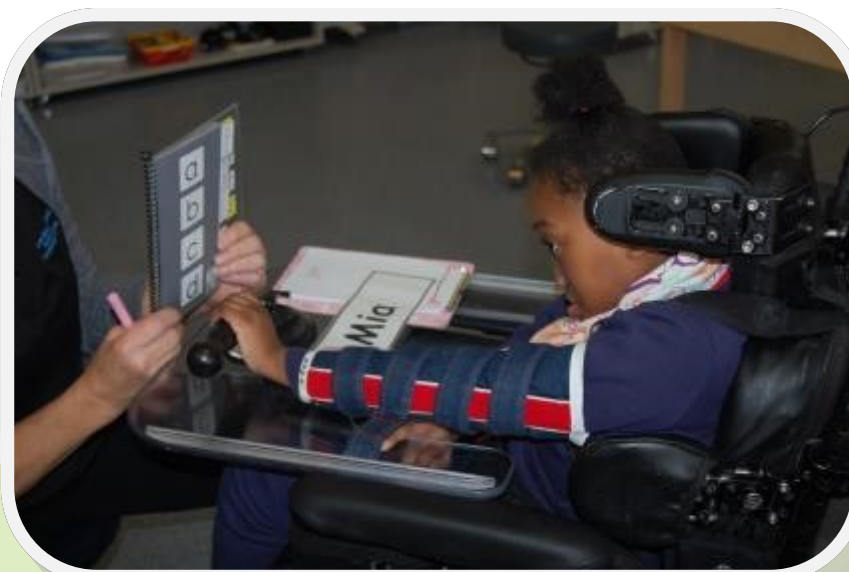
Dimension 5: **An expert teaching team**

School leadership opportunities have increased with the advent of teams and committees in strategic planning areas. We now have opportunities to identify staff with leadership qualities and assist them to develop these skills.

Professional Development opportunities in Communication, Behaviour and Dysphagia is always a high priority and all teachers and education assistants received training in these areas.

Three Carson Street abstract submissions were accepted by the Australian Special Education Support Association Conference committee for their conference held in Adelaide.

At the beginning of Term 2 school staff attended a day of professional development organised by the regions Education Support South Network. More than 600 education support staff in the South Metropolitan Region attended this exciting event held at the Perth Convention and Exhibition Centre.

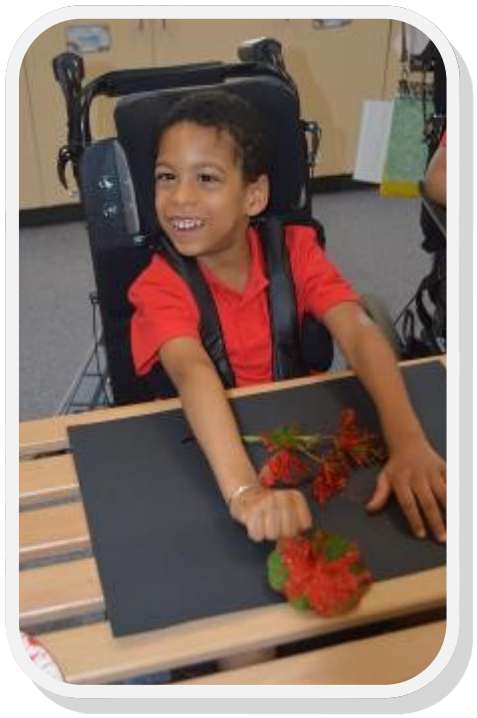


All staff have completed three modules in managing challenging behaviour as part of their professional learning in 2018.

The strategic plan includes upskilling staff in behaviour management through PBS and the development of high quality behaviour management plans that are implemented by well trained staff.

Five teaching staff were awarded Senior Teacher status and two are in the process of applying for this accreditation. An aspirant leader was awarded the highly prized Level 3 Teacher accreditation.

'High Performance' and 'High Care' for our students and staff is a priority that we continued to develop and improve. To assist in this area, we now have four staff with an Advanced First Aid accreditation.



Four staff members were nominated for the Western Australian Education Support Principals and Administrator's Association 'Education Awards'. Teacher Josie Vanweerden was awarded as the WAESPAA 2019 Primary Teacher of the Year.

Dimension 6: **Systemic curriculum development**

Level 3 teacher and CE Coordinator Shona Ballantyne continues to develop a comprehensive differentiated curriculum for CSS. Teachers have reviewed the document and provided feedback. This document is aligned to the WA Curriculum Objectives. The document aims to assist curriculum planning and individualised learning programs with increased rigour through the provision of finely sequenced, developmental progressions suitable for students with the highest educational needs.

Dimension 7 **Differentiated teaching and learning**

A switching program using the computers in Bottlebrush (staff work area) was organised for students. Students are highly motivated when using this technology and are also improving their fine motor coordination.

Sarah Rowe, Communication Coordinator organised a three-week trial for eye-gaze equipment through the Independent Living Centre. A number of our students participated in the trial with encouraging results. The trial allowed Sarah and her team to identify students who are suitable for eye-gaze technology to augment their communication. The trial also provided

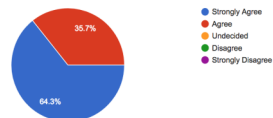


Parent Engagement Score: 96.4% [Target 90]

	T1	T2	T3	T4
Score	90.4%	88.32%	90%	96.4%
Responses	26	25	25	14

I am happy sending my child to Carson Street School.

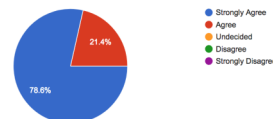
14 responses



	+	-
T4	100%	0%
T3	92%	0%
T2	86.7%	6.6%
T1	92.3%	0%

Carson Street School provides a positive environment for my child.

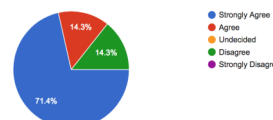
14 responses



	+	-
T4	100%	0%
T3	96%	0%
T2	93.3%	0%
T1	96.2%	3.8%

Carson Street School communicates well with parents.

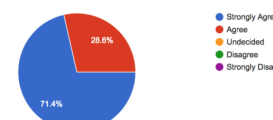
14 responses



	+	-
T4	85.7%	0%
T3	88%	8%
T2	86.6%	6.6%
T1	84.6%	7.2%

Carson Street School meets the needs of my child.

14 responses



	+	-
T4	100%	0%
T3	84%	4%
T2	86.7%	7.5%
T1	88.5%	6.6%



opportunities for staff to investigate the many ways eye-gaze equipment can be used.

The school continues to refine and standardise data collection tools with current developmental, curriculum and classroom based assessments under review.

Dimension 8: **Effective pedagogical practices**

To support a smooth transition for students at the beginning of the year a student handover process was implemented. The process has been reviewed and changes made for a 2019 roll out.

The Belmay Satellite Program had a change of name. The program will now be called our '**REACH Program**' at **Belmay Primary School**.

The REACH acronym stands for:

Rainbow Way

Explicit teaching

All-inclusive program for

Carson Street students

Hosted by Belmay

All learning programs at now have acronyms depicting each focus of the program. Others include;

CE: Conductive Education

THRIVE: Teaching How to Reach Independence Via Education

P&C: Parent and Child

Dimension 9: **School-community partnerships**

School leaders

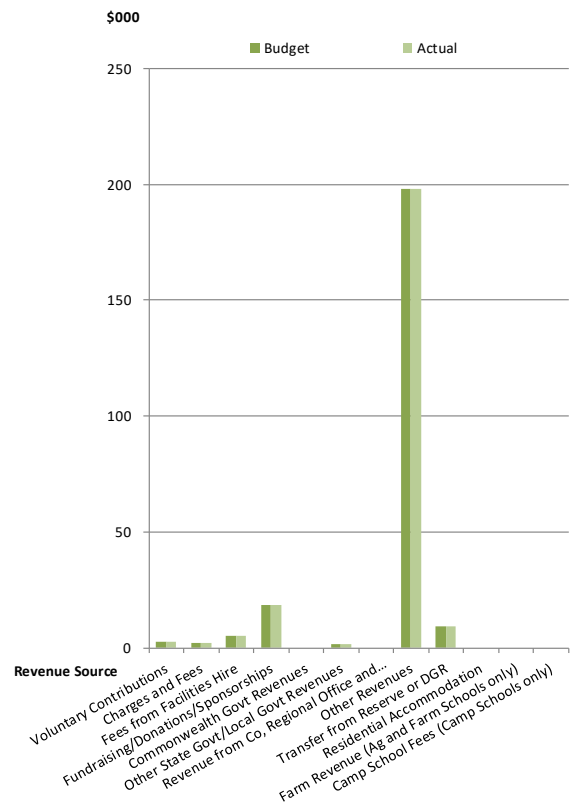
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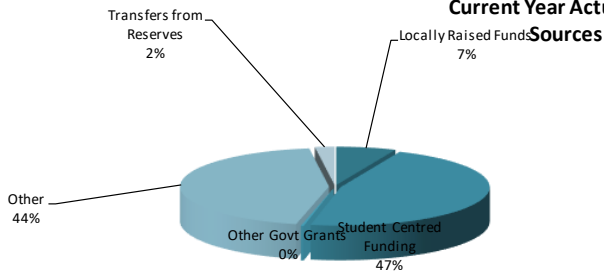
Carson St School
Financial Summary as at
17 February 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 2,583.64	\$ 2,583.64
2	Charges and Fees	\$ 2,325.15	\$ 2,325.15
3	Fees from Facilities Hire	\$ 5,427.31	\$ 5,427.31
4	Fundraising/Donations/Sponsorships	\$ 18,767.45	\$ 18,767.45
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,400.00	\$ 1,400.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 198,189.34	\$ 198,192.43
9	Transfer from Reserve or DGR	\$ 9,529.09	\$ 9,529.09
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 238,221.98	\$ 238,225.07
	Opening Balance	\$ 132,916.93	\$ 132,916.93
	Student Centred Funding	\$ 208,875.99	\$ 208,875.99
	Total Cash Funds Available	\$ 580,014.90	\$ 580,017.99
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 580,014.90	\$ 580,017.99

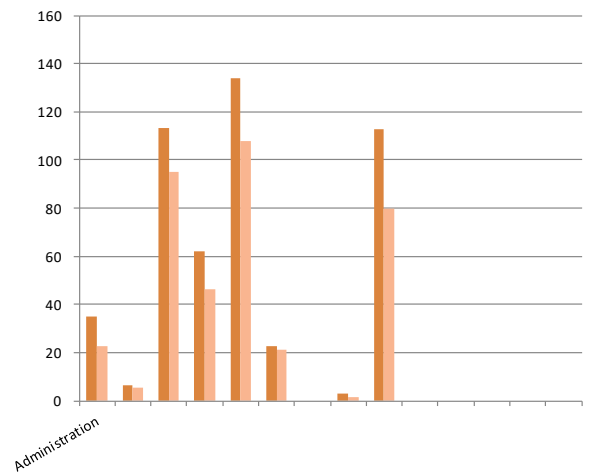
Locally Generated Revenue - Budget vs Actual



Current Year Actual Cash Sources



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 35,027.34	\$ 22,763.84
2	Lease Payments	\$ 6,325.00	\$ 5,273.99
3	Utilities, Facilities and Maintenance	\$ 113,144.75	\$ 95,128.68
4	Buildings, Property and Equipment	\$ 62,181.64	\$ 46,441.90
5	Curriculum and Student Services	\$ 134,125.51	\$ 107,623.07
6	Professional Development	\$ 22,889.39	\$ 21,082.69
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 3,000.00	\$ 1,541.97
9	Payment to CO, Regional Office and Other Schools	\$ 112,776.00	\$ 80,000.00
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 489,469.63	\$ 379,856.14
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 489,469.63	\$ 379,856.14
	Cash Budget Variance	\$ 90,545.27	



Cash Position as at:	
Bank Balance	\$ 360,403.10
Made up of:	-
1 General Fund Balance	\$ 200,161.85
2 Deductible Gift Funds	\$ 45,960.36
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 115,009.89
5 Suspense Accounts	\$ 1,100.00
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (1,329.00)
Total Bank Balance	\$ 360,403.10





Carson Street School

expert staff: exceptional programs

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Carson Street School is an independent public school.