

# GS Kidd Memorial SSP Annual School Report 2013



## School context

Welcome to GS Kidd Memorial School for Specific Purposes (SSP) 2013 Annual School Report (ASR). This report provides our school community with an overview of our educational outcomes and achievements during 2013.

GS Kidd Memorial SSP belongs to the New England Region, Tamworth Network of the Department of Education and Communities. Our school caters for students from K – 12 with moderate to severe intellectual disabilities and complex needs. This year our temporary Multi Categorical Class was made permanent.

We have had an amazing year with our students achieving outcomes that are a credit to themselves, their families and school. Our school continues to deliver quality teaching and learning programs with the support of our wonderful school and wider community.

## Principal's message

The students from GS Kidd Memorial School have had an astounding year. The students and their families should be proud of their achievements during 2013. The daily partnership with families, school community, service providers and the local community enhances the work that we do.

We continued to monitor the progress of our new school in Lincoln St. with photos and classroom discussions. P&C President Vanessa Knight, Vice President Rebecca Dridan and Sharne Turpin participated in monthly meetings at the new site to keep the students informed.

The substantive principal Heather Welch continued her Long Service Leave and relinquished this position in March this year. I was honoured to apply and be appointed the position of Principal of this wonderful school.

Vicki Urquhart successfully applied for the Assistant Principal's position. Benji Trieger and Sarah Dando were appointed permanent teaching positions for 2014.

Each member of the school team, including administrative and support staff, teachers, cleaners, therapists, itinerant and regional staff have contributed to the success of the school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Sharne Turpin**

## P & C President's message

It is with pleasure that I submit my report as President of GS Kidd SSP's P&C for 2013. It has been a very busy year for the P&C.

The appointment of Sharne Turpin as the Principal, we wish her all the best in this hard but rewarding position.

We had the privilege of organising the farewell for Heather Welch in August. A great night for a lovely lady and wonderful Principal!

Thank you to all who gave their time to sell raffle tickets in our numerous raffles throughout the year. These were all successful and the Trash 'n' Treasure Stall held at Gunnedah South PS's fete topped off a great year financially.

These events helped to pay for student insurance so all students could participate in activities the school provides. We also gave a donation towards Heather Welch's farewell gift, Christmas Concert luncheon and farewell gift for the graduation student.

A donation of \$3000 from the Imperial Hotel in memory of Lester Baldwin's Saturday Raffles was gratefully received to resource the new school's library.

The most exciting news for 2013 continued to be the construction on the new school facility in Lincoln St.

This has been a time of highs and lows but we finally got back on track to open on 2014. A state of the art, purpose built facility with more space is highly anticipated by students, families and staff. Here is to a great 2014 in our new school.

**Vanessa Knight**

## Student representative's message

We have had fun this year at GS Kidd School. I have had a great time and will miss school but the new school is very exciting for everyone.

**Sara McDonald**

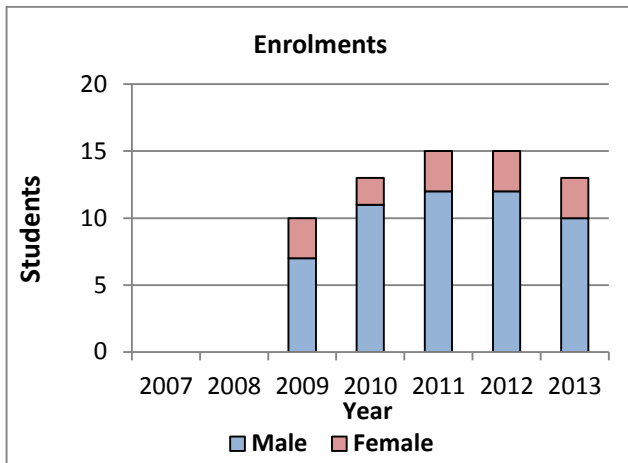
## Year 12 school leaver

## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

## Student enrolment profile

Our enrolments remained stable this year.



## Student attendance profile

Attendance rates were generally high across all areas of the school. Fluctuations were attributed to health concerns.

### Management of non-attendance

Where attendance is a concern, the school implements the Department of Education and Communities Attendance Policy. The Home School Liaison Officer is called in to support the student, families and the school. We had no attendance issues this year.

### Post-school destinations

Comprehensive transition planning prepares students for post school destinations. This is supported by an itinerant support teacher and community service providers. One student signed up for a community participation program for 2014.

### Year 12 students undertaking vocational or trade training

One student participated in a work experience program one day a week at Coles Supermarket.

### Year 12 students attaining HSC or equivalent Vocational educational qualification

We have one student enrolled and completing year 12 HSC in 2013.

## Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The table below shows our staffing allocation. This includes teachers who provide release for full time staff from face to face teaching.

## Workforce composition

Position	Number
Principal (Relieving)	1
Assistant Principal (Relieving)	1
Classroom Teachers	4
RFF teacher	0.298
<b>Total teacher entitlement</b>	<b>6.298</b>
<b>School Administrative Manager</b>	<b>1</b>
<b>School Learning Support Officers</b>	<b>5.176</b>
<b>Total</b>	<b>11.474</b>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Two staff members identify as Indigenous.

## Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools. Three staff members have post graduate/graduate degrees in Special Education. Two staff members enrolled in university courses to start their Masters in Special Education in 2014.

Qualifications	% of staff
Degree or Diploma	66.5
Postgraduate	33.5



*We had various teachers spend a week at our school who were participating in the teacher re-training program for special education. One of these teachers, Shelly is pictured working with Alysha.*

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2013
<b>Income</b>	\$
Balance brought forward	206,664.32
Global funds	73,329.07
Tied funds	88,438.82
School & community sources	12,501.59
Interest	5968.01
Trust receipts	501.00
Canteen	0.00
<b>Total income</b>	<b>387402.81</b>
<b>Expenditure</b>	
Teaching & learning	0.00
Key learning areas	14,292.62
Excursions	6,938.50
Extracurricular dissections	6,766.60
Library	1,323.50
Training & development	3,962.88
Tied funds	100,760.79
Casual relief teachers	22,396.17
Administration & office	24,825.16
School-operated canteen	0.00
Utilities	16,418.72
Maintenance	10,843.56
Trust accounts	501.55
Capital programs	0.00
<b>Total expenditure</b>	<b>209030.05</b>
<b>Balance carried forward</b>	<b>178372.76</b>

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2013

### Literacy

Our students have a wide range of literacy skills ranging from using pictorial cues to reading short novels. Literacy programs have been tailored to individual students' abilities and needs in consultation with families. This method of delivery ensures all students can access texts with support which can be reduced as students' skills increase.

Students in years 7 – 12 participate in functional literacy programs that focus on the skills they will need for their post school destinations. Our students all undertake the Board of Studies English Life Skills program and have a wide range of literacy abilities.

Infants and Primary school aged students, work from the English K - 6 Syllabus Support Document.

The school has four Interactive Whiteboards (IWBs) and 15 DER Notebooks which support all teaching and learning programs. Literacy programs are delivered in conjunction with relevant technology which has increased student engagement and enriched their learning.



*Thomas is shown activating his switch for the interactive whiteboard*

### Numeracy

Students participate in a variety of activities to consolidate numeracy skills. All students undertake the Board of Studies Life Skills program and have a wide range of numeracy skills. Some students are working towards understanding one to one correspondence, while others are using decimals and percentages.

Students in years K – 6, work from the regular syllabus and students in years 7 – 12 work from the Life Skills Program. Students enjoy a wide variety of engaging lessons that are reinforced with IWB activities and other technology devices. The touch-board (below) is used to help identify shapes and colours.



*Junior students learning about colours*

## Record of School Achievement (RoSA)

Lochlan Atkinson and Christine McDonald both received their Year 10 RoSA at the end of 2013.



*Lochlan and Christine are shown working on their individual programs*

### Other school based assessments

Teachers developed assessment tools for literacy and numeracy programs which established baseline data in Term 1.

At the end of Term 3 students were retested and the results were analysed. The outcome of this is discussed below.

Junior class - all students made gains in literacy and 80% of students made gains in numeracy.

Intermediate class – all students increased their literacy skills and numeracy skills.

Junior Secondary class - showed that all students made improvements in literacy and 78% of students showed improvements in numeracy.

Senior Secondary class - all students showed improvements in literacy skills and 80% of students showed improvement in their functional numeracy skills.

### Other achievements

#### Creative Arts

During 2013, GS Kidd SSP continued to have a strong focus on Creative Arts. Our weekly assemblies and music lessons provide a platform to practise and showcase these skills. The following is a summary of the activities enjoyed by students and their families throughout the year;

- The whole school participated in the annual Gunnedah Eisteddfod. The results of this participation included our students placing 1<sup>st</sup> in the Musical Entertainment section, highly commended in the Small Choir and School Choir sections.



*Our school placed 1<sup>st</sup> in the Musical Entertainment Section with 'Raindrops Keep Falling On My Head'*

- Shayne entered the vocal section and sang a solo and placed 1<sup>st</sup>, Heath and Shayne sang a duet together and also placed first.
- Exhibitions of art and craft at Gunnedah Show, participation certificates for the Currabubula Art Show and the Waste Art Competition.

#### Sport

Sport is a valued and crucial component of our school's curriculum. All students participate in early morning gross motor activities which promote memory, concentration and overall well-being.

Highlights from the year include;

- Five of our students participated in the annual Challenge Swimming Carnival. Clare received a trophy for Junior Girl Champion, Dylan and Zack placed in all their races, Lochlan and Christine received encouragement awards.
- Nine primary school aged students participated in the small schools swimming and athletics carnivals against their peers from the regular schools, with enthusiasm and increasing skills. Many students gained places for their efforts.



*David and Tyson with their 1<sup>st</sup> place ribbons*

- All of our secondary aged students participated in a sports day at Coonabarabran and Tamworth with their peers from support classes. All students interacted well with their peers and attempted most of the events with much success.



- Thirteen students participating in the 'Active After School' program throughout the year which included aquatic fun in Term 1, tennis with Robyn Louis (tennis coach), Kim Gibson and Mark Single during Terms 2 - 3. During Term 4, seven of our students participated in golf lessons.
- All students participated in hydro therapy sessions in the school's pool or swimming lessons at the town pool. This continued to increase fitness and water safety/swimming skills.
- All students participated in bike riding programs on the cycle ways around the school to increase fitness, balance and road safety skills.
- RDA continued to be a popular program which is strongly supported by the community. Secondary aged students from Gunnedah High School and St Mary's College, volunteered to assist every fortnight.
- Students in 'Boys'/'Girls Club' participating in music and dance lessons with instructor Julia Rennick as pictured below.



- Our students continue to participate in a variety of Occupational Therapy activities to increase their skills, fitness, improve memory and concentration.

## Significant programs and initiatives

### Aboriginal education

All staff participated in Professional Learning (PL) about the Aboriginal Education and Training Policy. This was followed by the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP).

The six domains that underpin this document include; readiness for school, engagement and connections, attendance, literacy and numeracy, leadership and pathways to real post-school options. We have addressed these domains through planning meetings with families.

The whole school performed 'Ina Nay' at Gunnedah PS to celebrate NAIDOC week. The primary school aged students stayed for craft, games, stories and a BBQ lunch. Our secondary aged students travelled to Boonalla Caves, Kelvin to the official ceremony held there for NAIDOC week. There was a welcome to country, invitation to a smoking ceremony, demonstrations of traditional weapons and tools as well as dancing to thank the earth for supplying food to eat.

Throughout the year, all students have had opportunities to value Aboriginal culture through lessons, visual arts and music. We had Aboriginal artist, Lucy Simpson and her colleagues visit from the NSW Reconciliation Council.

The artists delivered reconciliation art workshops to all of our students in different formats. Lucy is pictured below left with Hugh and Brandon.



### Multicultural education

All students are provided with the knowledge, skills and values needed to participate in a culturally diverse country like Australia. Students have been participating in HSIE lessons that explore different countries and showing respect for their cultures.

## Transitional Equity Funding

We continued to be supported by the Priority School Program (now known as Transitional Equity Funding) which provides funding specifically targeting priority areas such as literacy and numeracy, student attendance, student engagement as well as community and parental partnerships.

The strengthening of home, school and community partnerships and facilitating capacity in low socio-economic status (SES) communities are critical elements in supporting improved student outcomes.

### National partnerships

The school was required to evaluate this funding to help inform decisions about what strategies and programs best address the learning needs of our students.

The data and evidence supported our plan to use these funds to employ School Learning Support Officers to deliver teacher prepared individual programs.

Throughout the year all staff undertook Professional Learning (PL) as mandated by PL plans. This knowledge was shared and implemented into classroom practice where applicable. We were fortunate to participate in PL organised and delivered to our community of schools.

One of the identified priority areas included increasing the percentage of students demonstrating growth through achievement of Literacy and Numeracy Targets in their Individual Learning Plans (ILP).

The data collected during Terms 1 and 3 was compared and collated. The data showed that all students demonstrated an increase in their literacy skills.



*Damian and Owen using the iPad for literacy*

The majority of students (80%) demonstrated an increase in their numeracy skills by the end of term 3. This data supports the school's decision to employ more SLSO time to work with individual students and smaller groups. Unfortunately we finished this program at the end of 2013.

## Every Student, Every School

Last year it was announced that special schools and settings have developed deep knowledge and understanding of learners with additional learning and support needs. Expertise in specific areas of learning and support for students with disability are often intensive and focused in these specialist settings.

Additional resources are provided through the Australian Government's National Partnership initiative, 'More Support for Students with Disabilities'. This initiative provides an important opportunity for all public schools in NSW to build their capabilities to meet the additional learning and support needs of students with disability.

SSP's will provide an end product that strengthens opportunities for schools with specialist expertise to collaborate, develop and share their knowledge widely across the school system and between special and regular schools.

Our project has the working title of 'Best Practice Strategies for Educating Students with Challenging Behaviours'. This will provide all schools with additional strategies to support students with complex needs.

### Integration programs

During 2013 students from GS Kidd SSP continued to benefit from our links with our community of schools. These programs created rich learning experiences for all students while increasing our students social and communication skills. Integration sessions included;

- Weekly visits from Gunnedah South PS students who worked with our students in their classrooms.
- Students from Gunnedah HS joining our older students for Boys and Girls Club on Friday afternoons.
- Two of our students joined Gunnedah South PS's Year 6 gardening and cooking class each fortnight.
- Students from our Junior and Intermediate classes joining St Xavier's PS Year 6 class for gross motor skills in their hall. Shayne is shown below with one of the students.



## Community based learning

All of our students participate in community based learning to increase independence, social and functional living skills. They are encouraged to identify and access community facilities.

Most of our students who are 14 years and over participate in a weekly work experience program at Coles with a job coach. Our students are to be commended on the amount of praise they receive from community members for their increasingly mature behaviour.



*Bailee pictured working at Coles*

## School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Collecting data during Term 1 on student's literacy and numeracy skills. This is repeated in Term 3 and analysed to inform teaching and learning goals.
- Collating and analyzing student's on-task behaviour and modifying programs accordingly.

## School planning 2012—2014: progress in 2013

### School priority 1

*Increase the percentage of students demonstrating growth through achievement of literacy and numeracy targets in Individual Learning Plans (ILPs).*

### Outcomes from 2012–2014

All students' demonstrated growth in their achievements as outlined in their ILPs. We changed the format of our planning meetings to give all stakeholders structured criteria to measure against. This planning tool called COACH, (Choosing Outcomes and Accommodations for Children) was favourably received by families.

## Evidence of progress towards outcomes in 2013:

- Junior class - all students demonstrating improvement in literacy and 80% in numeracy.
- Intermediate class – all students showing improvement in literacy and numeracy.
- Junior secondary class – all students showing improvement in literacy and 87% in numeracy.
- Senior secondary class – all students showing improvement in literacy and 80% numeracy.

## Strategies to achieve these outcomes in 2014:

- Planning meetings involving school personnel, caregivers, therapists and school counsellors to identify goals and monitor progress.
- Employment of additional SLSO time to continue working with individual students.



*Speech Therapist Kylie Toynton working with Jayda*

## School priority 2

*Increase the percentage of students On-Task Behaviour as measured in Term 1 by 5% by term 4, 2013.*

### Outcomes from 2012–2014

Although we have made incredible progress with students overall behaviour, our school context is complex and due consideration goes into planning strategies to engage students and decrease challenging behaviour.

We demonstrated a decrease in challenging behaviours and provided harmonious classrooms. However we are working towards increasing on-task behaviour once we have settled into our new school.



### Evidence of progress towards outcomes in 2013:

- Decreasing suspension rates from Term 1 to Term 4 by 70%.
- Rearranging classrooms and their students to work in a sustainable environment.
- Engaging students in meaningful learning to decrease inappropriate behaviour.
- All students with identified needs have behaviour plans and flow charts developed and implemented.

### Strategies to achieve these outcomes in 2014:

- Planning meetings involving school personnel, caregivers, therapists and school counsellor to identify goals and monitor progress.
- Employment of additional SLSO time to continue working with individual students.



*Visiting clinician, Dr Ken Nunn from Westmead Children's Hospital*

### School priority 3

*Increase the percentage of students with collaboratively developed transition plans from 45% - 55%.*

### Outcomes from 2012–2014

Ten students of work experience age successfully participated in community based learning and work experience.

### Evidence of progress towards outcomes in 2013:

- Half of these students (50%) were able to manage their transition plans with assistance.
- One student successfully transitioned into a post school program.



*Hugh and Dylan working together at Coles*

### Strategies to achieve these outcomes in 2014:

- Planning meetings with families and transition support teacher.
- Appropriate work experience programs.
- Five students will be participating in SVET hospitality at our partner high school with a SLSO.

### Professional learning

All teachers are committed to continuing their own Professional Learning (PL). Through regular participation in PL, we continue to learn, share knowledge and experiences.

During 2013 PL was provided in the following areas:

- Child Protection and wellbeing training.
- Behaviour management with Ian Luscombe.
- Mental Health.
- Nutritional therapy.
- Autism Spectrum Disorder.
- Emergency Care and First Aid.
- Health Care Procedures for our untrained SLSOs.
- Non Violent Crisis Intervention.
- New English Syllabus for the Australian Curriculum.
- iTec Conference where our Every Student, Every School Project was showcased.

These development days are additional to weekly staff meetings and training activities. We commend our hard working and committed staff.

## Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of families at the school. Information about parent satisfaction was collected through formal and informal methods. A twenty question survey was completed by 28 out of 32 parents.

All questions required families to answer statements about the school ranging from Strongly Agree, Agree, Disagree or Don't Know with Strongly Agree being the most favourable.

Nearly all of the response sheets had Strongly Agree or Agree. We needed to improve the way P&C information is communicated to the school community as well as changes that occurred in the school.

These issues will be addressed through newsletters and informal/formal meetings. The majority of parents took the opportunity to comment very favourably about the school and staff.

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Sharne Turpin – Principal

Vicki Urquhart – Assistant Principal

Ellen Riley – SAM

Vanessa Knight – P&C President

## School contact information

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School Code: 5685

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

## Major awards for 2013 - presented at the Christmas concert

Outstanding individual program – Christine McDonald

Citizenship – Alysha Keast

Social achievement – Charlotte Gander

Work experience – Sara McDonald

Most consistent worker – Shayne Williams

Art – Jayda Hannaford

Sportsperson of the year – Tyson Small

Music – Thomas Knight/Heath King

School attendance and spirit – Sam Dillon-Miller

Mathematics – Clare Mammen

Care and compassion – Taylor Donadel

Reading – Ethan Leader

Application to school work – Seamus Dridan

Literacy award – Alex Rodstrom

Caltex all-rounder award – Dylan Fermor

Premiers sporting challenge award – Dyllan Eames

Volunteering award – Lochlan Atkinson

Maturing behaviour – Zachary Hanes



*Waiting patiently for Santa after the Christmas Concert*



*'Popcorn routine' – Junior class*



*'Sword dance' – Highland dance group*



*'Windy Weather' – Intermediate class*



*'Sunrise' – Brandon and Steve*



*'Aussie Jingle Bells' – Junior Secondary class*



*'I can only imagine' – Senior scripture*



*'What does the fox say?' – Senior Secondary class*



*Year 12 Graduate – Sara McDonald*

**Primary Schools for the 21st Century (P21) element of the Building the Education Revolution**

Last year we received the fantastic news that we were going to have a purpose built school for our school community. Although there were issues along the way, Ware Building picked up the contract and progressed quickly as demonstrated through the pictures below.



*Greenfield site in Lincoln st*



*Laying the foundations for the admin building*



*Framework for Block A (admin) and Block C (classrooms)*



*Brickwork outside of Block D (pool area)*



*Entry to the school*



*Interior of classroom 3*



*Near completion – view from Lincoln street*