



Education & Communities

Public Schools NSW

5685



# GS Kidd Memorial SSP Annual School Report



2012



## Our school at a glance

Welcome to GS Kidd School for Specific Purposes (SSP) 2012 Annual School Report (ASR). This report provides our school community with an overview of our educational outcomes and achievements during 2012.

GS Kidd SSP belongs to the New England Region (South) of the Department of Education and Communities. Our school caters for students from K – 12 with moderate to severe intellectual disabilities. This year we continued to educate students with multiple support needs in the temporary multi categorical class. This class will be made permanent for 2013.

We have had a challenging and rewarding year. Our school continues to deliver quality teaching and learning programs with the support of our wonderful school community.

### Students

GS Kidd SSP currently has 32 students enrolled from 5 to 19 years old. All students have Individual Learning or Transition Plans modified from the NSW Board of Studies Curriculum.

### Staff

Our staff includes teachers, School Learning Support Officers (SLSO), a School Administrative Manager, a general assistant, temporary and casual staff. All staff are committed to providing a safe, nurturing and stimulating environment.

### Student achievement in 2012

Our students continued to demonstrate progress in all Key Learning Areas assessed through data collection in Terms 1 and 3. The data provided vital information showing that most students made gains in both literacy and numeracy. All students in years 3, 5, 7 and 9 were withdrawn from NAPLAN testing as requested by carers during planning meetings.

## Messages

### Principal's message

GS Kidd Public School has had an amazing year. The students and their families should be proud of their achievements during 2012. The daily partnership with families, school community, regional staff and the local community enriches the work that we do.

The whole school was happily overwhelmed when we had news which announced that students with the most complex learning needs at some of NSW's special schools were to receive improved Building the Education Revolution (BER) facilities through an agreement between the State and Federal Governments.

Member for Tamworth, Kevin Anderson made the announcement on the 29<sup>th</sup> August at our school. "This is brilliant news, the school has been working hard with what they have had for many years, wishing for better facilities and today their wishes have come true - a brand new school on a brand new site".

Our substantive principal Heather Welch continued her Long Service Leave and will be relinquishing this position in 2013.

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 (Relieving Principal)**

### P & C message

Thank you to all the staff for another great year. The Imperial and Railway Hotels gave generous donations in 2012. The P & C ran a car boot sale, trash and treasure stall and numerous raffles to increase the bank balance.

This enabled us to pay the Student Insurance Policy, contribute towards the speech therapy costs for Term 4 and prepare for the Christmas concert and graduation.

There was heaps of fun in May when the P & C prepared breakfast for the Newcastle Variety Club Bash. They donated a lifter for the pool.

The big news of course is the planned construction of our new school.

The P & C are very excited by this news and have been working with DEC and staff to build the best facility for our kids. I thank the executive committee, Rebecca, Rosemary and Rachel, and all the parents who have lent a hand this year. Keep up the good work and here's to an exciting 2013.

**Vanessa Knight P&C President**

## **Student representative's message**

Many exciting things happened this year. During the Gunnedah Show, students went on a float which they had decorated. In April we went on an excursion to Lake Keepit where we learnt how to rock climb, canoe, do archery, build a fire and make damper. We also had a go on the giant swing.

In August we went on an excursion to Ag-Quip where students enjoyed looking at the farm equipment and getting free stuff. In September we went to Newcastle to stay at Broadmeadow Sports Lodge and to watch the Knights play the Rabbitohs and the Rabbitohs won.

We were also told that we are getting a brand new school that will be built in Lincoln Street. All the students are excited about this. The three of us are graduating this year which is sad for the school but we want to come back and visit all the time.

Laura, Timothy and Sarah

## **School context**

### **Student information**

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

All students enrolled at GS Kidd SSP have a confirmed disability. These range from mild to severe intellectual disabilities and include secondary disabilities such as autism, physical, vision and hearing impairments.

### **Student enrolment profile**

Our enrollments remained stable this year.

### **Student attendance profile**

Attendance rates are high across all areas of the school.

### **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.

### **Structure of classes**

Our school has 32 students placed in 4 classes based on age group.

Junior Class – six students

Intermediate Class – eight students

Junior Secondary Class – nine students

Senior Secondary Class – nine students

### **Retention to Year 12**

We currently have two Year 10 students continuing to Year 11, one Year 11 student continuing to year 12.

### **Post-school destinations**

Comprehensive transition planning prepares students for post school destinations. This is supported by an itinerant support teacher and community service providers.

### **Year 12 students undertaking vocational or trade training**

All three of our Year 12 students completed their SVET Hospitality course. One year 12 student completed a TVET Metal Fabrication course.

### **Year 12 students attaining HSC or equivalent vocational educational**

We have three Year 12 students graduating in 2012.

## Staff information

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

### Staff establishment

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

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 National Education Agreement requires schools to report on Indigenous composition of their workforce.

Two staff members are identified as Indigenous.

### Staff retention

During 2012 we retained the same staffing allocation however we employed three additional LSO's with NP funds to assist with the delivery of Individual Learning Plans.

### Teacher qualifications

Qualifications	% of staff
Degree or Diploma	66.5
Postgraduate	33.5

All teaching staff meet the professional requirements for teaching in NSW public schools.

GS Kidd SSP has well trained and professional staff. All staff attend Professional Learning throughout the year to increase their skills to deliver quality teaching and learning programs.

## 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	172410.97
Global funds	81,616.66
Tied funds	129,811.59
School & community sources	26,604.63
Interest	8,012.20
Trust receipts	1,063.50
Canteen	0.00
<b>Total income</b>	<b>419519.55</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	10,886.85
Excursions	9,933.38
Extracurricular dissections	9,367.51
Library	652.13
Training & development	279.14
Tied funds	112,137.20
Casual relief teachers	9,881.93
Administration & office	29,460.45
School-operated canteen	0.00
Utilities	13,349.81
Maintenance	11,771.40
Trust accounts	1,062.95
Capital programs	4,072.48
<b>Total expenditure</b>	<b>212855.23</b>
<b>Balance carried forward</b>	<b>206664.32</b>

A full copy of the school's 2012 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 2012

### 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.

The school has four Interactive Whiteboards (IWBs) which support all teaching and learning programs. Literacy programs are delivered in conjunction with IWBs which has improved student engagement and increased learning.

## 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 percent.

Students in years K – 6, work from the regular syllabus using the Numeracy Framework Kits developed by Holroyd SSP and Mary Brooksbank SSP. These numeracy resources use concrete activities to consolidate mathematical concepts. Students enjoy a wide variety of engaging lessons that are reinforced with IWB activities and other technology devices.

## Achievements

### Arts

During 2012, GS Kidd SSP continued to have a strong focus on Creative Arts. Visual art, music, dance, speech and drama are components of our curriculum. Our weekly assemblies and music lessons provide a platform to practise and showcase these skills. The following is a summary of the highlights enjoyed by students and their families throughout the year;

- Exhibitions of art and craft at Gunnedah Show resulted in two students taking equal 2<sup>nd</sup> prize for their cushion covers and participation certificates for the Currabubula Art Show
- The whole school participated in the annual Gunnedah Eisteddfod gaining places in the four sections they entered for the Music section.



### Performing 'Zip a Dee Do Da'

- The senior secondary students entered the Speech and Drama section with a poem called 'Cant' Buy That' and were awarded 1st in their section
- Clare, Sarah and Shayne competed in vocal solos with multiple successes
- Sarah competed in dance solos and was highly commended



### Senior secondary students' drumming group

- Our students performed in the annual Gunnedah Schools' Spectacular, with sixteen students staying to perform in the finale



### Performing 'Sing a Rainbow' at the Gunnedah Shire Schools' Spectacular

## Sport

Sport is a valued and crucial element of our schools curriculum. All students participate in morning gross motor activities which promote memory, concentration and overall well-being.

Highlights from the year include;

- Eight secondary aged students participated in the Challenge swimming carnival. Three students were named age champions and Gunnedah was the winning town



**Sara, Laura, Tim, Dominic, Dylan, Christine, Taylor and Sarah represented GS Kidd SSP at the Challenge Swimming carnival**

- Nine primary school aged students participated in the small schools swimming carnival against their regular peers, with great results
- Ten students participating in the 'Active After School' program throughout the year which included dance with Fiona Blake, in Terms 1 and 4 and tennis with Robyn Louis (tennis coach), Kim Gibson and Mark Single during Terms 2 and 3
- All students participated in hydro therapy sessions in the schools pool or swimming lessons at the town pool. This continued to increase well-being 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 with secondary aged students from Gunnedah High School and St Mary's College, volunteering every fortnight.



**Christine leading the troop line at RDA**

- Tim played representative cricket for Gunnedah HS during Term 4 and Gunnedah won most of their matches



**Tim with the cricket coaches from Gunnedah HS**

Our students continue to participate in a variety of sporting activities as they increase their skills, fitness and improve memory and concentration.

## RoSA

[Enter your text and graph from Electronic Data Summary Sheet where appropriate.]

## Significant programs and initiatives

### Aboriginal education

Throughout the year, all students have had opportunities to experience Aboriginal culture through visual arts and music. Secondary aged students have been learning about Aboriginal history and culture. Our primary and secondary aged students explored the local Indigenous language of Gamilaroi.



### The intermediate students visited Mullibah Lagoon as part of their studies of Aboriginal history

This year we celebrated NAIDOC week by exploring Aboriginal art, music and culture. One staff member has been attending the local Aboriginal Education Consultation Group meetings to gain knowledge and advice.

### Multicultural education

All students are provided with 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 their cultures.



### Every student represented a different country for our 'mini-Olympics'

The school celebrated many cultures through an 'African Experience' with Ms Teri and an Olympics Ceremony which included a 'Parade of Nations'. By celebrating each other's differences we promote and encourage harmony.

### Priority Schools Program

We are pleased 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 community capacity in low socio-economic status (SES) communities are critical elements in supporting improved student outcomes.

### National Partnership Program

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.

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 following graphs show the improvements made in numeracy during Semesters 1 and 2.

## Every Student, Every School

During term 2 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 more widely across the school system and between special and regular schools. Our project will provide all schools with additional strategies to support students with behaviour problems.

## Integration programs

During 2012 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;

- Three year 12 students joining Gunnedah HS for Hospitality lessons



### Laura working independently during hospitality

- The same students volunteering their time in the canteen at Gunnedah South PS one day a week
- One student playing representative cricket for Gunnedah HS

- Three junior secondary students joining cooking and gardening lessons at Gunnedah South PS



### Bailee and Tyson making 'Gnocchi'

- All students visiting Tambar Springs PS for structured lessons and playground activities



### Sara bravely patting a lizard at Tambar Springs PS

- Year 6 students from Gunnedah South PS peer tutoring our younger students several times a week
- Visits from students in support classes at Narrabri HS and Moree Secondary College

## Progress on 2012 targets

### Target 1

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

Our achievements include:

- Junior class - all students showing improvement in literacy and 83% in numeracy



- Intermediate class – 87% of students showing improvement in literacy and numeracy
- Junior secondary class – 87% of students showing improvement in literacy and numeracy
- Senior secondary class – 88% of students showing improvement in literacy and numeracy

## Target 2

### ***Increase the percentage of students On-Task Behaviour as measured in Term 1 by 5% by term 4, 2012.***

Our school context is complex and due consideration goes into planning strategies to engage students and decrease challenging behaviour.

We were able to access a psychologist from the regional Child and Adolescent Mental Health Service (CAMHS) and a child psychiatrist from Westmead Children's Hospital. This inter-agency collaboration worked with students, their families and staff to develop and apply appropriate behaviour management strategies for students with mental health issues.

We also requested advice from the regional behaviour support team who visited the school once a fortnight for a semester.

Although we were unable to collect On-Task Behaviour data due to disruptions we are pleased to note that with inter agency input, suspensions dropped from 23 in Term 1, to 5 suspensions in Term 3.

Our achievements include:

- Engaging students in meaningful learning to intervene prior to escalations in behaviour
- All students with identified needs have behaviour plans and flow charts developed and implemented

## School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of educational and management practice - class timetables and school satisfaction.

### **Educational and management practice**

#### **Classroom timetable**

## Background

At GS Kidd SSP all students are enrolled in classes based on stage or school year. The morning is dedicated to intensive literacy and numeracy sessions.

After recess and lunch breaks teachers rotate to work with the other classes to cover the other Key Learning Areas. During Term 2, in consultation with the school community we decided to modify the timetable.

Staff members felt they didn't have enough time to work with their home class students and achieve their ILP goals in literacy and numeracy. The new timetable meant home class teachers worked with students and their ILPs until midday.

## Findings and conclusions

- Ninety percent of staff and parents/caregivers we surveyed were happy for the trial to take place
- By the end of Term 4, 95% of staff and families felt the new routine was a positive strategy to achieve growth in literacy and numeracy
- All staff observed a decrease in inappropriate behaviour during their lessons
- Data collected by the end of Term 4 demonstrated that there was a 40% drop in behaviour problems and conflict.

## Future directions

- Data will continue to be collected to monitor On-Task Behaviour during literacy and numeracy
- Incorporate new activities and resources to enhance student engagement and imaginative play
- Ensure all staff are implementing the schools behaviour management strategies and individual students behaviour support plans.

## Parent, student and staff satisfaction

### Background

During Terms 3 and 4 the school sought the opinions of parents, students and staff about the school.

### Parent satisfaction

Information about parent satisfaction was collected through formal and informal methods. A twenty question survey was completed by 27 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. All of the response sheets had *Strongly Agree* or *Agree*, except for 4 questions around communication.

Parental concerns have been tabled and strategies are in place to correct this. The majority of parents took the opportunity to comment very favourably about the school and staff.

### **Student satisfaction**

Student interviews conducted through surveys asked whether the students liked school, what they liked and disliked about the school and importantly, did they feel the staff cared about them. The survey revealed:

- 31 out of 32 students liked school
- 28 out of 31 students felt the staff cared about them

### **Staff satisfaction**

The survey's responses indicated high levels of satisfaction and commitment towards students and the schools aims.

### **Future directions**

Developing strong home, school and community satisfaction is crucial to student learning and outcomes. Suggestions discovered through the surveys were followed up and managed accordingly.

## **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 2012 PL was provided in the following areas:

- Child Protection and wellbeing training
- Behaviour management
- Mental Health
- Nutritional therapy
- Autism Spectrum Disorder

- Emergency Care and First Aid
- Interactive Whiteboard and Video Conferencing
- The 'Four Blocks' Literacy Model

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

## **Highlights of 2012**

### **Variety, the Children's Charity visit**

In May we were fortunate to receive a visit from the Variety Club. This wonderful organisation donates their time and money to raising funds for disadvantaged children.

Thomas Knight received a new bed and a bedroom makeover which was gratefully received by the Knight family.

The school received a fantastic hydraulic pool chair lift as well as the profits from the breakfast. We are grateful to our local community who supplied all the produce and assisted with the preparations and cooking breakfast.



**Tom enjoyed the Variety Club visit**



The school community prepared a big breakfast for the 250 'Car Bash' crew



The students were delighted to watch the cars take off on their next leg of the journey



Gunnedah South PS students joined our school to be entertained by 'Super Hubert'

### Football trip to Newcastle

This year we took 11 of our students, 5 old boys, 2 volunteers, 1 parent, staff members and the multi-talented Dennis Buck as bus driver to Newcastle to watch the Knights get beaten by the Rabbitohs.

Peter Harvey (Variety Club) organised free tickets and a meet and greet with 2 club representatives. Retired Knights player Ben Rodgers signed and distributed caps and scarves to all the students with a group photo being taken to post on the Knights website (picture below).



Meeting retired Knights player, Ben Rodgers

### Whole School Excursion – Lake Keepit

Students and staff alike had a great deal of fun at Lake Keepit. There were plenty of activities for all students to participate in which included, orienteering, low ropes, archery, games nights, cooking damper, giant swing, rock climbing, increasing independence and plenty of healthy food!



Sam, Shayne and Alysha retrieve their arrows during an archery lesson

## Relocation of school



Mrs Jones, Heath and Lochlan going for a boat ride around the dam



Seamus scaling the 'rock climbing' wall



Alex enjoying the giant swing, which was the most popular activity amongst the students

## School planning 2012–2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School priority 1

#### Outcome for 2012–2014

Increased literacy and numeracy outcomes for all students

#### 2013 Targets to achieve this outcome include:

- Increase the percentage of students demonstrating growth through achievement of English targets in ILP's
- Increase the percentage of students demonstrating growth through achievement of Mathematics targets in ILP's

#### Strategies to achieve these targets include:

- Planning meetings involving school personnel, families, therapists, CAMHS and school counsellor to identify goals and monitor progress
- Student performance in literacy and numeracy to be assessed using a variety of school and curriculum based assessment tools
- Employing a Speech Therapist for 3 hours a week to develop communication programs that will enhance literacy & numeracy
- Employment of SLSO's to continue working with small groups and individual students

## School priority 2

### Outcome for 2012–2014

A rigorous continuum of learning from K-12 which provides for every student with particular emphasis on transition points

#### 2013 Targets to achieve this outcome include:

- Increase the percentage of students with collaboratively developed transition plans from 45% - 55%
- Increase the percentage of student On-Task Behaviour as measured in Term 1 by 5% by Term 4

#### Strategies to achieve these targets include:

- Accessing and implementing strategies developed in conjunction with inter-agency support teams
- Employment of SLSO to continue working with small groups and individual students
- Lead the development and implementation of Individual Learning Plans for all students

## 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, Relieving Principal

Vicki Urquhart, Relieving Assistant Principal

Ellen Riley, SAM

Vanessa Knight, P&C President

### School contact information

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School Code: 5685

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

<http://www.schools.nsw.edu.au/asr>



**'A' You're Adorable'**



**'Dinosaur Stomp'**



**Senior secondary play 'First Day of School'**



**K-6 Scripture item - 'Little Drummer Boy'**



**Ethics item 'Who Wants a Friend Like Snorty Bull?'**



**7-12 Scripture item - 'Who Am I?'**



**'Highland Fling'**



**Year 12 Graduation- Sarah, Timothy and Laura**