

GS Kidd Memorial SSP Annual School Report 2014



Room One 2014

Front Row (L-R): Charlotte Cander, Jayda Hornsford, Damien Bindley
Middle Row (L-R): Owen Hubbard, Max Edmunds
Back Row (L-R): Kate Pinn[Teacher], Fiona Blake[SLSO], Sandy Allen[SLSO]



Room Two 2014

Front Row (L-R): Heath King, Alysha Keast, Vanessa Golby, Shayne Williams, Seamus Dridan
Back Row (L-R): Alex Rodstrom, Keny O'Shea[SLSO], Kim Gibson[Teacher], Samantha Dillon-Miller
Insert: Dyllan Earnas, Aidan Ellery



Room Three 2014

Front Row (L-R): Cameron Tighe, Bailee Hardwick, David Golby
Back Row (L-R): Ryley Singh, Tyson Small, Vicki Urquhart[Teacher], Brandon Harvey
Insert: Ethan Leader, Dylan Nagle
Absent: Kathy Laird[SLSO]



Room Four 2014

Front Row (L-R): Clare Mammen, Christie McDonald, Aly Whelan, Layne Johnston
Middle Row (L-R): Zack Hanes, Dylan Ferrar, Brandon Edmunds, Taylor Donadel
Back Row (L-R): Sarah Dando[Teacher], Hugh Albert, Lochlan Atkinson, Sarah Ingall[SLSO], Dale Walls[SLSO]
Insert: Thomas Knight



School context statement

Here is the 2014 Annual School Report (ASR) for GS Kidd Memorial School for Specific Purposes (SSP). This report provides our school community with an overview of our educational outcomes, highlights and achievements during 2014.

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. Mid-year we gained another temporary Multi Categorical Class to cater for an increase in students.

Our school continues to deliver quality teaching and learning programs with the support of our wonderful school and wider community.

We have had an amazing year with our whole school community relocating to a brand new, state of the art educational facility. In amongst the major changes our students continued to achieve outcomes that are a credit to themselves, their families and school.

Principal's message

This year the school community moved to a new site and acquired another multi-categorical (temporary) class. The transition was seamless and the students should be proud of their achievements during 2014. The daily partnership with families, school community, service providers and the local community enriches the work that we do.

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.

P & C President's message

Hello everyone,

Well what an exciting and busy 2014! Of course the biggest news was moving into the new facility in Lincoln st. How lucky are we to have this beautiful state of the art facility to school our children? This was a busy time but it all went smoothly.

We had a visit from the Variety, 4WD Adventure in March for breakfast. The group- donated 5 'Power-wing Scooters' and many books.

We had numerous raffles over the year which saw the P&C purchase a new BBQ and gas bottle for the school, pay the student insurance policy and donate \$4000 towards the purchase of the PM Reader Benchmark Kit.

We also had a trash 'n' treasure stall at Gunnedah South PS fete, manned the gate during the Sunday Session markets and provided gifts and food for the annual concert.

Thank you to the families who assisted throughout the year and huge thanks to Tony Blake, Rosemary Constable, Ellen Riley and Michelle Collins for their help too. Yours truly,

Vanessa Knight

Student representative's message

I felt the move was very exciting but also sad. There were so many great memories at the old school but we know we are going to make many more at the new school.

Don't get me wrong there were good things about the old school but there are even greater things about the new school. I think moving to the new school is one of the best things that GS Kidd School has ever done.

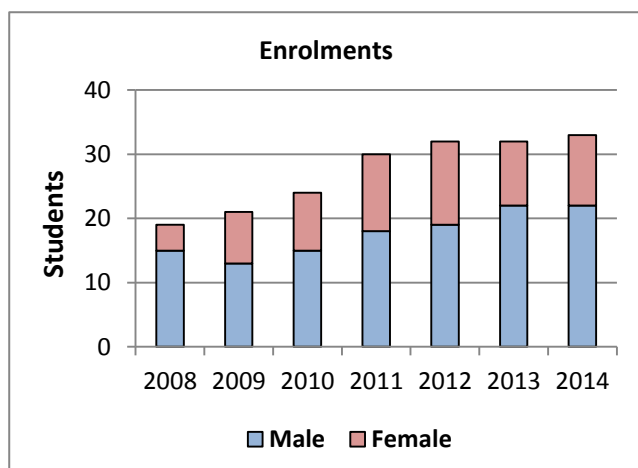
Clare Mammen, Year 11 Student



We officially opened our new school on the 18th September. This photo shows Kevin Anderson (local MP), Heath, Charlotte, Minister for Education, Adrian Piccoli and Sharne Turpin.

Student enrolment profile

Our enrolments increased mid-year due to the establishment of a temporary multi-categorical class.



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.

Students undertaking vocational or trade training

All students over 14 years old are given the opportunity to participate in work experience activities at school. For some students it is developing skills that will enable them to access work opportunities in the future for example; staying on task, showing initiative, accepting criticism and following instructions. For other students the priority is staying with the group and following instructions.

Five of our students are enrolled in a school TAFE course - hospitality – which is delivered by Gunnedah High School. One morning a week two students were required to apply these skills at Gunnedah High School's commercial café. These students are to be commended on their maturity and commitment to learning reflected through their school reports.

Workforce information

Our staff includes teachers, school learning support officers, school administrative staff, a general assistant and casual and temporary staff. They are a dedicated team committed to providing a safe, supportive, secure and caring learning environment for everyone.

The school has a non-teaching principal and one teaching assistant principal. We have additional staff allocated through regional programs designed to support students with identified vision and hearing support needs. We also have a teacher used to release staff from face to face teaching.

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	1
Assistant Principal	1
Classroom Teacher	5
Teacher Librarian	0.2
School Administrative & Support Staff	6.176
Total	13.98

The Australian Education Regulation, 2014 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.

Qualifications	% of staff
Degree or Diploma	40
Postgraduate	60

Professional learning and teacher accreditation

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 are enrolled in university courses to complete their Masters in Special Education in 2015.

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 2014 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.
- Health Care Procedures for our untrained SLSOs.
- Non Violent Crisis Intervention.
- *Classroom Practice Continuum* mandated through the Australian Institute of Teachers and School Leadership.
- Two of our *New Scheme Teachers* (including our other staff) worked closely throughout the year with Educational Consultant Kerrie Betts.

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



Shayne is shown above singing for the Primary Principal Association meeting.



Teachers, Sarah Dando and Benji Trieger are shown above working with Kerrie Betts.

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	30/11/2014
Income	\$
Balance brought forward	178,372.76
Global funds	99,009.00
Tied funds	117,472.72
School & community sources	14,316.68
Interest	4,097.19
Trust receipts	14,600.50
Canteen	0.00
Total income	427,868.85
Expenditure	
Teaching & learning	
Key learning areas	29,132.02
Excursions	1,193.19
Extracurricular dissections	6,856.94
Library	788.90
Training & development	13,438.28
Tied funds	155,233.32
Casual relief teachers	25,599.30
Administration & office	39,942.88
School-operated canteen	0.00
Utilities	40,667.19
Maintenance	24,437.02
Trust accounts	1,467.50
Capital programs	9,153.78
Total expenditure	347,942.00
Balance carried forward	79,926.85

A full copy of the school's 2014 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 2014

Literacy

Our students have a diverse 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.

The Australian Curriculum, Assessment and Reporting Authority (ACARA), in collaboration with states and territories, has developed agreed Australian curriculum for English, Mathematics, Science and History. Each of these learning areas includes content statements that represent essential learning for all Australian students.

As a result of this work, Kindergarten to Year 10 syllabuses provide direction to ensure greater consistency between NSW schools. The school implemented the new curriculum this year. They are designed to provide flexibility for teachers to develop their teaching and learning programs to meet the needs of their students.



Aidan, Dyllan and Seamus are shown working through their literacy program.

The school has six Interactive Whiteboards (IWBs) and 20 DER Notebooks which support all teaching and learning programs. Literacy programs are delivered in conjunction with relevant age appropriate technology which has increased student engagement and enriched their learning.



Tom and Bailee are shown making patterns on the touch board.

Our wonderful P&C helped us purchase the complete PM Readers and Benchmarking Kit which was implemented in semester two. By the end of the year student assessment results demonstrated improved book knowledge and concepts about print, increased engagement with a variety of texts including multimedia based texts and improved comprehension, reading skills and strategies.

Numeracy

Students participate in a variety of activities to consolidate numeracy skills. Students enjoy a wide variety of engaging lessons that are reinforced with IWB activities and other technology devices.

The analysis of these assessments, which were done at the end of each semester, shows gains in Primary School students' performance in the area of number and improved money skills demonstrated by High School students. The results of this assessment process allows teachers to plan individual mathematical goals ensuring students are able to experience success with mathematics.



Lissy and Ryley are shown above working on informal measurement tools during maths.

Record of School Achievement (RoSA)

Hugh Albert, Sam Dillon-Miller, Taylor Donadel, Brandon Edmunds, Dylan Fermor, Layne, Johnston, Tom Knight and Clare Mammen all received their Year 10 RoSA at the end of 2014.

Christine McDonald and Lochlan Atkinson completed the mandatory requirements for their preliminary HSC.

Other achievements

Integration programs

During 2014 students from GS Kidd SSP continued to benefit from our links with our community of schools. These programs created authentic learning experiences for all students while increasing our students social and communication skills. Integration sessions included;

- Five of our Stage 5 students participating in hospitality at Gunnedah HS and demonstrating these skills during their café sessions every Friday morning.



Zack is shown with Gunnedah HS hospitality teacher Megan Verdon.

- Weekly visits from Gunnedah South PS students who worked with our students in their classrooms.



Cameron and David are shown working with a student from Gunnedah South PS.

- Four of our students joined Gunnedah South PS's Year 6 gardening and cooking class each fortnight.
- Our students joining the year 6 students from St Xavier's PS or their school visiting us for gross motor skills in their hall on a weekly basis for an hour.



Students from St Xavier's PS are shown above with Max, Damian and Vanessa.

Community based learning

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



Alysha and Sam are shown shopping for their lunch items.

- 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.



Hugh is shown rotating stock during work experience.

- Two of our students joined Gunnedah Wood turners for work experience and produced great pieces of wood work.

Creative Arts

During 2014, 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 3rd in the Musical Entertainment section, 2nd in the Small Choir and School Choir sections.
- Shayne entered the vocal section and sang a solo which led to her winning the *Moira Piggot Award for Most Promising Junior Vocalist* in the Gunnedah Shire.
- Exhibitions of art and craft at Gunnedah Show, participation certificates for the Currabubula Art Show and the Waste Art Competition.

Sport

Sport is a critical 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 received a trophy for Junior Boy Champion, Hugh, and Lochlan all gained places in their races.

- Twelve 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. Dave received a trophy for most promising athlete and swimmer.
- Sixteen students participated in the 'Active After School' program throughout the year which included aquatic fun in Terms 1 and 4, tennis with Robyn Louis (tennis coach shown below), Kim Gibson and Mark Single during Terms 2 - 3. We are pleased to note that this the highest number of students we have had involved in the program.



- All students participated in hydro therapy sessions in the school's pool or swimming lessons at the town pool. This continued to increase fitness, stroke correction and water safety/swimming skills.



Steve McCauley is shown providing music for our games in the pool.

- 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.
- Our local line-dancing association visited our school every Tuesday afternoon during Terms 2 and 3 to teach our keen students several dances for their 20th anniversary celebrations. This was held at Gunnedah Services Club where our students were guests of honour and presented with a \$500 cheque as shown below.



Layne is shown above dancing for the 20th Anniversary Celebrations

Significant programs and initiatives – policy

Aboriginal education

In respectfully opening all assemblies and school events with an Acknowledgement of Country, the school community values and gives recognition to Aboriginal people and their ancestors.

Our school continues to acknowledge and commemorate two important weeks in the Aboriginal calendar: Reconciliation Week incorporating Sorry Day and NAIDOC Week. Our students were invited to participate in the Reconciliation Walk at Gunnedah South and the Flag Raising Ceremony at Gunnedah PS.



Taylor is shown leading the 'Reconciliation Walk' at Gunnedah South PS.

Significant programs and initiatives – equity funding

This year we received funding based on two components of the new Resource Allocation Model (RAM). This model is part of the NSW Government reforms for NSW Public Schools. The two components are: Aboriginal background and socio-economic background.

We received \$8756 for Aboriginal Background and \$17,188 for socio-economic background. The socio-economic background funding is based on the Family Occupation and Education Index (FOEI).

These funds were used to purchase SLSO time to assist teachers in implementing individual learning plans and for student support in numeracy, literacy and other significant programs.

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.

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.



Jayda is shown above painting her didgeridoo.

Multicultural education and anti-racism

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.

Sharne Turpin and Sarah Dando are our Anti-Racism Contact Officers (ARCOs) and have been fully trained in the procedures to handle complaints of a racist nature. The ARCO follows the DEC Anti-Racism Policy.

Aboriginal background

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 and wrap around service providers.



Aboriginal artist, Jack Conlan is pictured working with Owen on his didgeridoo.

School planning and evaluation 2012—2014

School evaluation processes

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

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 analysing student's on-task behaviour and modifying programs accordingly.



Tyson and Brandon are shown reading their spelling words to each other.

School planning 2012-2014:

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 2014:

- Room 1 - all students demonstrating improvement in literacy and 75% in numeracy.
- Room 2 – 80% of students showing improvement in literacy and numeracy.
- Room 3 – all students showing improvement in literacy and 70% in numeracy.
- Room 4 – all students showing improvement in literacy and numeracy.
- Room 5 – all students showing improvement in literacy and numeracy.

Strategies to achieve these outcomes in 2014:

- Planning meetings involving school personnel, caregivers, therapists and school counsellors to identify goals and monitor progress.
- Attending relevant professional learning to increase student outcomes.
- Employment of additional SLSO time to continue working with individual students.
- Implementing evidence based, best practice classroom strategies.



Brandon, Dylan and Clare are shown working on their individual programs.

School priority 2

Increase the percentage of students On-Task Behaviour as measured in Term 1 by 5% by term 4, 2014.

Outcomes from 2012–2014

Although we have made 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 have demonstrated a significant decrease in challenging behaviours and provided safe classrooms. However we were working towards increasing on-task behaviour once we settled into our new school.

Evidence of progress towards outcomes in 2014:

- Decreasing suspension rates from Term 1 to Term 4 by 90%. This was possible due to the purpose built facilities of the school and we did not need to suspend students for the safety of others.

- Rearranging classrooms and their students to work in a sustainable environment.
- Engaging students in meaningful learning 'conceptual programming' to decrease off-task 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.



Christine is shown above learning how to make recycled paper.

Parent/caregiver, student, and teacher satisfaction

At the end of 2014 and early 2015, the school sought the opinions of families at the school. Information was sought from families' based on the new school planning process of the 5Ps – people, purpose, processes, practices and products

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



Alex is shown above with his mum, Karen and Nan, Kathy during Open Day.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2, 2015.

“Great teachers inspire their students to learn. They can, and do, make a difference to the quality of a student's life both within and outside the school.”
(Great Teaching Inspired Learning. NSW DEC 2013)

This statement guides the teaching philosophy of all staff at GS Kidd Memorial SSP. We are committed to improving the learning outcomes of students through enhancing teacher quality and we share the following beliefs:

Students are our priority, are at the centre of everything we do and our practice reflects their best interests;

- Teachers and school leaders are the key to making the difference to student learning;
- Teacher quality and instructional leadership are the key drivers for continuous school improvement; and
- The coherent alignment of teacher, leader and student learning has the greatest impact.

GS Kidd Memorial SSP is a nurturing and engaging learning environment with high expectations for students, staff and community, where all students have the opportunity to be successful learners, confident and creative individuals and active and informed citizens, in an environment where achieving ones best is inevitable.

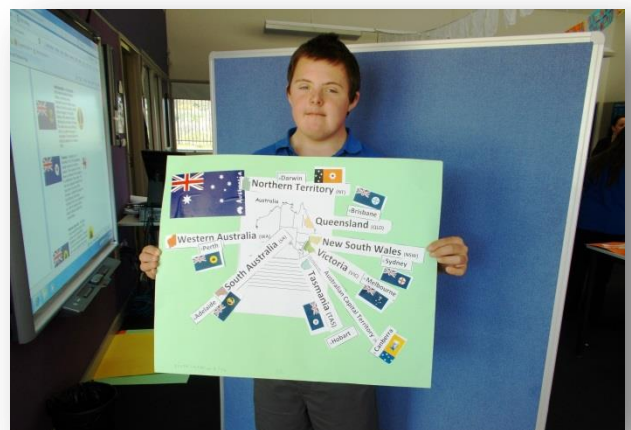


Dylan N and Dylan F are shown above preparing a healthy meal for their lunch.

We will achieve this through a relentless focus by our students, staff and community on our strategic directions of Learning – Community, Learning – Students and Learning – Staff. This vision is shared and supported by our school community of students, staff and families.

Underpinning our 2015-2017 Strategic Plan is continuous improvement and innovation. Its management, implementation and evaluation is a whole school responsibility.

Our improvement measures are designed to be achievable and based on identified needs that will make a difference to student outcomes.



Ethan is shown above with his labeled map of Australia.

The following planning processes were utilised by the school community to prepare our 2015-2017 plan:

- Analysis of:
 - School based assessments;
 - School programs including literacy, numeracy and student welfare;
 - Budgets.
- School based surveys targeting:
 - Students
 - Families
 - Staff
 - Community

In addition we included;

- Planning days and meetings for all stages, enabling the evaluation of school programs, identification of necessary system and process changes and opportunities for short and long term planning and goal setting.
- Planning days with our community of schools including the Mooki Network and Namoi Partners in Learning.

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

GS Kidd Memorial SSP
37 Lincoln st
Gunnedah NSW 2380
Ph: 6741 5200
Fax: 6742 4120
Email: gskiddmem-s.school@det.nsw.edu.au
Web: www.gskiddmem-s.schools.nsw.edu.au
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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

Major awards for 2014 – presented at the Christmas concert

Outstanding individual program – Charlotte Gander

Citizenship – Lochlan Atkinson

Social achievement – Layne Johnston

Work experience – Taylor Donadel

Most consistent worker – Vanessa Golsby

Art – Ryley Singh

Sportsperson of the year – Ethan Leader

Music – Hugh Albert

School attendance and spirit – Tom Knight

Mathematics – David Golsby

Care and compassion – Ally Whelan

Reading – Seamus Dridan

Application to school work – Shayne Williams

Literacy award – Owen Hubbard

Caltex all-rounder award – Bailee Hardwick

Premiers sporting challenge award – Damian Bindley

Volunteering award – Tyson Small



The 4WD Variety Adventure group is shown above presenting a thank you certificate to Gunnedah Shire Band. The group visited our school and donated books and five 'power wings' scooters.

Photos from the Christmas Concert 2014



Rooms 1 and 2 are shown performing the 'Reindeer Hokey Pokey'



Room 4 are shown above and below performing 'Arriba'



Rooms 3 and 5 are shown performing 'Blame it on the Boogie'



'Blame it on the Boogie' with the lights out!



Steve McCauley accompanied the 'Boys Band' which included Owen, Zack, Heath and Brandon



The senior scripture girls are shown performing 'Shake'



The whole school is shown performing the finale 'Shake it Off'



The senior scripture boys are behind the very popular puppets!



Hugh is shown greeting Santa



The photo above shows most of our wonderful volunteers



Vicki Urquhart is shown thanking volunteer Olwyn Jones for taking our beautiful photos