Site Improvement  
Priority 1  
Focus  THE ARTS  
Priority  
The inclusion of all students in developing skills and talents in creativity, expression and communication through the arts.

Outcomes for students  
In Term 1 all students participated in a music programme designed by music specialist Matthew Kemp. The focus was “Dixieland Jam”. This included marching songs, Spirituals, solo and ensemble work and songs/rhymes related to marching and drums.  
Having a physical/movement aspect to our work was one strategy to include everyone as was using many visual presentations and interactive activities on the Smartboard.  
Using a designated space also provided a learning opportunity to make a transition to a different area for a new activity.  
Photographic evidence shows the learning outcomes and key skills developed were  
- Group interaction, turn taking and joint attention  
- Instrument names, holding and using appropriately, keeping a beat performing a different tempi, rhythmic patterns, movement, marching  
- Singing in tune, learning new songs  
- Following a musical direction  
- Performing at assembly  

There were individual student achievements i.e. a group of students were able to sit and perform at assembly whereas previously they had difficulties completing this task.  
A student, who has high anxiety and challenging behaviour was able to express himself with the drum and playing tambourines to accompany songs  

Whole school assemblies have continued to provide opportunities for students to present work and showcase achievements.

Middle school classes attended a performance at The Patch Theatre  
Company of “Emily loves to bounce”  

Student artwork was displayed at Regional Office.

Funding was provided to employ a dance teacher from “Footsteps”, a dance programme. Weekly lessons culminated in a performance at assembly and during one of the two School Discos.  
- Students learnt new routines and consolidated prior skill development  
- Students had fun  
- Coordination improved  
- There was an increase in physical activity  
- Improved cooperation amongst peers and involvement as a team  
- Increased level of confidence

Recommendations for 2010  
Continuing assemblies in 2010 with a commitment to involve parent and acknowledge student achievement.  
Continued exposure to visiting performance/artists.  
Accessing performances in the community.  
Provide funding to support “Footsteps” programme for senior students.
Site Improvement
Priority 2
Focus COMMUNICATION Priority
To improve student communication and access to integrated curriculum via all relevant forms of communication

Outcomes for students

During 2009 an SSO has been released to work with the Junior and Middle school students on individual communication programmes. This has had significant benefit for students who have been supported to use visuals, improve reading skills, hand writing and computer skills and to follow instructions. Regular conversations and reviews with teachers communicate student progress. Parents and staff have commented on individual students’ improvement.

The skills assessment checklist is used to collect and document data on student improvement in communication.

Staff continue to use communication cards throughout the school to support students. These are attached to staff keys so they are always accessible. These visuals support students to understand requests from staff i.e. stop, wait.

All students in the school have a communication goal negotiated at the Negotiated Education Plan (NEP) meeting. There is a teacher designated as the focus communication teacher to coordinate initiatives across the school. Focus time has been available to support this role. A range of software and modified hardware was purchased from Novitatech to support students ability to access computers. The outcomes for students have been the availability of more suitable computer programmes. Students are able to use modified hardware in classrooms i.e. single click switches and modified mice.

Students in the Junior and Middle school participated in the Premiers Reading Challenge with 2 students receiving certificates, and 30 receiving medals including one LEGEND medal.

An SSO attended two days Training and Development in Intensive Interaction. Intensive Interaction is an approach to developing the ability and desire to communicate and participate in social interactions. This methodology has been used by the SSO to engage students and to develop fundamental communication abilities including eye contact, facial expression, turn taking and engagement. The outcome for students is that a number of students are responding in a more interactive way with staff.

A large number of staff attended Training and Development in key word signing which they could immediately use in the school environment. Staff developed skills to teach students signs as a method of supporting them to communicate their needs/wants.

Recommendations for 2010

Continue to improve quality of communication between classes focussing on methodology, practices, teaching and learning strategies.

Continuation of communication programme in the Junior and Middle school.

Continue with a Communication focus teacher

Students to participate in the Premiers Reading Challenge.
Site Improvement
Priority 3
Focus - HEALTH
Priority
To enhance student understanding of the importance of and access to a healthy lifestyle
-nutrition
-physical
-emotional health
Develop resilience and sense of belonging
To support staff Psychological Health and Wellbeing

Outcomes for students
The school was successful in applying to participate in the eat well be active – Primary Schools Project and were assigned a Project Coordinator.
After discussions with the Coordinator it was agreed that we could include Middle and Senior school students in the project.
A pupil free day was assigned to give staff an overview of the project and to look at what we were doing now and what we could do in the future. A focus teacher was appointed and given focus time to work on the project. A committee was formed to develop a plan.
The focus of the project is to
- Increase students physical activity levels
- Decrease sedentary leisure time
- Increase consumption of healthy foods
Regular newsletter updates re eat well be active programme keeps parents informed and give ideas on how to support students to have a healthy lifestyle.
Report to governing Council re eat well be active and include on agenda for staff meetings

Focus teacher NIT PE. The teacher worked across the school promoting fitness and sport activities. A group of students accessed St Clair recreation Centre each week to participate in basketball.
Funding was provided to improve resources to support the PE programme.
**Students Enrolments**

In 2009 there have been 64 students enrolled at the school. One student has attended part-time while undertaking work at Phoenix part-time.

64.6% of students are School Card compared with 68.9% in 2008 23.4% of students are Non English Speaking Background.

3 students have an Indigenous background.

**Attendance**

Attendance rate 91%

There were a significant number of absences with some students this year. Student illness was the main factor with most however a number of students had unexplained and family reasons absences. Many of these absences are due to our students' disability and Autism. Students have difficulty with routines and some of their obsessive behaviour results in it taking a long time to get ready for school.

On occasions the students' behaviour impacts on the parents/carers ability to get the students to school. We work to support parents/carers to manage these situations with the support of DisabilitySA, AutismSaA etc.

**Health, Recreation and the Community**

Satisfactory achievement 19
Recorded achievement 6

**Lifestyles and the Community**

Satisfactory achievement 20
Recorded achievement 5

**Work and the Community**

Satisfactory achievement 23
Recorded achievement 2

The PLP Modified results are pending as this subject will be on-going for all students.

Leadership and Senior School staff have been involved in Training and Development to support the implementation of the new SACE and PLP Modified in 2010

**Destinations**

In 2009 4 students graduated from the school. There was a special Graduation Evening where the students, parents, carers, invited guests and staff celebrated students achievements.

One student will be working full-time at Phoenix.
Two students will be working at Phoenix 2 days a week progressing to full-time.
One student will be placed through the Statewide Transition programme.

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**Senior Secondary Achievement**

3 students participated in the Statewide Transition programme.

10 students attended Phoenix one day a week for work experience.

25 Senior students were enrolled in 4 SACE subjects and the Personal Learning Plan PLP Modified.

Health Recreation and the Community
Lifestyles and the Community
English
Work and the Community

**Results**

English
Satisfactory achievement 20
Recorded achievement 5
Parents
Parent opinion data

Parents were invited to complete the Parent Opinion Survey on-line or had the option to complete a paper copy.

Parent concerns focussed on the lack of resources and the need for more SSO's.

Teachers
Teacher satisfaction data

REGION COMPARISON

There were 15 parent responses from a cohort of 64.

There were high scores in the area of
- teaching and learning
- support of learning
- relationships and communication
- leadership and decision making

100% of responses indicated that they believed that their child receives high quality teaching at the school.
100% of responses indicated that they felt welcome at the school.
100% of respondents indicated that the school is well organised and that, overall, they are satisfied with the schools planning.

Legend
- 75th percentile
- Your School
- 25th percentile

10 staff members responded to the staff survey.

100% of respondents believed that teachers at this school use a variety of teaching and learning strategies to help students.
90% strongly agreed and 10% agreed that there are positive relationships between teachers and students at the school. 100% of respondents believed that teachers at the school care about how their students are going. 70% strongly agreed, 20% agreed and 10% were neutral in regard to that there is supportive leadership in the school.

Staff comments include
"All staff are encouraged to and given opportunities to engage in quality learning with students"
"All teachers work hard to ensure individual goals are met"
"The school runs smoothly and staff support each other".
"Leadership work collaboratively and in consultation with staff"
"As a new member of staff in 2009 I have felt supported and valued for the skills I bring to the school".

Staff attendance
The percentage of working days taken as sick leave was 2.29%.

Staff retention
We began the year with 8 permanent teachers. The staff retention for permanent teachers was 100%.

Staff qualifications
In 2009 there were 5 out 10 teachers with Special Education qualifications. One teacher is an AST1 and one teacher continues post-graduate study.

Staff professional development participation
In 2009 the pupil free days were allocated to the eat well be active programme and to developing the schools trademark and trademark behaviours. Staff also undertook Training and Development relevant to their role.

Financial report
The Financial report is available, on request, to community members.