School Context

School Name: The Grove Education Centre  School Number: 0844
Principal: Ms Niki Takos  Partnership: Inner West

Context Birth to SACE
The Grove Education Centre caters for students R-12 with an intellectual disability and/or associated complex needs. A high percentage of our students have a diagnosis of Autism. The student community is multicultural in its composition with a number of students with English as an additional language or dialect, from an aboriginal culture and young people in care. All students have a Negotiated Education Plan, which is reviewed annually with families and relevant stakeholders.

The school has a culture of consultation and collaboration with both Department of Education Child Development (DECD) and non-DECD Service Providers to support student learning and wellbeing and support for parent/caregivers.

Our motto: “Partners in Learning’

Our vision: to create a safe, respectful and supportive learning environment where we celebrate success, diversity and learning.

Our Purpose: To engage students in quality teaching and learning targeted to their needs promoting independence and wellbeing.

Our trademarks: professional, collaborative, respectful and engaging.

Enrolment Numbers

In 2013 and 2014 our numbers were steady at 68 students. In 2015 our student numbers increased to 71.

Enrolments 2015

<table>
<thead>
<tr>
<th>Total</th>
<th>New Enrolments</th>
<th>Indigenous</th>
<th>EALD</th>
<th>School Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>10</td>
<td>6</td>
<td>26</td>
<td>41</td>
</tr>
</tbody>
</table>
2015 Snapshot

Curriculum and pedagogy

Teachers worked in professional learning communities (PLCs) to complete mapping the Australian Curriculum in areas of Geography, History, Maths, English, The Arts and Science for students in Reception to Year 9. The scope and sequence is in a 3 year cycle. This has provided curriculum coherence across the school, further evidenced and strengthened with teachers planning, co-teaching and evaluating units of work in their PLCs. Professional Learning focus was on the Arts and Health & PE. SACE teams successfully planned and implemented a modified SACE curriculum. Stage 1 and 2 in the areas of Cross Disciplinary Studies, PLP, Business and Enterprise, Science, Health and P.E, English and Maths: We embedded staff learning in improved pedagogies, teaching for effective learning (TfEL framework), our literacy coach, Jane Farrall continued to coach staff (and parents) in best pedagogical practices in literacy and communication for students with a disability.

Learner Achievement Data

All students have a negotiated education plan (NEP). We introduced consistent and cohesive assessment and reporting procedures across the school in Literacy. Consistent assessment tools have meant we can track student progress over a period of time, longer than 12 months. Assessment data was used to inform the individual student NEP goals formulated with parents/caregivers and invited stakeholders. Student progress was tracked and discussed at PLCs and with families to support future planning.

Inner West Partnership

The partnership formed in 2014, it is made up of 18 sites, schools and preschools in geographically close areas. We are the only special school in our partnership. In 2015 under the guidance of our Education Director, Mr Paul Newman, site leaders worked collaboratively to develop a strategic plan. Our goal is that all children will learn, meet high expectations and be powerful and enthusiastic learners given in quality learning environment. We identified three priority areas: Partnership & School Culture, Continuity of Learning and Equitable Service Provision. In 2015 the partnership was externally reviewed. This was a rigorous process, commendations and recommendations were made, an overall a positive experience.

Community Partnerships

Our motto ‘Partners in Learning’ is significant when striving to achieve best outcomes for students with complex needs. We again built a strong working relationship with all stakeholders. We hosted successful university student placements for social work, physiotherapy, speech therapy (PhD) and psychology. The National Disability Insurance Scheme (NDIS) has given opportunities to forge partnerships with non-DECD service providers. Many of our students not eligible for this scheme were able to benefit from occupational therapy with Novita using the Ministerial Advisory Committee for students with disabilities (MAC SWD) funding.

Highlights

Forming a pathway class at Woodville Primary School for appropriate junior primary students has been a successful partnership initiative. The Woodville Primary School Community has been very welcoming, the students have been included in assemblies, special events and a weekly PE lesson with a mainstream JP class.
The Gala Day opening for the re-development of the senior yard was extremely successful, with all staff supporting us and about 250 families and friends attending. It was a fun day and we raised approximately $3300. We acknowledged and celebrated the generosity of our major sponsors, resulting in a combined total of $60,000 in donations. Selected students represented The Grove at five of the school sporting events, including a cross country at Oakbank. We had two successful whole school sporting events which are always well supported by our school community.

Our residential keynote speaker, Thomas Banks inspired staff, students and parents, Thomas facilitated workshops on how to support people with a complex communication need. Thomas is an author, writer, actor and presenter, he lives in Melbourne and uses an AAC to communicate.

Three teachers and 1 SSO were nominated for outstanding work with SA Special Education Principals and Leaders Association, National Disability Day Award and the Australian Association of Special Education.

Three staff presented at the AGOSCI conference in Brisbane “Literacy it’s a Balancing Act”. This showcased our 4 blocks of literacy journey.

**Post School Pathways**

Eight students graduated and are either in a day options or a supported employment programme. One of our graduates was the first student to be offered work in open employment after he completed work experience there.

**Governing Council**

**Parents and Governing Council**

The Governing Council functioned very well in 2015, it had representation of parents of students in reception through to year 11, including a past parent as a community member. Council members participated in the inaugural Inner West Partnership Governing Council Evening held at Woodville High School.

Our Family and Friends club was resurrected with new members and a new space to make it ‘their own’. An overall increase in parent participation, mainly due to a few parents enthusiasm and the increased communication through the mobile messaging service introduced.

**Site Improvement Planning**

Site Improvement Plan Priorities 2015 summary

<table>
<thead>
<tr>
<th>Priority</th>
<th>Focus</th>
<th>Performance Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student communication and literacy.</td>
<td>Implementing a balanced literacy approach: guided reading, writing, working with words and self selected reading. Supported by our literacy coach, Jane Farrall Speech Pathologist.</td>
<td>Litcon, UABEL, Jerry Johns reading comprehension, NEP data and Australian Curriculum common assessment tasks. NEP achievement data showed a school average of 27.3% improvement in individual student literacy goal. UABEL data indicate improvement in all areas especially in letter</td>
</tr>
<tr>
<td>Improve skills and abilities in numeracy.</td>
<td>Implementing the scope and sequence. Trialling numicon resource.</td>
<td>NEP achievement data indicates a school average of 27.4% in individual student numeracy goals.</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Increase learner wellbeing to promote optimal health and wellbeing for all</td>
<td>Educating students and families on healthy food choices. University placement students focussed on increase physical activity during play breaks.</td>
<td>Lunchbox survey results indicate an increase in water and fruit consumption across the school and in particular in the senior classes.</td>
</tr>
</tbody>
</table>
### Student Achievement

#### NEP Achievement Data

#### Junior NEP Achievement Data

**2015**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Avg. Increase (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>29.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>32.7</td>
</tr>
<tr>
<td>Personal</td>
<td>30.7</td>
</tr>
<tr>
<td>ICT</td>
<td>31.7</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>31.2</strong></td>
</tr>
</tbody>
</table>

#### Middle NEP Achievement Data

**2015**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Avg. Increase (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>33.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>27.1</td>
</tr>
<tr>
<td>Personal</td>
<td>34.3</td>
</tr>
<tr>
<td>ICT</td>
<td>32.7</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>
The graph indicates a total increase of 27.4% in goal achievement across the school in the 4 areas indicated.
The Grove Education Centre Reading
Litcon 2015

The Grove Education Centre Writing
Litcon 2015
The graph indicates an increase from term 1 to term 4 in all areas.
Non-attendance is addressed with all stakeholders at regular Team Around The Child meetings.
During 2015 students in years 11, 12 and 13 undertook work experience at Bedford Phoenix (Torrensville), Hands on SA (Kent Town and Oakden) and Orana (Ridleyton).

Destination Outcomes:

- 1 student offered work at Hands on SA Kent Town
- 1 student offered work at Bedford Phoenix Gepps Cross
- 4 students successfully transitioning to day options programs
- 2 students in the process of Disability SA registration to enable them to undertake work in supported employment
- 3 students successfully completed courses at Prospect Centre
The introduction of recording student behaviour incidents was reflected in the data.

WHS - 40 ED155s (staff injury forms) were processed against student behaviour.
Comparison of Students with English as an Additional Language and Dialect and Students with English as their First Language

2015

- English as First Language: 63%
- Indigenous Australian: 8%
- EALD: 37%

English as an Additional Language and Dialect (EALD) 2015

- Vietnam: 12%
- India: 4%
- Bangladesh: 1%
- Afghanistan: 1%
- Bosnia-Herzegovina: 1%
- Cambodia: 1%
- Ghana: 1%
- Liberia: 1%
- Malaysia: 1%
- Tonga: 1%
- Sri Lanka: 1%
- Poland: 1%
- Lebanon: 1%
- Italy: 1%
- Iraq: 1%
- Greece: 1%
- France: 1%
- Eritrea: 1%

English as an Additional Language and Dialect

EALD
Student Composition

Student Disabilities as in EDSAS
primary disabilities

- **ASD**: 44%
- **GDD**: 15%
- **ID**: 34%
- **C**: 7%
- **P**: 0%
- **H**: 0%

Legend
- ASD: Autism Spectrum Disorder
- ID: Intellectual Disability
- GDD: Global Developmental Delay
- C: Communication
- P: Physical
- H: Hearing

Student Disabilities as in EDSAS
including secondary and associated disabilities

- **ASD**: 52%
- **GDD**: 37%
- **ID**: 45%
- **C**: 20%
- **P**: 4%
- **H**: 0%
The Psychological Hazard survey indicates that staff *strongly agree* and *agree* in all areas as indicated.
**Accountability**

**Better schools funding**

Better Schools Funding in 2014 has enabled our school to provide extra SSO support for curriculum, student safety and work experience. Private speech therapy and occupational therapy were purchased for semester 2.

**Junior Primary and Early Years Scheme Funding**

The successful outcome of the early years funding initiative included the purchase of literacy, numeracy and IT resources and an overall increase in student literacy levels as indicated by the NEP, Litcon and UAELB data. An increase in student numeracy and ICT achievement levels as indicated in the NEP achievement data.

**History Screening**

We have a coherent and consistent process for ensuring child protection in terms of Department of Communities and Social Inclusion (DCSI) history screening for all staff and volunteers on site. Our non-DECD service providers, work placement students and visitors have a comprehensive process, including a site induction.

**Targeted funding for individual students**

Additional funding was allocated to 9 students to support improved outcomes in behaviour and engagement.
Funds to improve outcomes for Aboriginal students enabled us to employ an Aboriginal SSO to support Aboriginal students and support students to identify with and be involved in cultural based experiences.
Funds for students with additional language or dialect provided for additional BSSO and SSO hours, interpreters and translation which led to improved student outcomes.

The school is supplemented for 327.5 classroom SSO hours. The school employed 438.25 SSO hours. The above funding supplements the school top up of SSO hours needed to ensure safety and wellbeing for both staff and students.

**Staff**

All teachers at this school were qualified and registered with the South Australian Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>24</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>3</td>
</tr>
</tbody>
</table>
SSO qualifications

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate III</td>
<td>14</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>12</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>7</td>
</tr>
</tbody>
</table>

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>13.2</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>14</td>
</tr>
</tbody>
</table>

Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$2,429,924.62</td>
</tr>
<tr>
<td>2 Partnership Funds</td>
<td>$43,865.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$18,494.75</td>
</tr>
<tr>
<td>4 Early Years Component</td>
<td>$1,033.00</td>
</tr>
<tr>
<td>5 Better Schools Funding</td>
<td>$9,026.42</td>
</tr>
<tr>
<td>6 Literacy Learning Strategy</td>
<td>$3,806.00</td>
</tr>
<tr>
<td>7 Other</td>
<td>$6,192.22</td>
</tr>
</tbody>
</table>

Source: Profit & Loss Statement 2015 period 13

Other includes: Fundraising, Interest revenue, donations & other operations revenue

Signed:

Niki Takos
Principal

Date: 1st March 2016
Sports Day 2015

Prince Alfred College Camp

Graduation