The Mid North Education Centre is an R-12 special school located at Port Pirie. The original school was opened in 1981 as the Port Pirie Special School, and was redeveloped and renamed as Mid North Education Centre in 2007. It is identified as Category 2 School on the DECD Index of Disadvantage.

Our vision is to be a safe, caring place of learning where staff, students and parents/carers work in partnership for positive student outcomes; students receive a broad, relevant and effective curriculum; and parents/carers and the community are welcome.

Our core value is respect, supported by fairness and honesty.

Our Trademark Statement purpose statement is “To make a difference for our students by identifying and meeting their individual needs to enable them to learn to the best of their ability in a safe and supportive environment.”

Trademark behaviours are: Respect. Support. Dedicated. Student focused.
Student body: There was an increase in student enrolment from

- 29 to 35 students with six transitions into the school,
- 1 transfer from local primary school as secondary placement (08), 2 students from interstate (05), (07), 2 students from Inclusive Pre-school Program (kindergarten) (Re) and 1 transfer from a metropolitan secondary school (08).
- One senior student transferred out after the school year ended.

A range of students were identified for various individual interventions, supported with regional consultation. One student was nominated for Regional Challenging Behaviour Support in 2013. Aboriginal enrolment increased from four to six students.
Enrolment

Enrolment by Specific Population

<table>
<thead>
<tr>
<th>Specific Population</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATSI</td>
<td>2.0</td>
<td>4.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Disability</td>
<td>29.6</td>
<td>29</td>
<td>35</td>
</tr>
<tr>
<td>School Card</td>
<td>22.6</td>
<td>24</td>
<td>28</td>
</tr>
</tbody>
</table>

Comments: Note increase in ATSI students and increase in School Card holders.

Comments: Noting increased enrolments in both primary and secondary enrolments which have implications for class structures in 2014.
Feedback from staff for what is ‘working well’

With students

- Students showing more peer concern & support for each other.
- Allowing students time to process instructions.
- Positive (blue) forms provided feedback to students.
- Student’s needs are considered carefully in creating classes.
- Working on student strengths, students achieving their goals.

With learning programs

- The strengthened wellbeing focus in the afternoon program is working well. The cross class groupings supports us work with other students & staff.
- Successful transition visits to kindergartens.
- A specific focus with reading with resources helped the N.E.P. focus.
- N.E.P. meetings with parents- parent commitment to goals.
- A focus on fitness with regular whole school sessions in the hall and bike riding.
- Healthy cooking and canteen programs.

With staff

- Staff are responding more effectively as a team with health/ medical issues e.g. seizures.
- Teacher’s strengths are aligned to classes.
- 3:15pm staff meetings each day, knowing what is happening.
- Training & Development timely and good.
- Teachers contributing to data research and feedback, taking ownership.
- SSO’s working with teachers, good team work.
- Library help with resources with classroom themes.
- Positive attitude of staff-accepting changes.
- Teacher involvement with Professional Learning Programs (cluster approach launched in 2013).

In addition to this

The official opening of the Hall occurred and there has been regular use of hall.

Community engagement was positive with

- The Rotary Club is supporting in establishing a sensory garden next to the Hall.
- The Flinders Tourer’s Motorcycle Association supported us to purchase 16 new bikes.
- The end of year concert was in the hall for the first time with the facility completely full.
- Staffing - Induction of two new teachers and several new SSO’s in response to increasing enrolments.
- Facility upgrades occurred with external and classrooms being painted.
- A review of school uniform code occurred with a change of colour for new staff and student tops.
Recommendations for 2014

- Have 4 groups in afternoon v’s 3 due to higher enrolments. Introducing class meetings once per week.
- Adjust the reporting format to be more inclusive of all students.
- Ensuring SSO support for taxi runs.
- Library - look at how to improve engagement.
- Use the Hall more in the afternoon sessions. Provide more resources.
- Research & introduction of a coordination program.
- Improved links with other schools.

Report from Governing Council

Meetings planned for Wk 3 & 7 of each term unless otherwise negotiated.

The Annual General Meeting occurred on 14/2/2013 with 3 new Governing Council nominations and acceptance. All seven governing Council members have Criminal History Clearances.

The year started with viewing of the new Hall with parents being impressed with the amount of space available for students. The Official opening occurred with the Chairperson opening the ceremony.

The Annual Report 2012 and 2013 Site Improvement Plan was discussed and endorsed. The implementation of the Australian Curriculum was discussed with a pamphlet constructed for all parents.

The Governing Council advocated for a safer road crossing in front of the school across David St. The Regional Council responded with discussing several plans with Governing Council with the eventual option of a raised curbing crossing being successfully installed. This has been a successful outcome of slowing the traffic down and making safer for classes to cross the road. A letter of appreciation for the Governing Council was sent to the Regional Council.

A review of the dress code occurred with discussion with staff and Governing Council then a survey to all parents. Discussions began in March and from survey results in May changes from navy & gold to navy & lime green were endorsed. School Funding was provided to launch the new tops.

Finance report and discussions included Material and Services charges set in December, bad debt approvals and the budget approval. Budget reports have been shared with members. Other discussions included National Schools Solar Program used for lighting upgrades such as for timer lights, funding of additional ipads and class printers, hall equipment and furniture.


The Governing Council endorsed and contributed to a Mother’s Day and Father’s Day. Fund raising occurred with the Christmas Raffle at the End of Year Concert.
The Governing Council advocated for more engagement from Environmental Health Services with lead testing of environment and students. Play equipment is now being washed down each week.

The Behaviour Code & Bullying data was reviewed in a confidential manner at Governing Council several times. A Student Voice Survey indicated that students were aware of bullying and the outcomes and the role of bystanders discussed.

Governing Council was kept up to date with the Brighter Futures consultation which will then flow into Partnerships.

Lettie Allen was appointed Christian Pastoral Care Worker with a Governing Council representative on the selection panel. Lettie attended several Governing Council meetings as a guest.

Student enrolments discussed with the school full in June.

In November Kids Matter was endorsed by GC to begin the training in 2014.

The Passport Programme was discussed again with the recommendation to further research in 2014 as it could have the outcome of increased parent engagement.

### Site Improvement Planning

#### Site Improvement Plan Priority 1
To improve student capacity to communicate using digital and visual tools across the curriculum.

#### 2013 Target:
For each student to demonstrate achievement of one personalized goal in both reading and ICT as negotiated through the NEP process.

#### Range of inquiry questions:
How can we extend the use of iPads to support students? What ‘apps’ will best support communication and reading? Which approach is best for reading with our students? How can we use the Australian Curriculum to inform this learning?

#### Strategies included
- Establishing reading goals for students inclusive of pre-reading skills.
- Resource provision with iPads, continued to be resourced. Exploring appropriate pedagogy with using iPads.
- Australian Curriculum implementation and research and discussions using a range of Standards, Literacy Continuum& Literacy Capability.
- Research on appropriate data collection system for students.

#### Progress – data and reflection
- Students had at least one goal towards reading set in Term 1 with the outcome of 78% student’s achievement. In 2012 goals were set broadly around communication with the outcome of 92.8% achievement. This appears as a decline. 2013 was the first year to have specific reading goals which is a deeper focus for the school with more specific rigor for staff and students. We believe that what we continue to focus and work together on will improve.
- I.C.T. goals were set with 65.5% student achievement. Increased resourcing of 10 to 22 iPads to supported student engagement. Trials on appropriate apps and best pedagogy especially for students with autism- success with Proloquo2go continues.
• Thirteen students were included in 1:1 student language interventions with speech- sounds, letter recognition etc as advised by speech pathology assessments.
• From a review of range of assessment strategies in Pupil Free Day, the site made a commitment to use T.R.O.L.L.

Teacher Rating of Oral Language and Literacy “TROLL” DATA IN READING

This is the first year of collecting reading data using the TROLL tool which has 11 questions involved. Individual student data was collected and collated as a whole school.

Outcomes: Highest scoring occurred with the student’ like to hear books read’, ‘remembering the story line’, ‘looking at books’ and ‘recognizing names’.

Medium score with ‘attending to & comprehending stories’.

Lower scoring with ability to read on own (but more than expected) with ‘recognition of letters’, ‘relationships of sounds & letters’, ‘reading of words’ and ‘the sounding out of words’.

From this data we are able to build on student’s strengths and interests, the data will inform goals for 2014 and we will be able to track progress both individually and as a whole school each year.
Recommendations for 2014

- Strengthening reading approaches and achievement by
  - Research into a bank of survival/sight words, personalising for classes and students.
  - Extending the repertoire of reading texts for students to include age appropriate themes and fiction.
  - Continue with reading goals informed by Australian curriculum & age appropriate standards informing themes.
  - Continue with the use of T.R.O.L.L. data.
- Continue research & applications using ipads in classroom.

Site Improvement Plan Priority 2: To improve student engagement in learning by focusing on individual well-being.

2013 Target: For each student to demonstrate achievement of one engagement and wellbeing goal.

Range of inquiry questions: What whole school and classroom programs can be used to improve student wellbeing and engagement? How can we use the Australian Curriculum to inform this learning?

Strategies included

- Establishing individual student goals through the N.E.P. process referencing to Personal & Social Capabilities in the Australian Curriculum.
- Comparative data available through continued use of Youth Development Engagement Matrix.
- The use of a suite of programmes as recommended in 2012.
- Class structures for 2013 highest consideration / priority given to create positive behavior and well-being combinations with students. Complex needs students separated to minimize risks.
- Continuing with individual goals using Engagement matrix and Australian Curriculum.

Progress ON GOALS

- In 2013, 87.5% of the students achieved their individual goal for engagement and wellbeing as compared to 72.4% in 2012.
- In 2013, 65.5% of the students achieved their individual goal for ICT goal. Staff reflected that ICT is important but as a tool for other integrated learning therefore questioning the need to continue targeting the ICT skill itself.
ENGAGEMENT MATRIX DATA
The Student Engagement Matrix scores on 5 levels of engagement against three dimensions of wellbeing, relationships & involvement in learning. All students are scored by staff and collated as a whole school.
Changes between 2012 & 2013 on this matrix were noted with improvement indicated in
- Wellbeing: ‘physical condition’ and ‘locus of control’.
- Relationships: in all three components with ‘peer connections’, ‘cooperation’ and ‘empathy’.
- Involvement in learning: in ‘participation in learning’, ‘resilience’ and ‘satisfaction in work’.
Regression was noted in ‘dealing with feedback’. This is therefore a challenge for 2014 and is an area to raise awareness as we strive for high expectations with students.

SITE SPECIFIC STUDENT VOICE SURVEY in Term 3 with 23 out of 35 students responding.
This was devised with 2 aspects supported by visuals and with scribing support from staff. These were “Tell me some things that are ‘thumbs up’ about the school.” And “Tell me some things that are ‘thumbs down’ about the school.”
‘Thumbs up’ & ‘Thumbs down’ relates to the approach used with behaviours.
‘Thumbs up’ responses included and highlighted ipads & computers, the playground, cooking, dancing, sport, excursions, friends, swimming, reading.
‘Thumbs down’ responses included kids fighting and bullying. There were 13 responses to this indicating a sensitivity and awareness of fighting or bullying.

BEHAVIOUR DATA 2013: individual behaviour scores.
Process: Scoring behaviour incidences, taking the top 5 scoring students if scored over 10 starting with term 1 and then adding emerging students.
Analysis and comments on data
Data shown for individual students shows a cohort of 11 out of 35 students with behavioural concerns to varying degrees but also showing varying profiles. From this data we can see marked improvement for 6 students with 5 students showing increases in scores. One student remains as overall significant concern. Intensive interventions occurred with this student with Regional Challenging Behaviour application for additional support in 2014. Behaviour Data was reported and reviewed in 2013 to show if individual scores per term improvement. This helps staff to see patterns and inform interventions. We will continue to tailor interventions monitor outcomes in 2014.

Recommendations for 2014
• Expand and include goals of engagement through both numeracy and well-being introducing “Wellbeing through Numeracy” as a hand on approach focusing on building problem solving skills and resilience.
• Continue use of Engagement Matrix. Consider mapping student goals on the A.C. capabilities.
• Establish a Kids Matter Action Team and begin whole school processes with view to a balance of support and challenge to build resilience/ risk taking in students.
• Appreciating, understanding & recognizing students level of anxiety. Implementing the 1-5 Autism scale. Share language with parents.
• Student Voice - setting up S.R.C. in classes - students influencing themes and directions.
• Continue with whole school fitness in the Hall, cooking and integrated use of iPads.
• Explore Wellbeing & Engagement through the Arts: developing a theme of “This Place, Our Space” which incorporates aboriginal perspectives of identity and connection.
• Enhance parent engagement with numeracy workshops, registry of skills.
• Upgrade student profiles and Personal Communication Dictionaries.
• Working within Partnership for values review-will impact on Behaviour Code.
• Bullying interventions - more intervention for bystanders.

Site Self Review:
DIAF was originally approached by reviewing each DIAF component on a rotational basis. However in 2013 we adjusted this to select the lowest scoring aspect from annual level 2 scan to further investigate through a level 3 scan to identify improvements. In 2013 we still maintained a review commitment from rotation in ‘Set Directions’ and ‘Continuous Improvement’.
The Comparative DIAF Level 2 scan graph below demonstrates a stabilizing line scoring above 4. The highest scores were for the categories of ‘Shared Leadership’ and ‘Make Data Count’. The lowest scores were ‘Attend to Culture, ‘Listen & Respond’ & ‘Continuous Improvement’.
From lowest scoring we selected ‘Target Resources’ & ‘Listen & Respond’ for further investigation. Key points from this included improving student voice; budget managers consulting with staff & using budgets earlier in the year, establishing more staff team work, improved momentum with staff performance feedback, greater use of diaries, additional recruitment of parents for Governing Council, parent registry of skills, parent workshops about numeracy.

Recommendations for aspects to review in 2014 are ‘Attend To Culture’, ‘Listen & Respond’ and ‘Continuously improvement’ noting these are the lowest scoring but still at 4/5 level.
Student Achievement

NAPLAN

All students at this site have an intellectual disability and all students were exempted from NAPLAN testing with parent consent.

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

Site based data is included in Site Improvement Plan report.

Senior Secondary

S.A.C.E. report:
There were no students in year 12 but three senior students were registered and completed in Modified SACE for Health & Scientific Studies with their Personal Learning Plan to be moderated in 2014.
The trend for future years indicates that the secondary enrolment in S.A.C.E. will increase in 2014.

Student Data

Attendance

2013
Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Other</td>
<td>86.9</td>
<td>90.8</td>
<td>88.8</td>
<td>83.8</td>
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<tr>
<td>Secondary Other</td>
<td>86.1</td>
<td>76.1</td>
<td>83.3</td>
<td>84.9</td>
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<tr>
<td>Total All Year Levels</td>
<td>86.5</td>
<td>85.7</td>
<td>87.2</td>
<td>84.2</td>
</tr>
</tbody>
</table>

Comments

The attendance target for primary students was 90% this was not achieved with primary attendance dropped slightly from 88.8% to 83.8%. Analysis of this hinged on several students with intense health care needs.

The attendance target for secondary students was 88% this was not achieved but secondary attendance improved from 83.3% to 84.9%.

There are individual student cases which are followed up with in site, mainly affected by complex health care needs. Perhaps in 2014 we could separate the data from the identified health risk students and calculate the percentage for the other cohort as a more representational cohort.

Destination

No formal destination data is available for the site. Internal site tracking indicates one student transferring at the end of 2013 supported by Disability S.A. for a placement in S.C.O.S.A. day option.

Behaviour Management

Behaviour Management data has been referred to under Site Improvement Planning. In addition to this specific incidence of Violence and Bullying data & trends were discussed with staff and Governing Council. Six students were monitored each term. There was more awareness raising throughout the school community with dialogues, curriculum development, visual strategies and the more explicit naming of ‘bullying behaviours’. The staff were made more aware of the relevant EDSAS codes in reporting incidences. The student voice survey referred to bullying.
Client Opinion

Parent Internal Survey Results 2013

Score of: Strongly disagree=-2; Disagree=-1; Neither agree nor disagree=1; Agree=2, Strongly agree=3. Total participants=18

Generally average score of 2.5.

The lowest score was with “staff expect students to do their best” which

The highest score “Staff motivate my child to learn.”

We are unable to compare this to the previous year as there were insufficient returns to produce a report. Therefore the system of sending out surveys individually to all parents and collating them on site has been more effective in provided feedback.
**Staff Internal Survey Results 2013**

Score of Strongly disagree = -2; Disagree = -1; neither agree nor disagree = 1; agree = 2, strongly agree = 2.

Total participants = 18

![Graph showing average score](image)

Staff internal survey results 2013

The lowest score was with ‘student behavior is well managed’.

The highest score was with ‘students can talk to teachers about concerns’ and ‘this school looks for ways to improve’.

Compared to 2012 the aspect of student behavior is the only consistent concern. Behaviour management approaches therefore continues to an area which we explore common understandings, approaches and consistently look to improve with.

*My School website*


**Accountability**

**National Partnerships**

Through Communities Making a Difference National Partnership (CMADNP) this site received $2,000. The focus for Mid North Education Centre was tin responding to increase student social and emotional capabilities for learning success. A SSO was employed for student mentoring in Terms 2 & 3 for 3 students who were at risk. This was a stabilizing influence on the students with intent to develop greater confidence in setting and achieving goals for themselves. The SSO accessed training available on mentoring.
Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
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<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>9</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
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Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

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>
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<td>Persons</td>
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Financial Statement

Income by Funding Source

<table>
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<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
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<td>1 Grants: State</td>
<td>$1,207,145</td>
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<tr>
<td>2 Grants: Commonwealth</td>
<td>$29,816</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$11,764</td>
</tr>
<tr>
<td>4 Other</td>
<td>$5,884</td>
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