The Mid North Education Centre is an R-12 Special School with four classes located at Port Pirie. All students are verified with Global Developmental Delay or Intellectual Disability. 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 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 motto is “Making a difference – by engaging and empowering”. Shared qualities for learning in the Pirie Partnership are respect, responsibility, confidence and persistence.
1. CONTEXT

**School Name:** Mid North Education Centre  
**School Number:** 0214  
**Principal:** Anna McNeil  
**Partnership:** Pirie

Student body: In 2015 student enrolment fluctuated from 32 at census to 33 students with

- 1 student successfully transitioned in from Inclusive Pre-school Program in Term 1 and another junior primary student transferred in for Term 4.
- 1 student transferred out to a regional school in Term 3.

There were six A.T.S.I. students, consistent with the previous year.

There is a more even balance between the ratio of primary and secondary sectors with 17 primary school and 15 secondary school students.
2. REPORT FROM GOVERNING COUNCIL

Governing Council Report 2015

Governing Council Meetings continued in Weeks 3 and 7 of each term unless otherwise negotiated. The Governing Council continues to consist of 8 members. During the year one parent resigned and another parent member was inducted. The 2014 Annual Report & the Finance 2015 budget was presented and accepted. Governing Council consultation occurred with the review of the Behaviour Code, aligning it to the Partnership qualities for learning. Significant work was done by the Kids Matter team to develop student understanding of the qualities. Other Partnership business was discussed and shared including advertising and the Results+ and Numeracy focus. Within the MNEC Site Improvement Plan new initiatives for 2015 of Student Voice funding and different model for ICT support were discussed. During the year the Christian Pastoral Support role and worker was successfully reviewed. Governing Council has endorsed the continuation of the program for 2015 and 2016. Pupil Free Days were approved for 20.2.15 with Kids Matter, 26.6.15 with First Aid update and Kids Matter, 7.8.15 for Sexual Health, 26.10.15 for Numeracy, with the School Closure Day also being used for Professional Development Non Physical Crisis Intervention on 8.9.15. In term 1 Governing Council approved 3 early closures as a Partnership initiative to support the Partnership Professional Learning Communities. In June a National Disability Insurance Scheme parent session was conducted was discussed with parents. Those students who have a NDIS number are being advised that this information is needed for transport forms. The National Consistent Collection of Data was discussed with Governing Council parents. Bullying data trends were reviewed, with no student incident reports for bullying in 2015. Facility upgrades of carpet tiles, additional air conditioner, replacement of blinds and electronic door swipe system were discussed as work progressed. Discussion occurred at the end of the year of an upgrade of school signage incorporating the Partnership qualities. A subcommittee was formed and this will progress into 2016. A decision was made not to include student images on the signage. The Governing Council finished the year with a celebration luncheon.

3. 2015 HIGHLIGHTS

We have celebrated

- Implementing the 4 Pirie Partnership Qualities for Learning with the support of the Kids Matter Team. Whole school sessions with you tube clips- the “the students are really getting an understanding of this” with clear consistent messages.
- Student Voice class projects with Flinders and Spencer providing new bikes, Eyre class publishing their own book and Heysen class adding features to the sensory garden project. There is a sense of student voice development.
- A significant student achievement in literacy, using Jane Farrell approaches e.g. sign-in books.
- A very successful and motivating Basketball Carnival at Port Pirie with 5 regional schools represented - successful both for the participants and other classes as spectators.
- Student engagement in new gymnastics sessions, new bikes and various class excursions and camps. Outside play also focused with an Activities Monitor to support student engagement.
- The Chaplaincy support from our Pastoral Care Worker including the outreach to parents at Mother’s and Father’s Day is a plus.
- Facility improvements that have impacted on a positive learning environment – new carpets, computers & laptops, extra class iPads, swipe key system.
• Development of our Sensory Garden and raised garden beds has given students greater hands on learning opportunities.
• Other plusses are: - a stable staff, some combined class sessions, curriculum teams working in rotation and more students coming to the Library celebrations with Book Week.

4. SITE IMPROVEMENT PLANNING AND TARGETS

Site Improvement Plan Theme: Telling Our Stories 2015-2017: The intent is to strengthen student’s capacity and confidence as communicators in order to express ideas effectively-inclusive of reading and building student voice.

Review of 2015 & Recommendations for 2016

1. Each student had a Literacy based goal set through the NEP process regarding oral language, augmentative language or reading. The target for whole school achievement was 70%. Progress & Recommendations. Student achievement in their literacy goal was 81.6% with steady progress throughout the year. PAT-R feedback indicated students needed more work with vocabulary & comprehension. TROLL reading data feedback was positive with student growth notably in ‘starting conversations’, ‘liking to hear books read’ and an improved ‘attitude to reading’. ‘Asking questions’ needs growth. Other aspects to strengthen remembering story line & character, building on student interests, using a range of texts, explore greater use of and scripting of questioning e.g. in predicting, and continue to incorporate digital forms of books. For 2016 it is recommended that goals refocus on reading (as 2013 & 2014) and be inclusive of pre-reading skills and a focus on ‘reading for meaning’. We decided on a whole school target of 80% of students achieving their goals after referencing the reading achievement in 2014 of 75.5%.
2. Two initiatives to develop student voice were trialled- a Student Voice Goal and Student Voice Class Projects. The outcomes of the student voice goal varied across the school. The recommendation for 2016 is to increase the input from students within their goals rather than as a separate student voice goal. Student voice can include student “choice” and by staff ‘noticing’ student interests especially for non-verbal students. For the Class projects a budget was allocated each class for students to make decisions and purchase equipment of their choice for whole school use. The Student Voice Class projects were very successful with students choosing more bikes, equipment for a sensory garden and one class writing, illustrating and publishing a book. The 2016 recommendations are to extend this project and to celebrate the outcomes more as a whole school, providing more feedback to students. We intent to include explicit teaching with students making choices, voting and collecting data to make decisions.
3. Comparative data through using The ‘Engagement Matrix’ has measured student engagement in 3 dimensions over 4 years including developing ‘confidence’ scores. These scores indicated a growth in whole school cohort data from ‘sometimes showing confidence to ‘mostly shows confidence in self’. Strategies to continue are with the Kids Matter program and qualities for learning, the focus on student voice is complementary to improving confidence.

4. In 2015 participated in the PAT-R testing, for the first time and introduced a basic assessment tool with literacy and numeracy and the site: Initial data from the Basic Assessment Tool has provided baseline material. The tool was reformatted for 2016 with separate sections for Literacy and Numeracy and resource packs to support consistency of testing. It is recommended that SSO’s have induction to support understanding in using the tool kit and that students are tested early in term 1 providing data to discuss at N.E.P. meetings when setting goals.

5. Research by the Literacy Curriculum Team made links between texts and visuals to help student understand the qualities for learning, personalising them to their own life. The student update was enthusiastic, with regular whole school sessions in the Hall by the Kids Matter team reinforcing the qualities for learning. The curriculum team also participated in PAT-R&M training. The recommendation is to integrate the feedback from PAT-R results into classrooms and question ‘what impact does this data have for classroom practices?’

6. In 2016, the recommendation is to continue the Kids Matter Programme with resourcing, working towards accreditation and incorporating a Partnership initiative. We aim to extend with student voice survey with deeper questions about responses.

7. Professional Development: There was significant impact in changing practice from a joint professional development session with Speech Pathologist with another special school site. We will continue to participate in joint training opportunities and continue to extend practices and own research. Other professional development is planned from DECD Speech Pathology Services to include questioning, news-telling, play development & using books to develop vocabulary & concepts.
SIP This Place Our Space 2015-2017:

The main intent is to affirm student identity, contribution & connection, build student voice, develop confidence using inquiry and problem solving skills especially in outdoor play areas.

Review of 2015 & Recommendations for 2016

1. Each student had a goal based on student well-being and behaviour discussed in NEP. The Site Target for 2015 was 60% student achievement with an outcome of 64%. There was similar achievement in 2014. This success was supported by the Kids Matter & qualities for learning initiatives. The recommendation for 2016 is to align engagement & wellbeing goal with the Behaviour Code Qualities for Learning, to further reinforce the behavioural learning and language in the school.

2. Each student had a goal based on inquiry learning-using investigate problem solving in maths and/or science. The target set was for 70% student achievement of their goals with an outcome of 73%. The recommendation is to continue building pedagogical understanding and student skills in numeracy and problem solving. The curriculum team can further support this research, as well as Partnership Result+ initiatives.

3. From the introduction of basic assessment tool for numeracy, the tool has been adjusted. We have agreed to test students once per year in term 1 and collate class data. This focus is on numeracy concepts and ability to follow instructions. We will continue in 2016 with improved processes in order to have a richer student data reference.

4. Comparative data from TROLL-There was a slight increase in students who ‘often’ expressed curiosity’. The biggest cohort remains in ‘sometimes expressing curiosity’. We recommend continuing this work within a focus on problem solving within student goals, classroom programmes and curriculum development.

5. We have been using the Engagement Matrix comparable data between 2014 & 2015 to measure individual growth steps of students. The greatest individual growth in the ‘Wellbeing category’ was confidence, locus of control and goal setting. In ‘Relationships’ it was with peer relationship, with ‘Involvement in learning’ it was class participation. The recommendation to focus on student growth in student voice initiatives and targeted support for students in goal setting.
6. The Science Curriculum Team Inquiry was focused on building student ownership and responsibility in concepts of sustainability in school practices. This included developing common language, classroom resource packs, the quarry & paper recycling bins. Resources were built up for teachers. It is recommended to continue in developing questioning skills and common language with and for students. The team recommended continuing with sustainability concepts in the classroom curriculum and whole school practices of paper recycling bins consolidated into classroom practice. The quarry is in progress to complete in 2016 looking for student engagement.

4.2 Better Schools Funding

The intent for funding was to further support students who had been identified as at risk, targeting student’s ability to set and achieve their own ‘student voice’ goal. The Student Voice project was a new initiative. Three SSO hours per week were allocated per 4 classes to provide support such as scribing, mentoring and documentation to support students attaining their goals.

Outcomes: Not all students were able to set specific student voice goal so a wider approach of supporting a particular identified NEP goal – wellbeing, numeracy/problem solving or literacy was targeted. 80.6% of students achieved the goals targeted for extra support. We will continue in our approaches to develop student skills in the setting of goals.

5. STUDENT ACHIEVEMENT

Student achievement measures are through individual goals as set in the NEP process. Refer to outcomes above in Site Improvement Plan #4.

5.1 NAPLAN

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

5.2 Senior Secondary

In 2015 there were three Year 10 students and five Year 11 students participating in Modified SACE subjects. One Year 13 student completed both her Research Project and final SACE in Semester 1. The Modified SACE subjects covered were Personal Learning Plan, English & Mathematics Pathways, Business Enterprise, Research Project, Health and Scientific Studies.

6. STUDENT DATA

6.1 Attendance

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Other</td>
<td>83.8</td>
<td>90.4</td>
<td>89.9</td>
<td>88.8</td>
<td>89.0</td>
</tr>
<tr>
<td>Primary Total</td>
<td>83.3</td>
<td>92.2</td>
<td>88.8</td>
<td>86.8</td>
<td>89.8</td>
</tr>
<tr>
<td>Secondary Other</td>
<td>84.9</td>
<td>85.5</td>
<td>87.5</td>
<td>85.5</td>
<td>88.1</td>
</tr>
<tr>
<td>Secondary Total</td>
<td>84.9</td>
<td>87.7</td>
<td>83.3</td>
<td>80.5</td>
<td>80.3</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>85.2</td>
<td>90.5</td>
<td>87.0</td>
<td>80.4</td>
<td>90.7</td>
</tr>
</tbody>
</table>
Personalised Student Attendance goals were set according to student’s previous attendance. Letters were sent to parents regarding these targets and they were reported on in the student’s mid and final reports. Data was collected individually and in 4 groups of ‘Above 93%’, ‘at 93%’, ‘88-93%’ and ‘less than 88%’. Students in the less than 88% category were monitored carefully, with various interventions; however there has been an increase in percentages from 27% in 2014 to 39% in 2015 because of a range of complex issues including health with students. We had a group of students (33%) achieving above 93%, which is a significant commendation. We will identify target students in the 88-92% group to slightly increase their attendance.

![Attendance Data 2015](image)

### 6.2 Destination

One Year 13 student exited the school at the end of Term 1 as negotiated, with parents finalizing her post school option destination with Disability SA support. Two students (Years 7&10) transferred to other country DECD R-12 northern country schools.
7. CLIENT OPINION

Student Voice Survey Comparative data between 2014-2015

There is a marked increase in student’s perception of being able to make decisions about things that affect this school. Student Voice initiatives were a priority in 2015 with class projects. The intent is to continue this work with class projects, greater student voice in student goals and establishing a student leader’s programme through the Kids Matters initiative.

There was a slight decrease in “do you feel safe at school”. This can be discussed within the Student Leaders initiative. In addition in 2016 one student goal will be related to reinforcing positive behavior skills as identified in the revised Behaviour Code.
Parent surveys outcomes & recommendations

This is an average score from 10 parent responses. Agree =2 and strongly agree =3. There were no disagree comments. The highest scoring aspect is the school looks of ways to improve. The recommendation for 2016 is for greater parent engagement is for surveys be split and across the year with opportunity for comment, analysis and further discussion involving Governing Council.

Staff Survey outcomes & recommendations
The areas of greatest improvement were –‘staff at this school expect students to do their best’, ‘staff at this school provide students with useful feedback about their school work’, ‘the school is well maintained’ & ‘student behaviour is well managed at this school’. There was a decrease in staff are well supported at this school. It is recommended that in 2016 the staff survey be split over the year with opportunity for comments so that further improvement can be discussed and addressed.

My School website
http://www.myschool.edu.au/
8. ACCOUNTABILITY

8.1 Behaviour Management

Violence and bullying data 2014-15 Reporting number of incidences

There were reduced incidences of bullying reported through incident reports. This was discussed with both staff and Governing Council. Although there was some change in student cohort the other supporting factors were the positive influence of the qualities for learning/ Kids Matter programme which included an anti-bullying song. Students who were noted previously have shown greater maturity in choices and confidence. We will continue to proactively address issues. Violence between students reduced 2014-2015 but there was a marked increase of violence from students towards staff. This was related to specific students displaying challenging behaviours. Interventions included additional I.S.S. services support and professional development with Crisis Intervention. Ongoing support through Challenging Behaviour and Targeted Funding is being sought for 2016.

8.2 Relevant History Screening

All staff, volunteers, work experience students, cleaners, outside agencies that have regular contact with the students i.e. Men’s Shed personnel and Governing Council members are informed of the Criminal History Screening requirements, appropriate applications made and ensured they are received. A copy is kept on file in the front office and a chart is maintained with current staff and expiry dates. Information is accessed from the website to ensure that the site is kept up to date with information and using appropriate forms and processes. Records are kept up to date. The school was successfully audited in 2015.
8.3 HUMAN RESOURCES – Workforce Data

8.3.1 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>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>14</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>2</td>
</tr>
</tbody>
</table>

8.3.2 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>0.00</td>
<td>6.2</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

9. 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>$1,442,575.70</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$16,000</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$14,907.89</td>
</tr>
<tr>
<td>4 Other</td>
<td>$8027.27</td>
</tr>
</tbody>
</table>