



# Mid North Education Centre 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Mid North Education Centre Number: 214

Partnership: Pirie

**Name of School Principal:**

Anna McNeil

**Name of Governing Council Chair:**

Cindy Fuller

**Date of Endorsement:**

22/3/2018

## School Context and Highlights

Mid North Education is a R-12 rural special school in the Mid North.

In 2017 there were 33 student with full classes between primary and secondary.

The school has a Category Index of 2 with 87.8% families with school card and 18% of the student population as indigenous.

In 2017 the site had its External Review in term 2. The Site Improvement Plan cycle concluded in 2017 with a new plan constructed for 2018. A new Principal will start in 2018, with the current Principal retiring.

The school is an active member within the Pirie Partnership and has been actively involved in the shared Collaborative Impact Programme, beginning in 2017 for 3 years.

### Highlights

Staff have commented on individual progress of students in a range of areas - speech, literacy personal care as rewarding achievements. The trial of eye gaze technology for one student was inspirational. Team work to cater holistically for students' needs and programmes was also a highlight in achievement. There has been several successful supported transitions for senior students into post school options and also with students transferring interstate.

The introduction of ABLES as a whole school assessment and moderation resource has provided resources and insights about our students. The staff discussions were extremely valuable. Whole school SHINE programmes for both junior and senior classes were introduced and have been seen as highly relevant to students.

The senior class participated in the National Wool4Schools competition through Woolmark for Yr 7-12 students. This was the first year involved and the only special education site involved in the competition with 2 senior students achieving finalists status for Yr 11 & Yr 12. This was part of their Design & Technology and aligned with STEM approaches.

Our first student Disco in Term 4, initiated by student leaders, was planned through Kids Matter and presented by the new School Chaplain.

A range of visits in and out of school have supported student engagement and community integration. These included Science Circus, Animals Anonymous, Crow's football players visit, Book Week, Yoga with SCOSA, weekly visits from Solomontown Primary School special classes and participation in the Church Flower displays. The Basketball Carnival continues to be a highlight with new students participating and all classes being involved through audience participation, building excitement and expectation in students.

## Governing Council Report

The Governing Council consists of 10 members and meets regularly. The new Pastoral Care Worker, Kat has fitted in her role very well. New Student Leaders were elected and had a morning tea with Governing Council members, which was a success.

After the passing of student, a counsellor from SWISS was brought in to talk to students and teachers.

Pupil Free and School Closure days have been approved by Governing Council. All financial reports have been presented and passed by all members.

The Basketball Carnival this year was also a great success. New school banners have been erected around the school and will be a great new look. The new roof should be started during the holidays. The Governing Council approved a raffle for Christmas. Governing Council will have their traditional celebration lunch.

Anna discussed her retirement and the new Principal (Jayne) has been selected. We would like to thank Anna for all her work during her time at Mid North Education Centre. Good luck with your future Anna.

Governing Council

## Improvement Planning and Outcomes

### Telling our Stories

The student literacy goal target of 80% was attained with 86.2%, increasing from 75.5% last year.

The ABLES programme was introduced for assessment & monitoring of student growth. It will provide reliable student growth data. Staff have begun working on English and will use this data to inform goals.

TROLL data outcomes- greatest increases of 521% in understanding the story line, 19% in attending to stories indicating comprehension. Challenges 3% increase in vocabulary, 6% increase in starting a conversation, 6% increase in asking questions. We are not to underestimate students ability with a greater range of words using repetition. This has been demonstrated through the language of qualities, learning & growth mind sets sessions with repeated use of language. Phonics is still a challenge and we aim to extend the Jolly Phonics programme in 2018.

The Student leaders programme continued with 6 elected students. From student meetings, several initiatives were planned and successfully completed.

From the Engagement Matrix the most student growth was in emotional & physical condition & confidence. There are challenges in focus of control, goal setting & organization. The greatest improvement overall was in relationships & peer connections, attributed to whole school sessions, fitness & sports events.

### This Place Our Space

The student numeracy target of 70% was attained with 72.4%, this was an increase from 57.75% last year. The wellbeing goal target of 75% was not achieved with 62.0%. It is planned to continue with these target areas. From interoception trials we will continue to practise self awareness. Self regulation continues to be a large focus, with feedback from both the Engagement Matrix and Wellbeing survey supporting positive growth.

In ABLES the staff have completed the personal and social capability for all students, noting they are all working at pre-foundational level.

TROLL There was a 19% increase in curiosity, possibly connected to numeracy improvements in outdoor Maths. and students 'noticing' more. Students are asking more questions and expressing curiosity.

STEM trials & approaches have been successful

In 2017 we began a progressive 3 yr plan as part of the Collaborative Impact Programme (CIP) a Partnership initiative.

Teaching staff have undertaken 2 days of training by Corwin based on Professor John Hattie's research & principles of Visible Learning & Teaching. Additional training for leadership & Impact Coaches, resulting in a detailed plan based on collected evidence & baseline statements. Recommendations for the next improvement cycle is to be built on the CIP site strategy which includes collaboration, goal setting with the ONE Plan, learning intentions with visible learning. As nearly 2/3 of students were unable to comment or indicate on their goals the primary target is to increase the students voice and agency within their own learning goals. One External Review recommendation in line with the CIP was to enhance student learning by providing targeted teaching, greater clarity for the purpose of learning activities & experiences.

A site trial using the One Plan format was implemented in 2017 to improve goal setting practices. Parents responded well with the perspectives page. The staff found the need to adjust many of the goals for shorter time frames. In 2018 staff will continue to develop expertise to set shorter SMART goals for student achievement. This is an integral part of the CIP plan with the addition of students knowing their goals and their next steps. An External Review recommendation was to strengthen the One Plan system of goal setting with students & families, in planning & designing learning tasks for all students, making learning visible.



## School Performance Comment

Students did not participate in NAPLAN as it is not at an appropriate level for our students. Other achievement & growth data is collected.

In 2017 2 students completed Yr 12 Modified SACE. One student who moved interstate in Term 3 was assisted by her new school, working in conjunction with MNEC to complete her Yr 12 Modified SACE. One student completed Stage 1 Modified SACE in Yr. 11. Three students completed their Stage 1 Modified PLP in Yr.10. It is anticipated in 2018 that one student will complete Stage 2 Yr 12 Modified SACE, three students with Stage 1 Modified SACE, and two students will complete Stage 1 PLP.

From previous PAT R results most classes have increased the use of Talking Books to facilitate comprehension skills. This year four students participated in PAT-R test 1 and eight students for test 2 with support. Discussions occurred with staff in modifying test conditions by reading the questions to the students. The outcome was that the teachers only test for consistency. We are continuing with Autism comprehension and Joli Reading. In PAT M, nine students participated in test 2 with support. It was recognized that the PAT- M was more challenging for our students. The use of calculators helped reduce anxiety of students and increased participation. Calculators are now used as a strategy across the site. It is recommended that Word Maths be continued for practice. In 2018 mapping individual students in order to increase levels should continue.

We used the Survey of Wellbeing and Student Engagement for the second year, with five Primary and two secondary students participating. From 2017 the challenges were with "Worries" (MNEC high = 60%, SA 23%), "after school activities" (Music & Arts (MNEC Low = 60% SA Low 24%), "Sports" (MNEC Low = 80%, SA Low 23%) and "Organized activities" (MNEC Low = 60%, SA Low 7%). This is in comparison of 2016 data -Challenge of Emotion regulation, Happiness, Worries and Friendship Intimacy. As 'worries' had been flagged over two years this will be addressed in 2018 through the Kids Matter programme with growth mind set and problem solving approaches. We will also continue to provide a range of sports and other whole school events which may replace limited opportunities in the community for our students with disabilities. Our site was significantly higher than SA results in "School climate", "Relationships and learning in school", "Connectedness with adults at school", "School belonging", "Satisfaction with life", "Emotional engagement with teacher", "Academic self-concept" are all affirming of approaches in wellbeing. As a special school we make strong connections with our students. This year our site was lower than the state in all areas of victimization at school. The previous year MNEC was higher in physical victimization than SA with 57% compared to 32%. Our Students rated body image, breakfast and sleep higher than the SA average. General health was similar to the state average. Most classes are involved in a range of regular physical education programmes.

## Attendance

Year level	2014	2015	2016	2017
Primary Other	86.8%	84.5%	87.5%	86.4%
Secondary Other	85.5%	87.3%	86.4%	83.4%
Total	86.4%	85.8%	87.1%	84.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

There has been an overall drop in attendance between 2016 & 2017, with the biggest drop in the secondary school, believed to be influenced by several students with complex health needs.

Attendance goals were set for students and individual cases have been referred for further support.

From site data on attendance goals, eight of 29 students achieved over 95% attendance and 7 of 29 achieved over 90%. Of the 7 students below 80% 3 have significant health issues, and one senior student suffered a bereavement. There are several students highlighted to monitor attendance closely in 2018.

## Behaviour Management Comment

There was only one Bullying incident in 2017. Governing Council commented that bullying was far less than many other schools. Staff commented on the impact of the Kids Matter programme with weekly student sessions and also the increased number of bikes and activities in the yard.

Violence towards staff decreased in 2015 this continued, with a drop of 24.5% from 2016. Staff recognized that there had been some changes in the student cohort, with not as many incidents. Staff continue to work pro-actively with students to minimise poor behaviour.

The violence between students, continued decreasing with a drop of 41% from 2016. This also correlates with an improvement in students feeling safe at school in the student survey.

## Client Opinion Summary

### Parent Surveys

Governing Council discussed the parent survey results, but would have liked more explanations behind the comments, to understand better. There were noted increases in the number of responses from previous years and an improvement in 11 of the questions. The biggest improvement was in "The school takes parents' opinions seriously" and "Staff at this school motivate my child to learn". In general all responses were above 4.3 in the range of 0-5. The highest at 4.9 was "I can talk to my child's teachers about my concerns." and "My child likes being at school." The lowest at 4.3 was "Staff at this school expect my child to do his or her best". This may change with the impact of growth mind set approaches in learning and "stretching" our students.

With the Staff Surveys a simpler scoring system was implemented of 0-5 and we used the Zoomerang on-line survey for collecting responses. The greatest improvement compared to 2016 was " Staff at this school provide students with useful feedback from a score increase from 3.8 to 4.2. The highest scoring was 4.5 for "the school is well maintained" and "The school looks for ways to improve." The lowest score was 3.9 for "The school takes staff opinions seriously" but this was an improvement from the previous year at 3.7. There was staff discussion about " Staff at this school treat students fairly" as improved from 3.7 to 4.0 with understanding individual students and their interventions.

### Student survey Analysis & Actions for 2017

- The area of greatest growth was in 'making decisions'.
- The highest was in 'liking coming to school'.
- There were more comments 'I am learning about--' with students using the word 'learning'.
- There was an increase in students feeling 'Safe at school' but our middle years data does show some students feeling unsafe. However, there were also some positive comments from students about feeling safe.

### Actions for 2018:

- ask students "What helps to feel safe at School?" to get feedback.
- There were four comments on teasing in the 'what thumbs down about school?'. Discuss with staff and students.
- Positives included references to learning and student leader initiatives

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	16.7%
Transfer to SA Govt School	1	16.7%
Unknown	4	66.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD Relevant History Screening

All staff, volunteers, work experience students, cleaners, outside agencies that have regular contact with the students and Governing Council members are informed of the Criminal History Screening requirements. Appropriate applications are made and ensured that certificates 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 web-site to ensure that the site is kept up to date with information and uses appropriate forms and processes. Records are kept up to date.

## Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	12
Post Graduate Qualifications	4

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who 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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	6.2	0.0	8.4
Persons	0	7	0	13

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	\$1419365
Grants: Commonwealth	\$1300
Parent Contributions	\$13499
Fund Raising	\$411.00
Other	\$12181

Data Source: Data Source: Education Department School Administration System (EDSAS).

## 2017 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Primary School Counsellor allocation of \$6550 allocated within staffing funding for Kids Matter team release, working with qualities & wellbeing education with whole school sessions. The site contributed extra funding.	Progressive impact on student growth mind sets & learning
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	One student with Challenging Behaviour Level 2 for additional SSO support for goals. RAAP & Disability Supplementary funding for 3 students at different stages through the year used as SSO support as identified.	Ongoing student learning and risk management. Goals achieved for 4 students.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Rural & Isolated funding was allocated to additional SSO funding for all classes. An ACEO was appointed for 6hrs/week. Numeracy & Literacy grants prioritized early intervention speech support in the reception class with SSO level 2.	Extra support for students and community engagement. Support for 6 students & families. Additional support for integrated speech sessions. Moderation PD
Program Funding for all Students	Australian Curriculum	Australian Curriculum support with 2 TRTdays for leadership support with LDAM	
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Allocated to additional SSO support for disadvantaged students within each of the classes to support student goals. Equivalent to 3 SSO hours per week.	Support for highest risk student in goal achievement in each class.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)		