

SPENCER PARK

EDUCATION SUPPORT CENTRE

Care, compassion and enthusiasm for life

ANNUAL SCHOOL REPORT 2017



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SCHOOL PURPOSE

Through a professionally committed staff and with positive parent support, Spencer Park Education Support Centre provides the opportunity for all students, irrespective of their personal circumstances, background and starting point, to participate in educational and social experiences and achieve outcomes according to their potential.

POSITIVE BEHAVIOUR SUPPORT STATEMENT

The SPESC Community is dedicated to supporting and guiding the development of positive behaviours. We provide a safe learning environment where all students are given the opportunity and encouragement to be the best they can be.

SCHOOL COMMUNITY

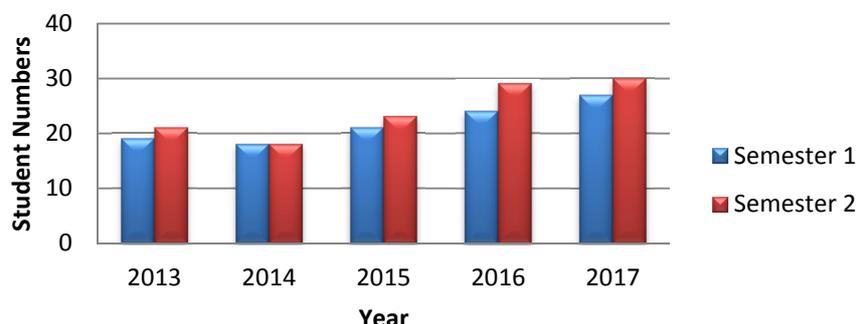
The Centre is a dynamic government school co-located on the Spencer Park Primary School Campus in Albany. The school caters for students with intellectual disabilities and Autism in Years Kindergarten (K) to 6 by providing individualised educational experiences, small group and integrated instruction. This Centre is committed to the Department's Social Justice Policies, which support the teaching of students in the least restrictive environment. We enrol students K and Pre-primary (PP) with an Intellectual Disability or Global Developmental Delay (GDD).

The Centre also has an Early Intervention Program for children with Autism providing intensive intervention for students in K and PP with Autism. This is one of nine in the state. This program supports these identified students to integrate fully into their local primary school in Year 1.



SCHOOL ENROLMENTS

Enrolments 2017 (Excluding Kindergarten)



At the beginning of 2017 we catered for 29 students with 27 enrolled in the Centre. By the end of the year we were catering for 34 students with 32 enrolled in the Centre. Twenty students in the Centre including the Students in the Early Intervention Program have Autism. Four students

were of Aboriginal descent.

The Kindergarten child attended two and a half days a week to comply with 15 hours for Kindergarten students.

STAFF

The staff at the school consisted of a principal, nine teachers, 28 education assistants and a business manager. We also had two part-time school officers and a librarian one day a week each. We have an IT officer one day a fortnight and an Aboriginal and Indigenous Education Officer (AIEO) working two mornings and all day on Fridays.

All teaching staff met the professional requirements to teach in WA schools; registration with the Teacher Registration Board of WA.

The teaching staff consisted of nine teachers; two working full time, three teachers working three days a week and three working two days a week. All the teachers were retained from 2016 however one teacher was on leave Semester 1. With a 100% retention rate the school's stability was enhanced.

One teacher was seconded as a moderator for Home Schooling and another teacher was seconded to School for Special Educational Needs: Behaviour and Engagement beginning Semester 1. These teachers may be continuing in these positions on into 2018.

The 2017 principal will be taking Long Service Leave the beginning of 2018 followed by retirement. The incoming principal has been selected through a rigorous selection process run by the regional director. A member of the School Board was included in the selection process.

All staff participated in some form of professional development during the year. This included:

- TEAM Teach Foundation Course
- TEAM Teach Refresher
- Emotional & Behavioural Difficulty PD
- Bronze Medallion
- On board for Education
- Asthma Training
- Hydro PD
- PBS Training 1 day
- PBS Training 4 day
- Trauma enforced practise
- Countering Violent Extremism Awareness
- Graduate Teacher Module
- RAMS Training
- Visible Learning
- Clicker 6 Training
- SCF planning and Managing School Budget
- FMIS Procurement and Payments workshop
- Emotional Behaviour and Difficulties PD
- Swim Teacher Rescue Award
- Educating the Student with Down Syndrome PD
- Functional Behaviour
- Rock and Water
- Being and Wellbeing PD
- Dolly Bhargarva PD
- Social & Emotional Regulation
- PODD 5 day Workshop
- Epipen Training
- Provide First Aid
- Midazolam Clonazepam Administration
- PEG Training/Refresher with Silver Chain

KEY:

PD-Professional Development

PBS-Positive Behaviour Support

PODD- Pragmatic Organisation Dynamic Display

RAMS- Recruitment Advertising Management System

SCF-Student Centred Funding

FMIS- Financial Management Information Systems

PEG- Percutaneous endoscopic gastrostomy

Also one teacher moved from Provisional Registration to Full Registration with the Teacher Registration Board. One Education Assistant also obtained Limited Authority to Teach at our school. The Youth Care Conference was attended by the chaplain.

The school business manager attended the Registrar and Business Managers Forums as well as other on-line training, Student Centred Funding Model up skilling. Financial Management Information Systems and Financial Workshops

The School Officers attended: RAMs training and financial workshops.

The principal participated in the Albany Principals' Network meetings and the SW Education Support Principals' network and EIP Principals Forums. The principal attended up skilling for the new Student Centred Funding Model with the school business manager.

An average of \$302 was spent on professional learning to enable the teachers and principal to participate in up skilling training. An average of \$244 was spent on professional learning to up skill the education assistants. Much of the training was free through the Department or the Albany Principals' Network. This does not include relief paid when the teachers or education assistants were out of the school.

LEARNING PROGRAMS

Each student worked under an Individual Education Plan (IEPs) designed and implemented to meet their individual needs. The program's goals are developed and reviewed twice a year with parents and other stakeholders who met to set the child's program. Assessments are based on the targets set in the IEP including an effort mark in each of their learning areas.

It is not possible, nor is it useful, to compare students to one another or to aggregate test scores across the whole school. For this reason standardised tests such as the National Assessment Program – Literacy and Numeracy (NAPLAN) and On Entry tests were not adopted. It is more meaningful to report on goals achieved in the students' IEPs.

The School Business Plan was reviewed by the staff. This review was ongoing through the year the final review was facilitated by the incoming principal to support a smooth transition from one principal to the next. Areas of strength were noted, areas that need improvement were identified and strategies to improve outcomes are being implemented under the guidance of the incoming principal.



STUDENTS' OUTCOMES

EARLY INTERVENTION PROGRAM FOR CHILDREN WITH AUTISM

In the Early Intervention Program goal is to achieve a minimum of 45 targets a semester. The program teaches the children the skills they need to attend Year 1 at their local school. Schools are required to report on English, Literacy, Literature, Language and Maths. Other areas include Art, Health and Physical Education as well as Cooking and Craft are also taught.

We have high expectations for these students. The outcomes need to be demonstrated a number of times in different settings across three different adults. As the students are individuals with Autism, the focus on life skills, social skills and self-regulation is high on the list of priorities.

YEARS 1 -6

We used the on line Special Educational Needs (SEN) Reporting to Parents format. We continue to explore and include sections of the Western Australian Curriculum that meet the needs of our children in the areas of Literacy, Numeracy, Science and Humanities and Social Science (HASS).

The number of targets set and the number of outcomes achieved by students in Years 1-6 over the whole year varies from individual to individual. A number of students are high needs students with programs based on functional living skills rather than academic skills.

The students' IEPs include outcomes that are related to social skills, health and a variety of cross curricular activities. Schools Curriculum and Standards Authority's requirement for reporting included all subject area for Years 3 to 6. Kindergarten to Year 2 required English, Maths, Science and HASS. The school complied with these requirements.

Several other areas are reported on including: Art, Riding for the Disabled, Hydro Therapy, Protective Behaviours and Music. These were fitting into the appropriate areas of the curriculum.

Most students were integrated into a mainstream home room two or more afternoons a week unless they were involved with special programs, e.g., hydrotherapy or cooking/art. Students may have also attended music, sport and physical education classes with their homeroom class. They participated in the athletic carnival and NAIDOC Week. In Term Swimming was organised for the Centre as the students benefit more from individualised instruction.

SCHOOL PRIORITIES FOR 2017

Targets for school improvement were set in the School Business Plan 2015-2017. Major priorities are based on Classrooms First Strategies and Focus 2017 of the Department of Education. They included:

- *Progressing Classroom First Strategy*
- Focus 2017 maintains the momentum and progress already made in the four priorities in the Departments strategic plan, High Performance – High Care.

These priorities are:

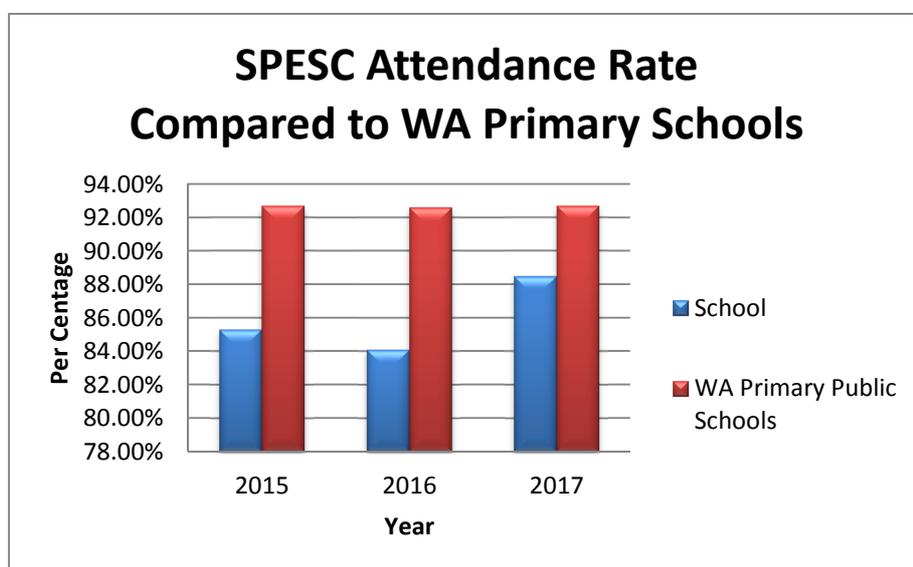
- Success for all students
- High quality teaching
- Effective leadership
- Strong governance and support.

The School Business Plan 2015-2017 major areas of focus for 2017 are:

- Devise an AAC plan/policy: Committee has been formed and policy being developed.
- *Focus age-appropriate instruction for students on phonemic awareness, phonics, fluency, vocabulary and comprehension. Working with Words sequence for each classroom (words depends on classroom?)*
- Implement Aboriginal Perspectives Across the Curriculum

- Continue with a focus on establishing consistency of whole school assessment to allow staff to track student progress over time. Each student is assessed for literacy and numeracy skills in Term 1 and again in Term 4.
- Assessment data is stored in a student tracking file to illustrate student achievement and progress but also to identify areas of concern.
- The 'Special Education Needs Assessment Tool' (SENAT) documents are also utilised to assist staff to plot student levels and provide information for staff in subsequent years.
- Increase the number of students making improvement in the Fundamental Movement Skills of Overhand Throw, Two Handed Catch and Sprint by 50%. This was achieved with teacher ensuring these outcomes were part of the students IEP.
- Increase by 50% the number of students receiving a Virtue Certificate or similar each term. This was achieved
- Increase by 20% the number of parents responding to the annual Parent Satisfaction survey. The actual response was 45%

ATTENDANCE



As we have a small school population our attendance figures can be impacted by the health of one or two students. In 2017 some students had very high health needs. They attended hospital or dental appointments in Perth. The visits to Perth usually include a day to travel up and a day to return to Albany. Trips to Perth affected our attendance figures. Home visits were conducted as required.

THERAPY

The school has access to Statewide Support Services and Schools for Special Education Needs. The Child Development Services provided speech, occupational therapy and physiotherapy services to our students. These services provided individual student assessment, program development/review and teacher support for the implementation of programs to improve student outcomes. We also work closely with private therapists and Disability Services Commission (DSC) therapists for our students with Autism. The Centre also has access to the Children and Adolescent Mental Health team. We seek their support as required for any student with severe mental health concerns.

The therapy needs of the students were met by several programs at the Centre including an individualised oral language/communication program, hydrotherapy, Riding for the Disabled, sensory processing, fine and gross motor programs and fundamental movements. The Rock and Water program is also an important part of developing social and emotional skills/resilience.



CROSS-CURRICULAR PROGRAMS

These programs provided students with the opportunity to develop and practice functional skills from several learning areas in real-life scenarios. These programs were integral to the teaching and learning programs. The development of recreational skills assists in increasing student participation in community activities and improved self-esteem. Some of Centre's "value added" programs provided this year include:

- *Healthy Eating* - Shopping and preparation of healthy meals
- *Leisure and Recreation* including art, music, and fundamental movement
- *Swimming at the Albany Leisure and Aquatic Centre* – Weekly for selected students in terms 1 and 4 as well as In Term Swimming
- *Whole school two-night camp* at Camp Kennedy.
- *Rock and Water*
- *Netball*
- *Gardening*
- *Riding for the Disabled*



PARENT PARTICIPATION

Parents are very involved with the school in a number of areas. These include setting of the individual outcomes for their children and attending the four school end of term assemblies and parent morning teas. Two parents also participated in the school council. Parents have also been involved in fund raising for the school through the selling of the Disability Children Foundation raffle books.

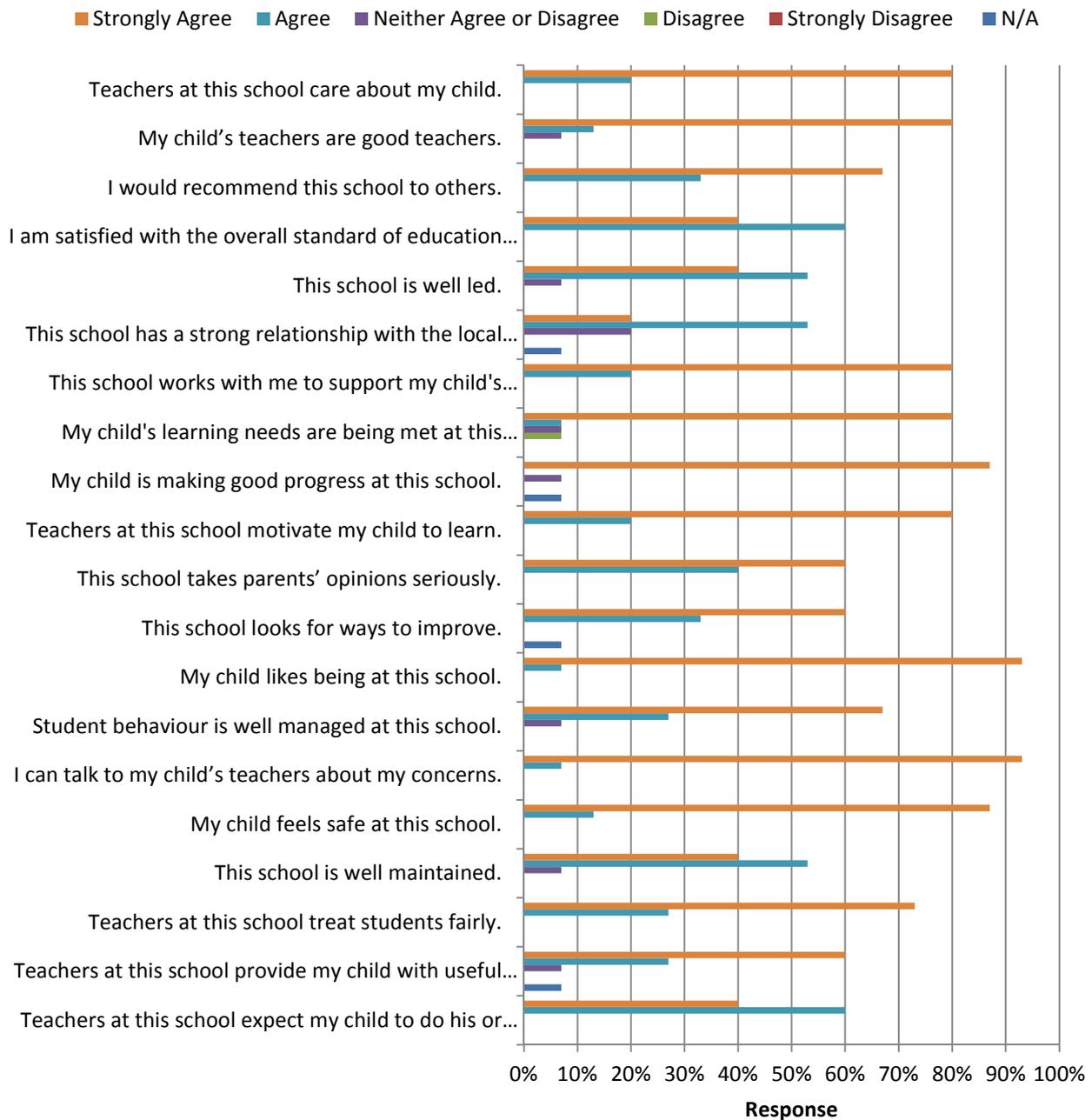
SURVEYS

This year we again used the online School Survey developed by Education Services Australia in cooperation with the Australian Curriculum, Assessment and Reporting Authority. It is supported by the Australian Government Department of Education. Surveys were set up for the parents, the whole staff and students in Year 5 and 6.

PARENT SURVEY

Parents were asked to respond to statements in respect to the Centre's classes, staff and programs rather than the child's homeroom. They were given the opportunity to do it on line. Hard copies were also provided to the parents to complete with the principal entering the responses. Fourteen families responded to the survey out of a possible 31 families. Those parents who did respond were very positive.

SPESC Parent Survey 2017



The following are comments from parents when asked "One aspect I like about this school".

- Caring and compassionate nature.
- How the teachers and EAs treat each student as individuals and their unique requirements.
- I am very happy to see my child gain so much confidence and stability.
- Inclusion of all students as a result of amazing teachers and aids. I feel content on leaving my child in a safe environment.
- My child feels safe at the school. It's well equipped to teach my child all aspects of learning.

<ul style="list-style-type: none"> • My child's needs are met and supported.
<ul style="list-style-type: none"> • My daughters amazing and well trained staff and EA's.
<ul style="list-style-type: none"> • One on One learning.
<ul style="list-style-type: none"> • Staff seem more than willing to work with parents, advice/feedback about their child's individual needs, likes, idiosyncrasies.
<ul style="list-style-type: none"> • The sense of community and friendship.
<ul style="list-style-type: none"> • The staff and teachers of the school.
<ul style="list-style-type: none"> • The teachers and EA's who work together as a team in child's class. Teachers always have time to discuss any issues and work together with family for best outcome when applicable. They have a genuine interest in the children's well-being.
<ul style="list-style-type: none"> • They know what is best for my child.

The following are comments from parents when asked "The one thing I would like this school to make better or change is":

<ul style="list-style-type: none"> • Nothing (2).
<ul style="list-style-type: none"> • Updating the classroom aesthetics to be more modern.
<ul style="list-style-type: none"> • Using less paper, especially nits cases. Can't you send the parents in the child's class a text?
<ul style="list-style-type: none"> • A more public profile.
<ul style="list-style-type: none"> • Community involvement. Having a speech, OT, Physio onsite available for teachers, EA's and students. Even if only a few hours each week.
<ul style="list-style-type: none"> • Making sure no kids gets bullied.
<ul style="list-style-type: none"> • More community activities that help my child with knowledge of how to function in society.

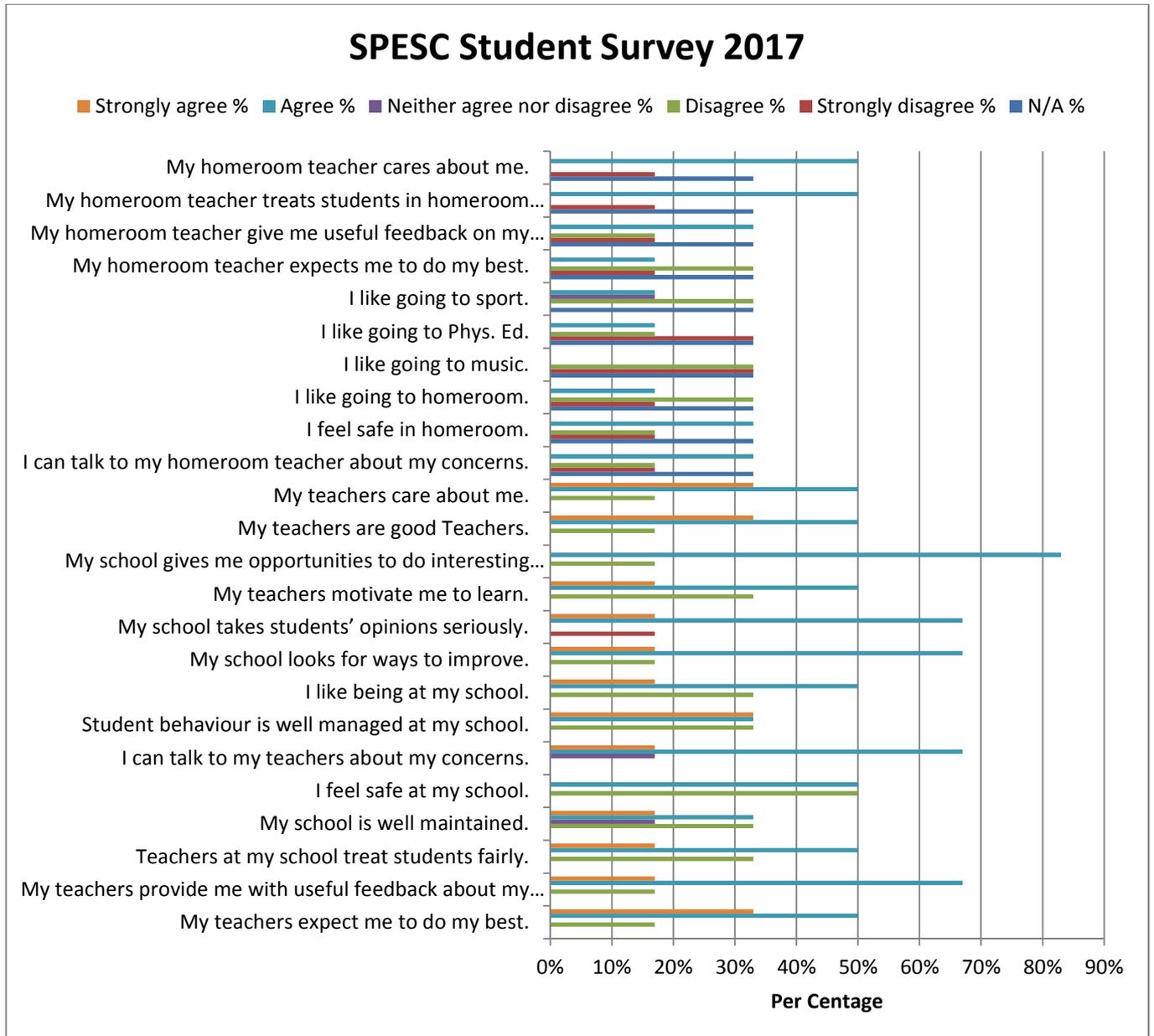
The following are comments from parents when asked for "Other comments":

<ul style="list-style-type: none"> • Keep up the great work!
<ul style="list-style-type: none"> • [Teacher] and staff [of the Early Intervention Centre] are absolute gems!! I leave to go to work (Husband and I) comfortably because I know my son will be fine :-)
<ul style="list-style-type: none"> • Would there be more events solely organised for the children in ESC, i.e.: Disco

STUDENT SURVEY

The student survey was given to the six Year 5 and 6 students. Two students did not participate in the survey. The students did the survey online with the technical support of their class teacher. A majority of the students commented in the Agree or Strongly Agree areas. Note: One student is equal to almost 12.5% of the population Year 5/6 population. As most of the students have an intellectual disability they were supported in reading the survey as required.

The following is a summary of the Students Opinion Survey:



The following are comments from students when asked "One aspect I like about this school".

- I like the iPads.
- Ipad.
- Play dodge ball.
- Pool, swimming.

The following are comments from students when asked “The one thing I would like this school to make better or change is”:

<ul style="list-style-type: none">• I would like to be able to choose iPad or computer.

<ul style="list-style-type: none">• Ice cream.
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<ul style="list-style-type: none">• More play time.

The following are comments from students when asked for “Other comments”:

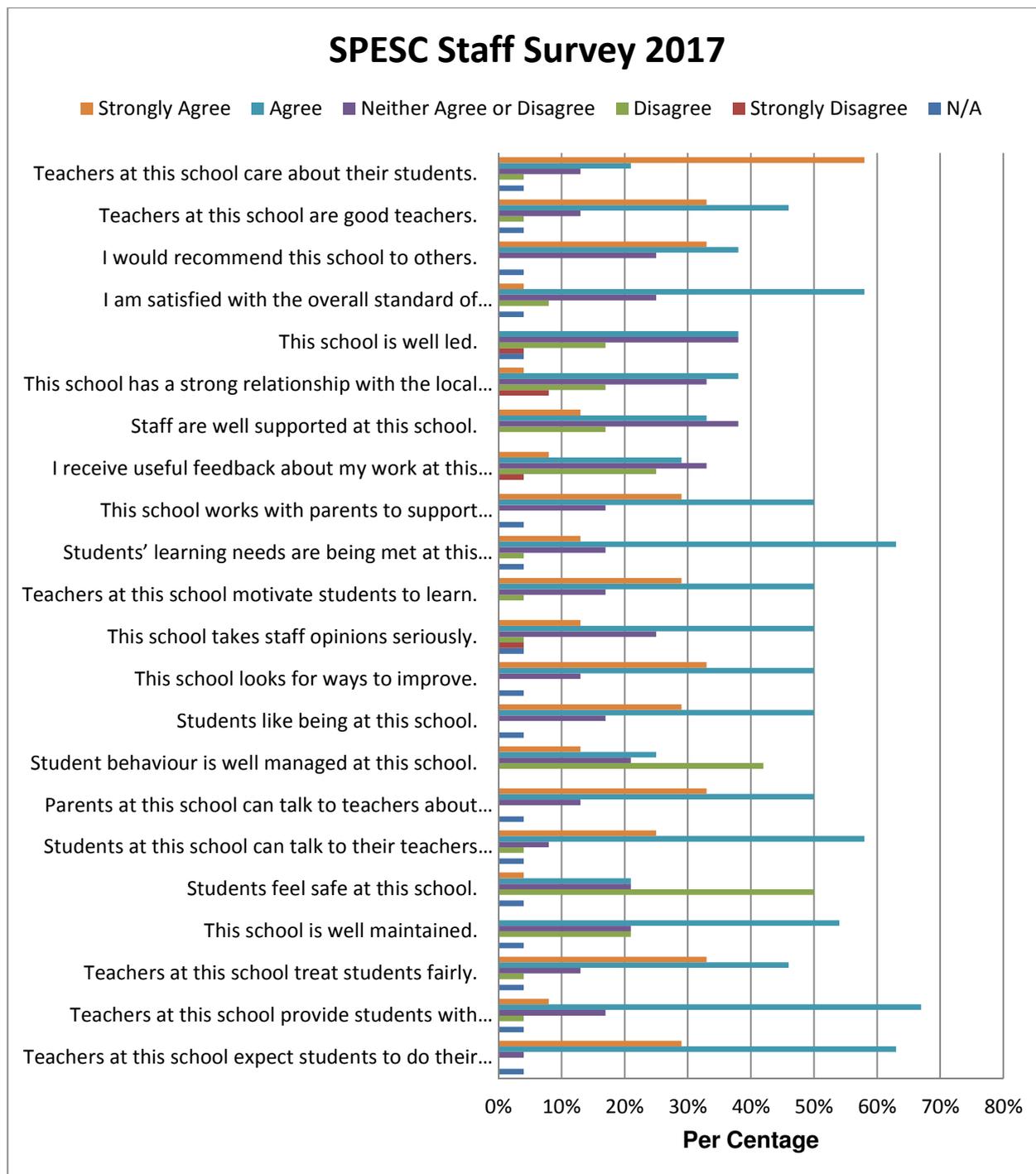
<ul style="list-style-type: none">• I would like to be able to choose iPad or computer.

<ul style="list-style-type: none">• No.

STAFF SURVEY

The staff was surveyed as well; 24 out of a possible 44 people responded on line.

The following is a summary of the Staff's Opinion Survey:



The one aspect I most like about this school is:

- Being able to work with the children.
- Each child is considered and their needs are individually met to a certain degree staff are praised for their efforts.

<ul style="list-style-type: none"> • How students who have all ranges of ability can come and belong and achieve meaning learning for them.
<ul style="list-style-type: none"> • I like working with the students and also the strong relationships I have developed with my co- workers.
<ul style="list-style-type: none"> • It is a very caring environment for students, staff and families.
<ul style="list-style-type: none"> • Never a dull moment.
<ul style="list-style-type: none"> • Opportunities we can provide for our students.
<ul style="list-style-type: none"> • Opportunity for all staff members to create personal connections with students, parents and colleagues, also to improve oneself.
<ul style="list-style-type: none"> • Programs offered - Variety of programs to support the children.
<ul style="list-style-type: none"> • That all the people who work at the school try and do their best for the particular students in their care.
<ul style="list-style-type: none"> • The care, compassion and dignity shown by the staff toward the students at the school.
<ul style="list-style-type: none"> • The caring staff and the individuality of the students.
<ul style="list-style-type: none"> • The children are accepted at this school amongst their peers and can therefore concentrate on learning; this would not happen if they were in Mainstream.
<ul style="list-style-type: none"> • The dedication of the staff to the safety, wellbeing, and education of the students in our care. The committees that are taking responsibility for various aspects of the School community.
<ul style="list-style-type: none"> • The relationships of working as a team for the best outcomes for students.
<ul style="list-style-type: none"> • the room that I work in has a good team and a strong leader.
<ul style="list-style-type: none"> • The sense of community and the understanding of the staff and the passion they have to helping students with disabilities.
<ul style="list-style-type: none"> • The team approach within classes.
<ul style="list-style-type: none"> • The vast range of different children capabilities and the way that staff adapt to all student behaviour and provide a great learning environment for them. • How great it is that staff readily implement the schools and Department Policy and Procedures, so we remain compliant with the department's needs. The staff here really do make this a great school. Well done!!
<ul style="list-style-type: none"> • WORKING WITH THE STUDENTS AND THE FRIENDS I HAVE MADE HERE.

The following is a summary of comments from staff when asked “The one thing I would like this school to make better or change is”:

<ul style="list-style-type: none">• A more co-ordinated approach overall - especially in relation to assessment and teaching and learning programs. Collaboration and coordination between classrooms is lacking.
<ul style="list-style-type: none">• Classroom improvements in Room 13 and 14. This would make these classrooms more user friendly for staff and students. Our environment is hard enough to work in without old cupboards, that won't work properly. <p>More whole school meetings, so staff are aware of what is happening in each area and how we are all of a part of a whole. Whole school interaction allows staff to understand each other's challenges and builds whole school cohesiveness.</p>
<ul style="list-style-type: none">• I think the staff and leadership team try very hard to make this school a great place for learning and working. I am proud to be part of the team.
<ul style="list-style-type: none">• More community interactions.
<ul style="list-style-type: none">• More time within the classrooms to discuss students concerns without students present.
<ul style="list-style-type: none">• Work as a team and foster a positive, supportive environment.

Staff comments have been notes. They will be discussed and taken into consideration in the development of the operational planning for 2018 by the incoming principal.

HIGHLIGHTS OF 2017

- The school was audited for the first time since it has been located on the Spencer Park Campus. This was a very positive learning experience for the Administration team. Recommendations were made, implemented and a final review conducted. The school was signed off.
- The school also had it 3 year IPS Review. Please see Appendix 1 for an overview of the outcome of the review. There are many positives as well as areas for further improvement.
- The Centre renewed its commitment to the development of the *Positive Behaviour Support Program (PBS)*; it focuses on teaching the students the skills needed to behave in an appropriate manner at school and in the community.
- Local Aboriginal artist Tanya Morgan was commissioned to create our PBS Mural. It incorporated bees drawn by the students. This was revealed at a ceremony with Peter Watson, MLA and School Board member and Tanya Morgan attended.
- The school continues its commitment to Augmentative Alternative Communication with 2 teachers and 2 EA's attending Pragmatic Organisation Dynamic Display (PODD) 5 Day Advanced Training in Perth.
- Cool Calm Kids program with OT for 2017 Room 13 students. Includes sensory for self-regulation and complimented Rock and Water.
- Early Close has continued on Tuesdays the even weeks of the term. This has been very successful with additional training and collaboration occurring on these days.

- Our seventh school camp was at Camp Kennedy, 1 to 3 March. Fund raising for the camp included selling Disabled Children's Foundation raffle tickets. All the funds raised through our school came back to us.
- The students sang and signed at again at the Disability Awareness Week Expo in the town square. They also did a Christmas performance at Clarence Estate.
- In 2016 the office area was redesigned with new desks for the Business Manager and school Officers. This year the Principal's Office was renovated and previous art store room was converted to an additional office area.
- The Four Blocks Framework was continued in the Centre. The Four Blocks are: Guided Reading, Self-selected Reading, Writing and Working with Words.
- Two Year 6 students were transitioned to high schools. One student moved to Albany Secondary Education Support Centre. A second student transitioned to North Albany senior High School. Much planning and collaboration took part between the school to obtain the best outcome for the students.
- End of term assemblies run by the students continued in 2017 to celebrate our students' achievements; followed by a parents' morning tea.

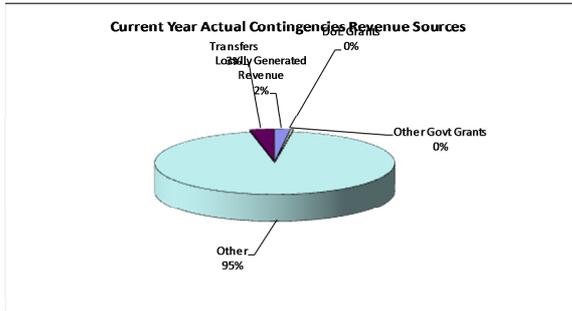
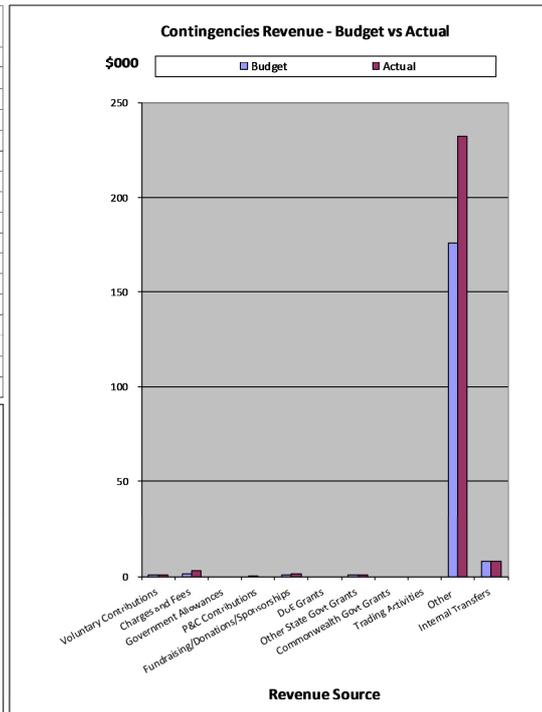
ISSUES AND TRENDS

- The end of 2018 will have a large graduating class. Without additional enrolments the Centres numbers will drop by approximately 20 to 25 %. This may impact funding resulting in the need to reduce staff through a process prescribed by the Department of Education and Public Sector standards.
- Raising community awareness of the Early Intervention Program and the Centre in general continues to be a priority. At the end of 2017 there was 2 Kindergarten student enrolled in the program. Parents of students with a disability have the right to be given the information and opportunity to visit the Centre to help them make an informed decision on the educational placement of their child. Comments from community members indicate the Centre is achieving raising awareness more by word of mouth from satisfied parents and through the Autism Support Network Albany than from other sources/methods.
- There are an increasing number of students with Autism in Years 1-6. This would follow along with an increase of Autism in the general community. It is currently believed that 1 in 68 individuals have Autism.
- 50% of the enrolments in the Centre were in the middle to upper primary years. Two Year 6 students graduated this year with 9 graduating in 2018. Kindergarten students in the EIC go on to their local pre-primary and may enrol in mainstream in the future as the program was designed to achieve. Having 4 student pre-enrolled for the EIC program is more encouraging. We are seeing a trend for more enrolments in the Early Childhood area requiring us to develop more in this area.
- Increase number of enrolments is putting a strain on the facilities. In 2017 the school had the use of Room 15. and Room 17. This is on a yearly basis only. In 2018 the Centre has the use of Room 15. As the primary school will be having Rooms 16 and 17 converted to a Science Laboratory they have turned their science storeroom over the Centre.

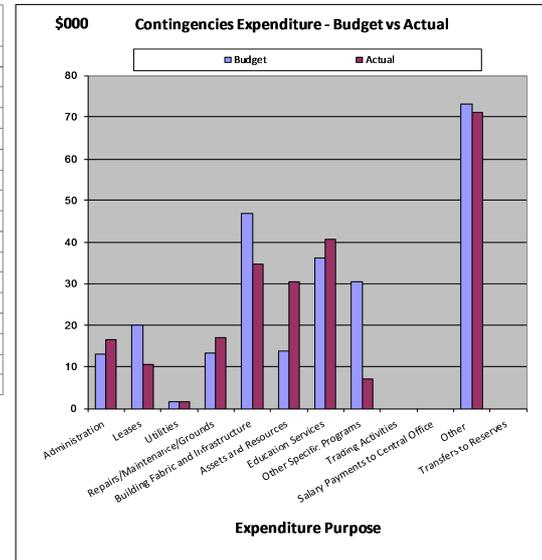


Spencer Park Education Support Centre Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 847.00	\$ 927.58
2	Charges and Fees	\$ 1,500.00	\$ 2,942.14
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 500.00	\$ -
5	Fundraising/Donations/Sponsorships	\$ 825.00	\$ 1,297.00
6	DoE Grants	\$ -	\$ -
7	Other State Govt Grants	\$ 750.00	\$ 750.00
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ -	\$ -
10	Other	\$ 176,315.21	\$ 232,555.39
11	Internal Transfers	\$ 8,029.30	\$ 8,029.01
	Total	\$ 188,766.51	\$ 246,501.12
	Opening Balance	\$ 58,303.00	\$ 58,303.43
	Total Contingencies Funds Available	\$ 247,069.51	\$ 304,804.55
	Total Salary Allocation	\$ 1,698,883.00	\$ 1,698,883.00
	Total Funds Available	\$ 1,945,952.51	\$ 2,003,687.55



	Expenditure	Budget	Actual
1	Administration	\$ 13,245.52	\$ 16,595.01
2	Leases	\$ 19,962.70	\$ 10,482.38
3	Utilities	\$ 1,541.00	\$ 1,514.78
4	Repairs/Maintenance/Grounds	\$ 13,514.05	\$ 16,986.12
5	Building Fabric and Infrastructure	\$ 47,000.00	\$ 34,894.04
6	Assets and Resources	\$ 13,820.31	\$ 30,321.30
7	Education Services	\$ 36,191.93	\$ 40,765.36
8	Other Specific Programs	\$ 30,422.65	\$ 7,089.70
9	Trading Activities	\$ -	\$ -
10	Salary Payments to Central Office	\$ -	\$ -
11	Other	\$ 73,028.35	\$ 70,940.48
12	Transfers to Reserves	\$ -	\$ -
	Total Contingencies Expenditure	\$ 248,726.51	\$ 229,589.17
	Total Salary Expenditure	\$ 1,698,883.00	\$ 1,444,663.00
	Total Expenditure	\$ 1,947,609.51	\$ 1,674,252.17



Cash Position as at:	
Bank Balance	\$ 97,753.34
Made up of:	\$ -
1 General Fund Balance	\$ 7,448.46
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 28,046.85
5 Suspense Accounts	\$ 112.31
6 Cash Advances	\$ 500.00
7 Tax Position	\$ 4,354.28
Total Bank Balance	\$ 97,753.34

APPENDIX 1

1 CONCLUSION OF THE IPS SCHOOL REVIEW

Spencer Park Education Support Centre provides a caring and safe environment for children requiring high levels of teaching and learning adjustments. Evidence provided throughout the review demonstrates that effective programs are in place and individualised to meet the diverse needs of each child. The centre's reputation was confirmed as a supportive and committed school with high expectations for all students.

The centre's vision is evident across the school with professional staff dedicated to supporting all students. With a stronger focus on whole-school planning and target setting the reviewers are confident that this will result in more effective and systematic ways to measure improved student learning.

Parental engagement is varied but a range of communication strategies are in place to ensure they are kept abreast of their child's learning. The staff aim to regularly involve parents and carers in decision-making through the IEP process. Parents were very positive about the support provided to their children

2 BUSINESS PLAN

How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?

Areas for improvement

- *Develop strategic, measurable targets for the next business plan.*
- *Develop annual operational plans to support whole-school planning and the achievement of targets.*

3 TEACHING AND LEARNING

How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?

Area of strength

- *Effective engagement of staff with students focusing on achieving the very best outcomes for every child.*

Areas for improvement

- *Implement fully the processes for performance management of teachers.*
- *Collate the individual NQS reviews together with an external review process to ensure the centre can assess and report on the standard.*
- *Implement a whole-school approach to evidence-based decision-making for curriculum and pedagogy that can be differentiated according to individual student need.*

4 STUDENT PERFORMANCE MONITORING

How well established are the school's self-assessment practices in accounting for school improvement?

Areas for improvement

- *Include in annual reports a review of school improvements against targets in the business plan.*

- *Develop a more consistent and stronger strategic whole-school approach to enable effective monitoring of student learning.*
- *Establish an effective whole-school approach to monitoring the performance of the centre.*

5 PROGRAM DELIVERY

How well has the school performed in providing education programs that promote learning and well-being for all students?

Areas of strength

- *The dedication of teachers and EAs in providing a safe, caring environment for their students.*
- *The extent to which PBS strategies are embedded and understood by students and staff.*

Area for improvement

- *Develop a policy for exclusion to add to the behaviour management policy.*

6 RESOURCING AND SUPPORT

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Areas of strength

- *The dedication and long-term commitment of staff.*
- *Availability of professional learning opportunities to support centre priorities.*

7 SCHOOL BOARD

How effective has the board been in carrying out its functions, roles and responsibilities?

Areas of strength

- *The commitment and support of board members.*
- *Appropriate community membership on the board.*

Areas for improvement

- *Increase board members' awareness of their governance role and develop processes to enable these functions to be fulfilled.*
- *Develop strategies to communicate the board's functions and activities to the broader school community.*

