



Government  
of South Australia

# Errington Special Education Centre Annual Report 2014



Government of South Australia  
Department for Education and  
Child Development

## **Errington Special Education Centre**

**School Number** 1415

**Principal** Jen Mathwin-Raymond

### **Context**

Errington Special Education Centre is a school for students in the Reception to Year 12 range who have an identified intellectual disability and who may have additional disabling conditions. All applications for entry into the school are presented to the Placement Panel made up of Support Services Managers, the Disability Coordinator and the Principal of the school. Once children have been accepted into the school then families are invited to enrol their children.

The school continues to have the highest proportion of students with a diagnosis of autism in South Australia, however there are a growing number of students who have rare and unusual syndromes and chromosomal abnormality. It is clear that there is a growing level of complexity across the student cohort. This adds an additional level of challenge as staff work to design and deliver appropriate curriculum to ensure all students grow and develop.

Each class is generally made up of 8 students with 1 teacher and 1 SSO. There may be additional staff provided through the Tier 2 funding model gained through a rigorous application process. The school is growing and additional classes have been added and will be added in the future. Currently the school is organised into 4 different sub-schools. These are junior primary, primary, middle and senior schools. Each sub-school is a distinct school within a school with the facilities have been planned and built to allow this to operate effectively. Each sub-school has a lead teacher who works closely with the leadership to form a team-based approach to the provision of educational

programs for the students with disability. In this way the leadership structure is spread more broadly and more informed decisions can be made

### **Introduction from the School Council**

2014 has been an exciting and exceedingly busy year for all staff and students

We celebrate our first year as **Errington Special Education Centre** in our brand new custom built facility. The students have taken to their new home like ducks to water and there's no doubt the features staff now have to utilise offer them much more flexibility to expand their teaching. Most certainly a **safer** environment for both staff and our children!

It's been a tough couple of years. Our School Council would like to **thank and congratulate all staff** on the enormous efforts they've put in during 2013 to get ready to move from Ashford Special School (after so many decades in the old Anzac Highway location) ... and 2014 for the unpacking and sorting at Errington. So many staff have given up weekends and personal time to cope with the deadlines. **We are very appreciative.**

We've had a record number of parents interacting on School Council this year with a terrific balance of experience amongst members. Meetings have been lively, creative and educational.

Challenges have presented relating to State changes to financial funding models for Special Education schools, requiring some exceptionally tight budgeting to keep our school at break-even. Negotiations with DECD will continue into 2015 to address some major issues that heavily affect Errington due to the quantity of children we care for with exceptionally high physical, intellectual and emotional

challenges. Our site is quite unique in the State.

2015 we hope will see an increase in fun and rewarding opportunities for **Parents to better connect with one another** and the school in general. We are conscious that many parents whose children arrive/leave via taxi transport have reduced direct contact with the school and teaching staff.

It is our hope to introduce some opportunities to bring our community together to experience more of school life; share stories and experiences amongst one another; and potentially hear some info and tips around the emerging National Disability Insurance Scheme that will soon affect almost all in our school.

On behalf of School Council, I would like to thank all who have helped Errington Special Education have such a glorious first year.

**Bill Marles**

***Chair – School Council, 2014***

### **Introduction from the Principal**

This year has seen the most remarkable changes for our school community. We have finally moved into our newly designed and purpose built school with a larger enrolment of students. The enrolment numbers continued to rise, even across the year as we accepted new students over-base who were eligible and seeking a position.

The design features of the school have provided the opportunity to extend the curriculum provision to include a horticulture program, the school gym and a parent meeting area. A design element of the school gives the chance for all

students to access art, cooking and sensory learning from within their own sub-school.



Each area has the outside secure learning placed adjacent to the classroom space giving each student the chance to incorporate these features into their daily learning schedule. In this way individual learning styles can be taken into account in such a way as to ensure greater success for each student.

Indeed this is what any learning setting strives for and Errington is at the forefront of this provision.

Greater success for every student.

**Jen Mathwin-Raymond**

### **Highlights**

As noted this year has been a particularly busy yet fruitful one. We have experienced the highs and the lows associated with moving a whole school from a below standard site established for over 50 years. The challenges inherent within that process are obvious however the staff worked closely as a team to ensure that the new school was ready and open for 'business' on the first day of the year, even though our new building had only

been handed over to us a few days before. This only occurs when all staff pull together for the benefit of the children in our care. This team work was a highlight of the established ethos in place at Ashford and moved with us into our new setting.

Again the school nominated 5 children for a “Lions Children of Courage Award” and those students and their families were then invited to Government House to receive their medals from the Governor. This was an exciting opportunity and the school was pleased and proud to have their students so well represented.

Errington has always prided itself on an entrenched community focus that forms the central element to our programs. This is particularly evident in our close relationship with Westfarmers, Coles. The student centred relationship has included an increased understanding of the needs of our students from the staff at the supermarket, a personal relationship with the manager at Coles, Kurralta Park, fund raising that occurs across the year and the provision of goods to supplement our cooking program. As the new school was nearing completion we then developed a closer affiliation with the Bunnings arm of this corporation.



As the school was looking to embed the subject of horticulture the relationship was firmed through a joint project. This project

provided additional plants, soil, mulch and expertise with a focus on the front of the school and more particularly the street presence, in front of the existing school hall. Staff from Bunnings volunteered their time to work with the students to plan, plant and set up these garden areas. This ‘hands on project’ provided a wonderful practical project that had a positive impact on the school, on the Bunnings staff team and also on the new school budget as this work was removed from the school Capital Works budget. All involved gained a sense of satisfaction from their work as they saw clear evidence of their manual labour for the positive benefit of their school.

## Site Improvement Priorities

### Excellence in Learner Achievement

*Extend and embed Australian Curriculum and the corresponding T&L into the work of the school (TfEL 1.3)*

The Australian Curriculum has been used at the school as a curriculum planning tool for over 2 years and so all elements of the curriculum have now been gradually incorporated.



This has ensured that all staff are now familiar with its functional use and are using this as a tool across all curriculum areas, including the specialist subjects. The planning process, including the NEP's and the semester reports are reflective of this whole school approach and support the seamless curriculum design and delivery. This has been highly successful and so other schools, special schools and units have approached the Errington teaching team to provide input to staff. This has been accomplished through meetings planned after hours with some gatherings of over 50 participants. Teachers from Errington have provided input to highlight their work and most particularly their work on the collection of meaningful data and its functional application as a means to improve teaching and learning for each individual student.

Part of this process has included the sub-schools looking closely at the curriculum to ensure relevance for the cohort. This was particularly relevant for the Senior sub-school as the use of Modified SACE is a speciality of Errington SEC. The senior school took time to look closely at the current Modified SACE subjects and to consider any adjustments that would be necessary to better cater for the particular individuals in the senior school. All staff contributed to the discussion and some minor modifications will be in place for 2015.

### **Improved Learner Engagement and Wellbeing**

*Development of resilience in the face of change for students, families and staff as they embrace the new school. (TfEL 1.6)*

The new school represented a huge change for many students, families and staff. It was essential for the whole school to come together and recognise this event in a positive way in order to best deal with

the associated changes that would be necessary. The School Validation process undertaken late in 2013 highlighted the need to *“Continue to work towards coherent whole school approaches across sub-schools. Build rigor and consistency around how each team works as part of a sub-school and a whole school team...”* Accordingly the 2014 Site Improvement Plan highlighted the need for consistent communication to be used to allow for a connectedness for all students, parents and staff to their school. There were inherent challenges for all concerned at the point of handover. The building had been delayed many times and the completion date had frequently been pushed back. This made it extremely difficult for the school staff to prepare the students for their impending move.



There were no photos available of the building to make visual cues, there were no visits allowed as the school remained a building site under the control of the building company and so staff had to be extremely creative to forge a connection for the students and their families to our new school.

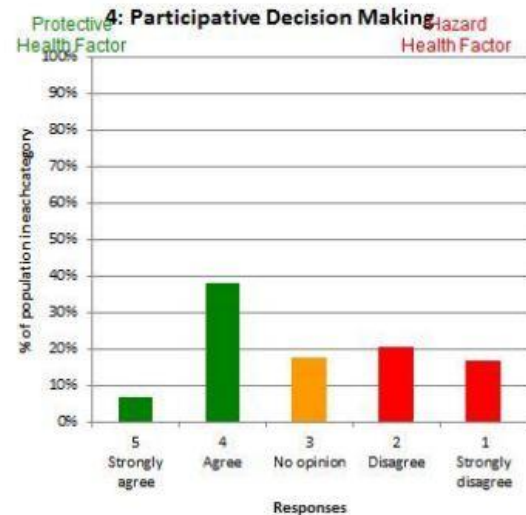
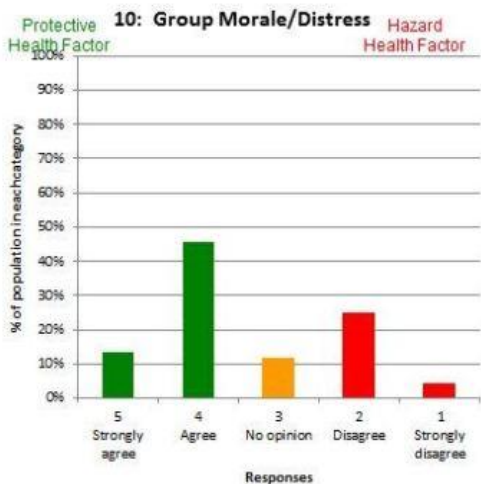
Strong communication was at the heart of this connection and so it was imperative to regularly report to families about the progress of the new building. Strategies were developed to allow students to make lists of items to be taken to their new classrooms, to pack boxes and label with where the box was to be delivered and

other related activities. These ideas all assisted as when the school was handed over to staff only a few days before the students commenced, all was made ready and put in its intended place and the students began school with no apparent issues.

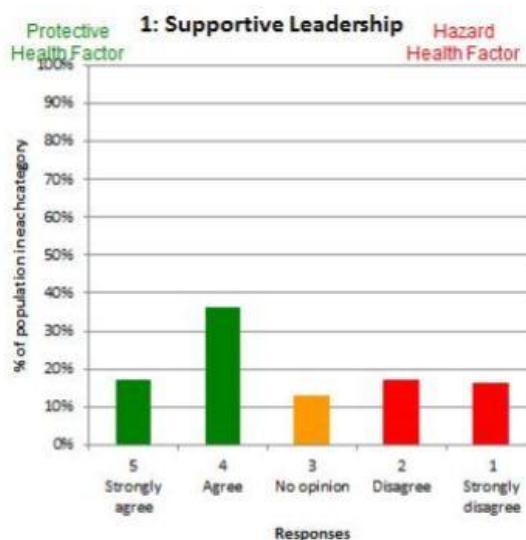


As one parent wrote in her comment regarding her sons progress, *“It is good to see J... has settled into the new school environment with his steady progress with his Learning Plan and also his improvement with his swimming lessons.”*

It was not quite so easy for some parents and families nor for the staff. The staff Psychological Health Survey highlighted the impact for many from the move to the new school. The results from the survey were less positive than in previous years and present a challenge for the coming year.



In context, it is important to note that many elements of the new buildings were beyond the control of the school leadership and the School Council. As a Capital Works project the school build was subject to many outside influences that governed the accessibility of the new school and the timing of the handover. The new school process was expected to have a negative impact upon the school community however it seems that the most obvious impact has been on the staff team.



Greater focus will need to be put into team building for the future. The process required to plan and design a whole new school for the growing student cohort has been a huge undertaking and the results of the survey demonstrate the challenges

faced by staff. As the student numbers increase so does the complexity of the school as a whole. This marks a new beginning and so many changes to the day to day operation have been experienced. The results of the survey were shared with both teachers and SSO's and their input was sought as to the best way to follow up on some of the areas for concern. It was agreed to invite the members of the Employee Assistance Program team to address the staff and work through a plan for attending to their personal psychological health. More opportunities to focus on team building will also be considered. It seems that while attending to the students' need to accept and settle into a new school more needed to be done to assist the staff.

The main focus of our school has remained on the educational curriculum provision in place for the students in our care. In this way the staff have continued to gain positive feedback about the quality of the programs in place for the students in each class. A parent wrote at the end of the year *"A...has enjoyed his year...I am really happy with A...'s progress at the school, he always looks forward to coming to school and talks about his teachers and his classmates at home"* As the students have settled easily into the new school then staff have noticed that they have been happy and more regulated in their behaviour. Another parent advised *"J... has had a great year learning to regulate so much better."*



Overall the school has noted a significant reduction in extreme behavioural outbursts with the facility developed to ensure a calm, quiet educational environment that allows the individual to remain calm and engage with their learning. Right through from reception to year 12, parents have provided feedback on the improvements in their child's learning. A new parent wrote at the end of the year *"...I'm very impressed K.... has come along in leaps and bounds since being in your school"*

All staff have worked in their sub-school teams to plan and provide cohesive curriculum that fits seamlessly into the R-12 context. This curriculum plan is then used as an overarching foundation for the Negotiated Curriculum Plan in place for all individual students. Teachers sit down with parents and agency support as required, to design and plan the curriculum that will be relevant and useful for each individual student. Data collected on each student is used to assist in the process as this provides information as to how the student achieved in the preceding years. This allows staff and parents to decide on the level of rigor required to ensure that each learning goal is achievable yet will provide academic stretch for the student.



During the Student Free Days implemented in Terms 1,2 & 3 each sub-school leader provided a synopsis to the whole school team to demonstrate the work of the teams to ensure a seamless

curriculum across the whole school. This work will be on-going.

Members of the sub-school leadership team then provided a range of sharing forums at the school during the year. One of these took the form of an informal network where interested teachers and SSO's could come to the school after hours to share information about the Australian Curriculum and the way it had been taken up for the Errington team. Another group approached the school and brought a large group of staff from the southern area. They too met after school with the primary and senior sub-school leaders providing information on the Australian Curriculum modifications and the processes used with clear examples of the resulting documentation in place. Both of these were well received with more planned for 2015. All teaching staff agreed that such presentations provided the chance to reflect upon the work undertaken and for all staff to look at the opportunities to improve their own provision.

### **Improved Community Learning Opportunities**

*Consolidate & extend community links within the Plympton Learning Community in particular with William Light R-12 (TfEL 1.4)*

During 2014 the new Deputy came to Errington from the William Light R-12 School. This provided a strengthened link between the 2 schools. Upon our arrival at our new school the whole staff team were welcomed by an invitation to a joint lunch hosted by the William Light R-12 staff team. This made all staff from Errington feel welcome and allowed for personal links to be made.

This was then used as a foundation as we progressed through the year. When particular and special events were

planned the specific teacher involved would invite the teacher and class from William Light. When the police cars and motor bikes visited, the students from William Light also could enjoy the opportunity.



Buddy classes have begun with information shared via email between the campuses. Shared stories and group times occurred and will be further developed in the future. Staff have also looked at sharing resources with the senior 1 class requesting to use the William Light teaching kitchen. This was a highlight for that group. Errington have offered the use of the gym before and after school for staff and to a small group of students upon request. This will also be followed up in the New Year.



As the school moved into their new facility, hosted visits were offered to the William Light staff group. Different groups came into the school to look over the new facilities and to hear about the student cohort and the programs on offer.



This extended the understanding of the joint work of the 2 sites and increased the understanding of both staff teams about the similar yet different work undertaken alongside one another. This will be further expanded in the coming year.

The Peer Mentorship Program with the William Light Year 10 students is now in its 4<sup>th</sup> year. The program includes WL students coming into Errington to join a specific class each week for a semester. They build quality relationships with the students and with the staff team. They gain an increased understanding of their disabled peers and see the social justice implication of this work and how it may potentially impact their own lives.



This program has now encompassed an on-going commitment by some students into their Year 11 studies. These students have completed Certificate 1 and Certificate 2 in Disability Studies and a few have completed Certificate 3 at TAFE while using the Errington site as their practicum placement. Those students have then looked to gain employment at the school as SSO's and this has greatly enriched our program.

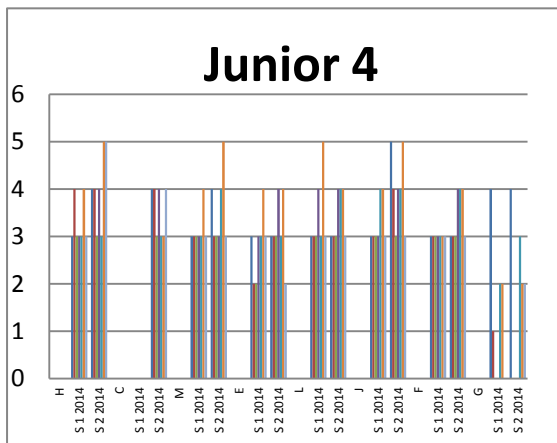
## **Students Performance Towards Targets**

Across all Errington sub-schools the process for the design and delivery of curriculum that is useful and relevant has been an on-going process. More recently the whole school has considered the modification of the Australian Curriculum and has worked within the sub-school structure to look closely at the seamless nature of the curriculum provision across the R-12 learning environment. As highlighted the school is configured in sub-schools and the staff team work within that basic structure. In this way the teachers and support staff come together as a united team to discuss the implications of curriculum development and data collection for the purpose of useful and relevant assessment and reporting. It is essential that there is a platform for all sub-schools to come together as a whole school to ensure a cohesive process is maintained and a seamless curriculum is evident across the R-12 spectrum.

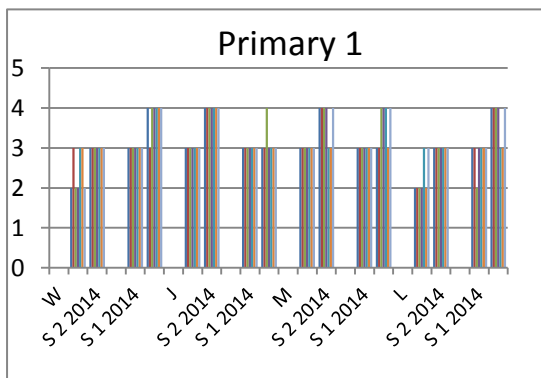
Over the last 5 years there has been discussion involving School Council, staff and leadership about the data collection practice. It would be fair to say any data that was generated was minimal and did not have a whole school consistency element that made it useful for planning and review. The teaching team came together with a view to trial the data that is most relevant on this site, that is the learning and achievement for all students within their agreed NEP learning goals. As all parents/carers were involved in the NEP process and the learning goals although individually defined, were allocated into subject areas, staff believed it would provide consistent data across the school.

This was trialled and shared with the School Council. Although a 1-5 system was derived these numbers were accompanied with words such as Exposed

to, Emerging, Developing, Consolidating & Achieved. Staff believed that this demonstrated the non-linear nature of learning for our students and allowed for a level of dignity to be attributed to all levels of that learning. The initial trial was positive and so this data has been collected for the last 4 years.

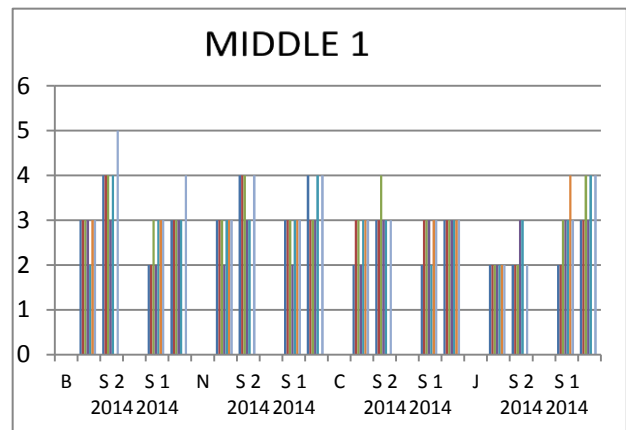


As is clear in the Junior class graph most students have made progress across the year. One student has been involved in a partial entry program after a period of absence from schooling and this is reflected in the data collected. The layout allows for all staff to share the positives for all students in their care and also provides the opportunity for further interegration to provide a starting point for the modifications required to the curriculum content and lesson structure.



In a Primary class graph there is an obvious overall improvement for students from semester 1 to semester 2 however not all students have progressed in all

areas of their curriculum. This reflects the honesty required in the process and provides the opportunity for deep discussion with parents/carers about other influences that may have a bearing on the learning of the individual. Elements such as medication change, changes to the home situation, the student commencing respite and so on will have a connection to the learning and so can be reflected in the data collected. However when such data is presented it provides a clearer picture of each student and gives the chance for full and frank discussion and information sharing. In this way teachers can better plan for the modifications and adaptations required for a more relevant curriculum plan for the future for that individual.

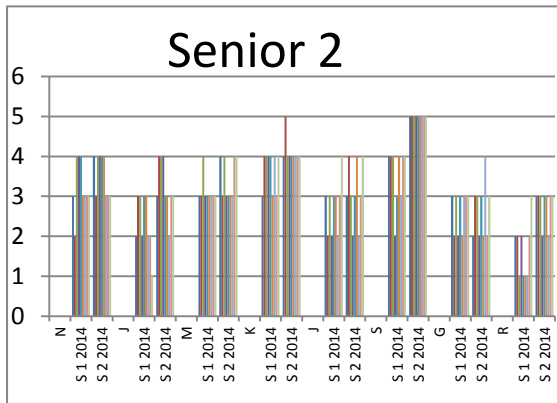


The data from this Middle School class shows excellent overall progress. This class has a broad variance in ability range and so it is positive to note that all students have demonstrated excellent overall achievement in their learning.

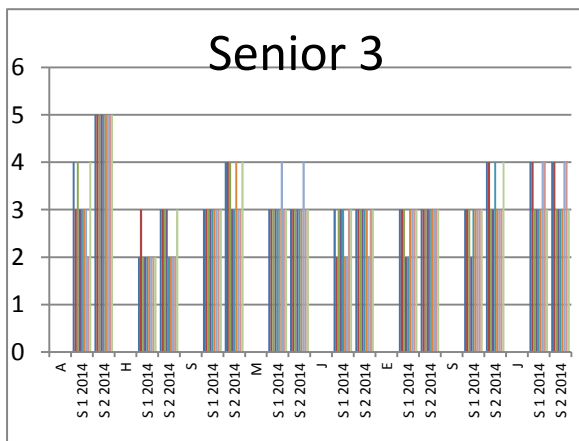
The data can also be critically considered by teachers when designing the curriculum delivery. The Senior school has looked closely at the demonstrated success of individual students and then considered what would be a best fit for the curriculum for those students. All senior students undertake a Modified SACE program that fits seamlessly into the

Australian Curriculum in place until Year 10.

Although each class has a subtly different student cohort it is interesting to see that all have made progress.



When comparing 2 senior classes there are obvious indicators regarding the individual nature of each class composition. Each class has students who require a highly individualised and responsive educational program.



Such data made available to each teacher within the sub-school context allowed for discussion around the curriculum design and delivery. This discussion has resulted in the senior sub-school looking at a more elective style of personalised delivery. It is envisaged that this will allow each student's needs to be better managed across the week and in so doing provide improved curriculum relevance. The data

collected must have meaning and relate to the long term learning outcomes for each individual. Positive outcomes and relevance now and into each student's future is the aim of all learning designed and delivered at Errington across the R-12 spectrum.



### Funding Initiatives

All funding coming into Errington has a purpose. Almost all is directly responsible for face to face delivery to students. Due to the complex nature of the learning needs, direct support and assistance is provided to classrooms to allow for the parallel programs to be delivered to meet the changeable needs of the students.

### Early Years Funding

The school received a small amount of funding (\$6,407) to assist with literacy and to focus on Early Assistance. The school has implemented a new iPad application called ProLoQuo2Go that has been trialled to gauge suitability for our student cohort. This application was deemed relevant and so the site has gained the licences to ensure compliance with the distributor. Training has occurred for all staff who are interested to know more about the functional uses of this program and the way that it can be implemented into the school. This training has taken place out of hours.

Additional assistance and equipment has been provided into classrooms and upon delivery of the new school, new laptop

computers were supplied to each junior primary class.



These laptops were for the specific purpose of operating the Smartboards that are in place. The interactive nature of the boards increases engagement and is an essential teaching tool in our school. Additional training around the use of the Smartboards has been in place to increase teacher take up.

There is a strong focus on literacy and numeracy across the site and this begins in the early years. Volunteers to the school have spent time with the teachers and support staff working closely in a 1-1 setting to introduce and extend all students skills in this vital area. This has in turn increased self-esteem and produced a flow on effect across the school.

### Better School Funding

As part of the planning for 2014 it was agreed to look at potential strategies that could be used to better support all staff to implement the high level of technology that was planned for the new Errington site. The Education & Care Brief on which the design had been prefaced had clearly specified the need to put in place the most recent technology as an adjunct to the learning program across the reception to year 12 environment. Once the ICT infrastructure was in place it was clear that there needed to be a support structure to assist all staff and most particularly teachers to utilise such tools in their everyday teaching programs.

To best assist with this target a peer mentor was identified through a nomination process to take up a role

where teachers could highlight particular teaching strategies and identify specific elements of their work and they could then be assisted to find the particular resource that may best suit their student cohort's needs. The middle school teacher Sally Jones took up this role alongside her teaching role 0.2 each week and identified resources and made all of her findings available to all staff though the shared drive on the schools intra-net



Sally worked with all levels of schooling and identified programs and technologies that assisted in the delivery of teaching and learning across the R-12 setting. Sally reported back to all teachers at teachers meetings and took on requests following up with particular staff. The funding assisted in ensuring an increased take up rate by all staff with a more coordinated approach to the use of technology in the school.

This coincided with the supernumerary placement of David Fairbrother to the school. David was well known to the school and his 0.6 position gave further assistance to the staff team at a crucial time when so many changes needed to be incorporated into their everyday work. As highlighted in the staff psychological survey it was exceptionally important for such support to be made available and so David's position was complementary to the position held during 2014 by Sally. In this way the school better supported their staff team at a time of great change.

Further funding to support the use of the iPad application, ProloQuo2Go across the school as a whole school approach was used and further teaching and learning professional development was sourced.

### **Report on Incidence of Bullying**

The school is required to report on any incidence of bullying during the year. The concept of bullying is one that we struggle with as most of our children do not fully comprehend a strong sense of self let alone then plan and carry out a sustained attack upon another child or group of children. We have occasional incidents where children bother each other in the taxi cabs but this is dealt with primarily by reorganising the seating arrangements. There is often an underlying premise for such behaviour although it may be based on the thinking and logic of the student's intellectual disability and or autism.

In schools such as ours it is quite difficult to clearly separate pure autism or pure behaviour from 'bullying'. Staff work closely to first build a clear sense of self with all children as the primary step in the process. We then look at strategies to explicitly teach peer interaction to assist children to gain those skills. First however we look to develop appropriate interaction with adults. This provides a pro-active response to any potential issue.

Bullying is not a problem at Errington. It would be reasonable to say however that behavioural complexity can be a significant problem. However the school works closely with the Support Services Staff, and other providers such as the team at the Modbury Gap Clinic and with the teaching staff to devise positive ways to work through to a successful conclusion, where possible. It is pleasing to note that there has been a decrease in intensity and frequency of behavioural outburst since the school has moved to occupy the new building. It is believed that the new facility with the detailed design specifications has improved student's capacity to remain calm and allowed them to better regulate their own behaviour. More data will be collected in the future to

ascertain a more clear inference from these preliminary statistics.

### **DECD Criminal History Summary**

There is a requirement by DECD to maintain records of all visitors to the school and to collect their criminal history check as necessary. At the beginning of 2014 the school was handed over to DECD and to the staff of the site however many building tasks were not complete. To manage this process staff requested that all construction workers report for work where possible before and after hours.

If the criminal history check was available it was recorded however; if it was not available then workers were sent away or requested to return after school hours. Allied health services were required to sign into the school on the appropriate sheet and to produce their badge which was recorded as sighted. If any visitors came to the school to look over the new building then they were accompanied by staff at all times.

The volunteers to the school all underwent an application process and when successfully accepted into the school



volunteer program they then went through the documented induction process and

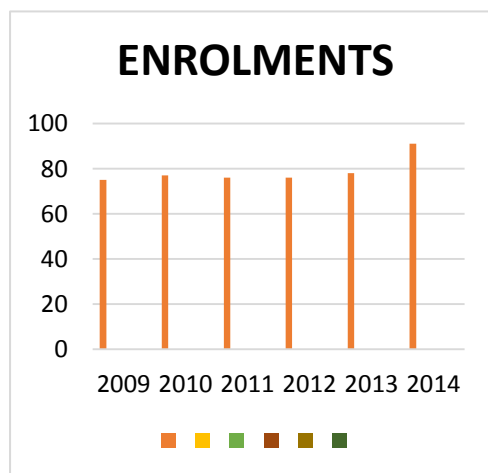
parent helpers all had a criminal history check.

Similarly the School Council were also requested to gain a criminal history check. Although all meetings were held out of hours those who attended were asked to gain their check during the year. The audit will take place early in the New Year.

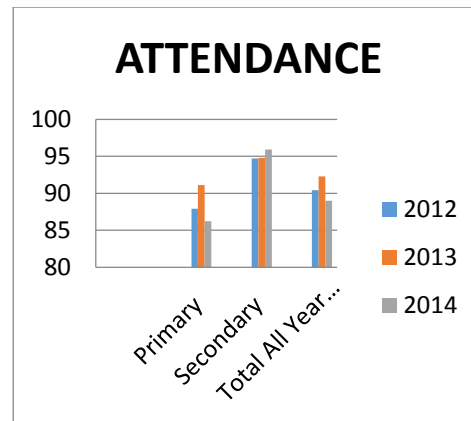
### Enrolment & Attendance

The applications from parents to enrol students into the school have continued to climb. Even when the school was located at Ashford in the below standard buildings we had noted a rise in requests to enrol. Entry into the school is managed by the Placement Panel however a growing number of families were requesting a tour of the school to look at the educational programs in place for students with disability.

As the school opened in 2014 with increased capacity there was a large influx of students into all levels of schooling. This has given the opportunity for a higher number of enrolments to be accepted. The requests for entry however have not slowed. Instead we have continued to experience a large number of families looking to enrol their children. We have also gained a number of students from the private sector drawing interest from both specialised and mainstream settings.



The data demonstrates a large jump in enrolments for 2014 and this trend will continue into 2015.



However with a larger cohort of students there have been inevitable challenges with school attendance. Some families have commenced at the school after prolonged absences from any formal schooling. This pattern has proved hard to break and we too have struggled to encourage a more regular and consistent attendance for these students. Staff follow up on all absences, contacting families and looking at ways to encourage and solve potential issues. This will continue to be a focus into the coming year as it is our firm belief that all children must attend school regularly in order to reinforce the learning and to ensure consistency of routine and expectation. Given the challenges faced however by families with children diagnosed with rare and unusual chromosomal abnormalities with resulting medical implications there must be some compassion demonstrated in individual cases.

### Senior Secondary Data

All senior secondary students are enrolled in the Modified SACE program. Errington is proud of this work as this is a major milestone for all of our students. It represents a great deal of work undertaken by students and staff alike as in order to satisfy the SACE Board requirements there are many elements that must be considered, negotiated and completed. The school's SACE Coordinator Karen Hill has worked hard with the SACE Board personnel to extend their understanding of the unique student profile at Errington and to adjust the

process and the requirements to allow for success for this group.



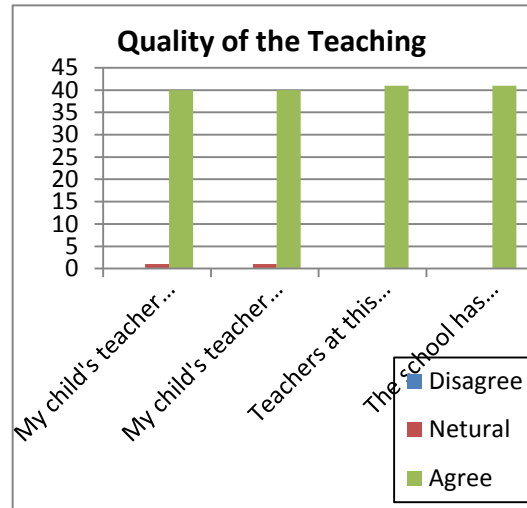
All students are enrolled and have completed the range of subjects, working through until they complete 200 credits of Modified SACE. This is a huge achievement for our students, for their families and for our staff who work tirelessly to assist the students to complete the work required and demonstrate meaningful evidence. Congratulations to all graduating students who have achieved this milestone.

### Parents

With the significant increase in student enrolments at the school there has been a corresponding increase in the work undertaken with parents and carers. As we began the year the school buildings were not fully completed and this meant that there was additional pressure on the staff as there had been no opportunity to transition students and their families into the site. A visit was organised for interested families who could attend on the last day of the year in 2013 and private tours were undertaken in the first few weeks of the year.

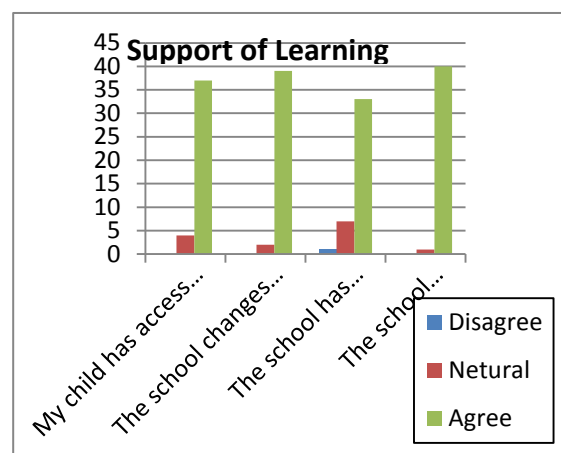
Alongside this we did not have access to the hall where the modifications to create the mezzanine were being built. This building work had also been significantly delayed and this left limited additional space for parent meetings. The staff too needed to contend with their primary work, that is, the design and delivery of educational curriculum for the students. The feedback from parents regarding this

aspect of our work was extremely positive. As a parent wrote “We feel J....’s report was fantastic. This information provided was very thorough, and gave us a good insight into J...’s learning. We are very pleased with the progress J... is making”



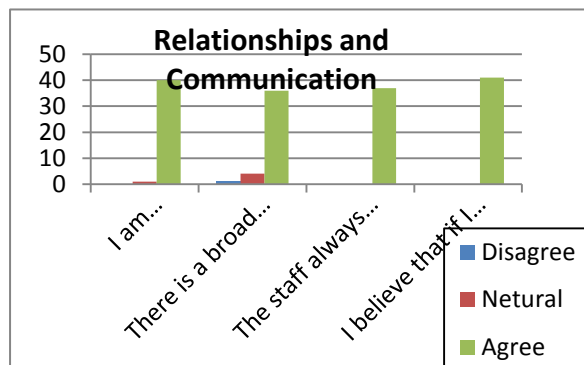
More formal feedback was sought during the year through a parent survey developed by adapting the DECD survey and the results were positive. Parents stated that they were pleased with the progress their children were making and that they felt a strong team existed at the school. The parents strongly believed that the quality of teaching was high at the school with enthusiasm and skill high within the team. The new facilities were a highlight.

All parents believed that there were strong

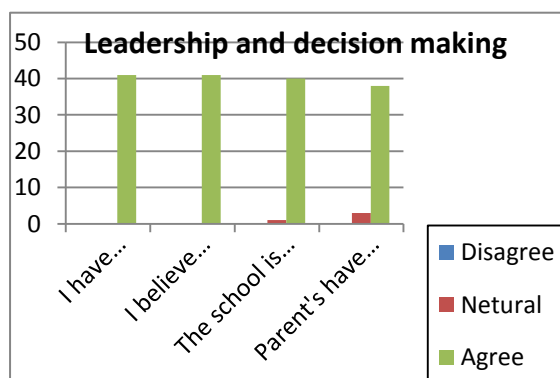


and positive relationships in place at the school but that there was a need for more communication to be available about other agencies. Two parents then stated that they would like to see more opportunity to

come together as a parent group. This would allow for similar interests to be discussed and information shared.



Although in the earlier part of the year, this remained problematic due to the school not being finished or fully handed over, this feedback was taken on-board by the leadership team. Upon completion of the mezzanine, a parent meeting was planned where all sub-school leaders presented, giving information and examples of the use of the Australian Curriculum across the R-10 spectrum and then outlining the way SACE fitted seamlessly into the educational provision. This was well received with a range of parents from junior right through to senior school attending. Earlier in the year there was a meeting for middle and senior parents and carers to discuss post school options with providers invited to address the group.



Feedback provided by parents on the leadership of the school was positive with confidence in the management of the school and in the effectiveness of that management.

These surveys provided valuable insight into the perception of the parents and families and the resulting needs that could

figure more prominently in the planning for 2015.

### Teaching Staff Qualifications

All teachers at Errington hold qualifications required for teacher registration in South Australia. Many have multiple degrees or post graduate qualifications and some are working to improve their existing qualifications through further post graduate study.

### Financial Statement

As a result of the move from the old school into the new facility an issue with the financial set up of the school became more obvious. The additional expense of preparing for the move, archiving records that had never been dealt with in the existence of the school coupled with other related challenges placed the school in financial hardship.

Staff worked closely with Site Financial Services across the year to remedy the situation and to more tightly budget in order to bring the situation under control to restore a balanced budget.

This placed the school in some difficulty as the student cohort demanded significant additional resources be placed into the classroom. Although off set by RAAP funding this did not meet the need and so the school continued to supplement this. In the later part of the year the Finance Officer worked closely with HR and Site Financial Services to restore cash into the system that had been owed ensuring that the budget was back into surplus.

Alan Francis.

### Conclusion

All in all it has been an eventful year. The work involved in gaining approval for and designing and constructing a new school and then in moving a long established school is enormous. This work, I might add is still on-going. However it has been engaging and rewarding. All staff have



worked hard to establish new practice; to take the best of what we had and to develop new and better practice for the children and students with whom we work, has been pivotal. What we now see is the culmination of that work across the last 3 to 4 years.

New programs are now in place. The horticulture program has a dedicated space and a new curriculum has been designed and put into practice. This is not a stand-alone curriculum. Instead the teacher, Stephen Duck has fully integrated this curriculum area across and into the daily lives of our students. In so doing he has made a lasting positive impression that can have excellent ramifications for all involved.



Stephen received recognition and an award from the state Special Education Principals and Leaders Association where he was rewarded for the unique perspective on an often traditional subject and he was singled out for his work. We congratulate Steve and his staff on this prestigious award.

It is a privilege to be the principal at Errington. Our school is a great learning environment where children and young people grow and flourish. It is 'food for the soul' to be a part of this process and to watch them as they embark on the next instalment of their journey. As one parent wrote, after her son's graduation ceremony; *"What a wonderful celebration last night! As always the joy of the children and the devotion of the staff was an inspiration. Thank you so much..."* Our work is clear: to assist our students to

become the best that they can be and we strive to achieve this in every way possible



We look forward to our future as we take the chance to take a breath and settle into our new school. I must thank the School Council for their unwavering support and I thank the staff parents, and families as when we work together we are significantly more successful. But most of all I thank the students for the fun, laughter, occasional disagreements and moments of great joy and learning. We make a great team !!