



CATHOLIC SPECIAL SCHOOLS INC.

St Patrick's Special School

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SCHOOL PERFORMANCE REPORT 2018

CONTEXT

St Patrick's Special School is a non-graded co-educational Catholic special school that provides a specialised educational program for students with intellectual disability aged from 5 years through to completion of their schooling. Many also have a range of additional complex disorders such as Autism Spectrum Disorder (ASD) and Down syndrome which significantly inform their approaches to, and styles of learning, the ways they make meaning, their social and communication skills, fine and gross motor skills, and capacity to function independently.

The school is staffed by teaching and allied health staff (speech pathology & occupational therapy) and support staff. There is a staffing ratio of approximately 1:2. However, for a range of reasons, some students require 1:1 support for varying lengths of time.

The school's leadership team is currently made up of:

- Principal
- Assistant Principal (Curriculum & Faith Formation)
- School Operations Coordinator

In recent years the school has placed a strong emphasis on developing and sustaining team-based approaches to teaching and learning. This involves class and inter-disciplinary teams (therapists and educators) working collaboratively together to design, implement and evaluate approaches to and resourcing of student learning.

The school's speech pathologist and two part-time occupational therapists enable a multidisciplinary approach to support the delivery of curricula. While clinical services are not provided, therapists work across the school to support professional staff in the development of programs and practices designed to meet the individual needs of students.

A specialist staff member in the area of music works across the school. Music is centered on exploring sound, expressing oneself, communicating, making choices, singing, listening, performing, improvising and composing. Music from a wide range of times and cultures is used as starting points for engagement. A broad range of tonal, digital, ICT and sensory equipment is used to support performance and expression. Students have the opportunity to make music together, perform to one another, share musical experiences and be empowered by the bonding, nourishing, healing and community aspects that music offers. A senior student participated in the Catholic Schools Music Festival supported by Kildare College. The St Pat's Band, comprising of five Senior students performed at The Jade and 6 senior students performed at St Peter's College as part of a Music Educators conference.

Other programs include:

- Skills 4 Life: The Occupational Therapists at St Patrick's Special School developed the Skills 4 Life Framework to guide their interactions and intervention with staff and students. The aim of the program is to support students to reach their full potential through respecting the individual differences and strengths of each student, engaging students in activities that are meaningful and purposeful and supporting students to engage in their individualised curriculum.

- PICS (Playful Interaction and Communication Strategies) is a way of integrating a number of interaction models to fit with a diverse range of students. Each model has similar foundation principles but features that suit different students and different communication partners. When interacting with a student it is not always best to have a purest approach, but in tailoring the interaction to meet individual needs of the student and the disposition of the communication partner, the most appropriate elements from each approach are sourced.
 - Each interaction and communication approach contain elements that illustrate the value and importance of play, and playfulness when interacting with a student. Following the child’s lead is one such element, enabling the practitioner/carer to tune in to a sense of connectedness with the child, helping him /her climb the developmental ladder.
 - Positive, nurturing interactions are what support the social emotional development of the student. Enabling that student to build on their strengths.
 - When we establish a basis for communication and socialisation with our students, all other areas of teaching and learning become easier and more meaningful. We use affect (emotion) gesture, tone and words to communicate with others our intentions and ideas.

During some of the holiday breaks the school hosts a Vacation Care Program facilitated independently by Minda Inc.

The school owns and operates three coaster buses. These are used to transport students to and from school and enable students to access the community during the school day. Students come from various areas around Adelaide and from a range of socio economic backgrounds.

ENROLMENTS

52 students (max. enrolment – 52)

22 primary and 30 secondary students

The students are grouped into 6 classes as follows:

CLASS	MALE	FEMALE	TOTAL
1 Junior class	4	6	10
2 Primary classes	12	0	12
2 Middle classes	7	7	14
1 Senior secondary class	13	3	16
TOTAL	36	16	52

STAFF

49 staff employed, most part time

	Number	Full Time Equivalent
Principal	1	1.0
Assistant Principal	1	0.8
Teaching staff	14	12
Education Support Officers, bus drivers & bus support staff	25	14.2
Speech Pathologist	1	0.8
Occupational Therapist	2	1.0
Administration (including Finance Officer)	3	1.72
Maintenance	1	0.35
Total	48	31.87

Employees who identify as Indigenous or Torres Strait Islander: 0

STAFF RETENTION & ATTENDANCE

Retention rate: 100% of teaching staff continued service into 2018.

Teacher Attendance: 2720 days per year
145 absent days
94% attendance rate

TEACHER QUALIFICATIONS

Undergraduate:

- Bachelor degrees: 14 (88%)
- Diplomas: 4 (25%)

Postgraduate:

- Masters degrees: 4 (25%)

PROFESSIONAL LEARNING

- Expenditure: teachers \$ 9,960
 ESOs \$ 5,372
 Total \$ 15,332

Professional learning at St. Patrick's incorporates two key stands:

- School based programs involving all or part of the staff working together with either external facilitators or our own staff as facilitators
- Professional learning is aligned to AITSL standards and staff professional learning goals.
- We also undertake periodic mandatory training as required by WHS & Child protection requirements
- As much as possible when staff attend off-campus sessions, two or more attend together with the responsibility to share what they've learnt with colleagues.
- The majority of professional learning was organised and facilitated by or through Allied Health and Leadership.
- Student health & wellbeing:
 - Manual handling
 - Gravity Administration via Gastrostomy
 - Mandatory reporting (RAN) refresher
 - Protective Practices

- Care Plans:
 - Positive Behaviour Support Plans
 - Health Plans
 - Contenance and Hygiene Care Plans
 - Transfer and positioning Care Plans
 - Oral & Eating Care Plans
- Strategic Planning
- Staff wellbeing:
 - Liturgies
 - Co-Teaching with Raj Brij
- Work Health Safety:
 - Provide First Aid training
 - Emergency evacuation training
 - Fire / Emergency Warden training
 - Lock in procedures
 - Preparing for Fire Emergency CESA online training
 - WHS Coordinator meeting/training

STUDENT ATTENDANCE

Total possible attendance: 52 students x 192 days = 9984 days

Days absent: 894 days

Total attendance: 9090 days

Attendance rate: 91%

When a student is not attending school for the day, parents / caregivers telephone or email the school informing personnel of the student's absence and this is accordingly documented. If a student has not arrived by 9.30 am, school personnel make contact with the parent / caregiver by phone. Parents are required to submit an "Exemption" form if they are requesting an extended absence for their child from school.

BENCH MARK RESULTS & SENIOR SECONDARY OUTCOMES

With parental consent all eligible students were exempted from participating in the NAPLAN testing program. Individual student progress was reported during 2018 via two school reports and through reviews associated with the development of Individual Education Plans (IEPs)

SATISFACTION LEVELS

Staff

Staff met with a member of the leadership team. These professional conversations were based on the AITSL standards and invited staff to reflect on their practice and set personal and professional learning goals for the future. These conversations were documented and will be an ongoing dialogue between staff and leadership for future growth and development.

Parents

Parents were invited to meet with their child's teacher twice a year to collaboratively establish individual learning goals. The school has an open door policy. In 2018 the school also implemented on behalf of the P&F, a Parent Survey to gather feedback on parent satisfaction levels.

Students

This is not obtainable in traditional ways with our students.

SCHOOL INCOME

• Commonwealth Govt. (Recurrent grants)	3,299,680
• State Govt. (Recurrent grants & additional Special needs)	593,850
• School fees	142,668
• Other recurrent income (various sources)	45,619
• Catholic Education Office	1,500
• Other (Long Service leave, Workers' Comp., CCI rebate)	130,313

	\$4,213,630

GRADUATES

Three students graduated in 2018. One student is working 4 days per week in supported employment, one student is accessing day options and the other is participating in an individualised post-school programme.

South Australian Certificate of Education (SACE):

- Senior students were enrolled in the following subjects: Health, Scientific Studies, Cross-Disciplinary Studies, Business & Enterprise, The Arts (Music), Maths, English, Society & Culture and Personal Learning Plan. All passed their SACE modified subjects.

A Transition Evening for parents and carers from Our Lady of La Vang and St Patrick's Special School was held at St. Patrick's Special School. Transition Coordinators from both schools organised and facilitated the session. This provided parents with information about the varied services available for their children after leaving school. Presenters included: Advocacy for Disability Access and Inclusion, Bedford, Minda, Centrelink (Dept. of Human Services), Disability Support Network, past parents and Disability Living.

SCHOOL IMPROVEMENT

- New junior toilet
- 5 interactive whiteboards
- 2 laptops
- 1 Surface Pro
- New projector & amplifier for hall
- Table & 12 chairs
- New door locks
- Telephone system
- 5 shade sails
- Rubber surfacing & concrete works

CURRICULUM

- Assessment & Reporting process and format includes SACE, Australian Curriculum Capabilities & Early Year Framework Learning outcomes. These are differentiated for individual students twice yearly.
- IEP goal setting – increasing focus on long term outcomes and how to support students to work towards these.
- **Additional programs include**
 - Lunch order burger making
 - CEG Level 1 Cooking class
 - Music Therapy
 - Swimming
 - Gym Warrawong incursion
 - Sustainability focus including establishing a worm farm
 - Art workshops including Felting and SALA Dog Water Bowls.

CATHOLIC IDENTITY:

- Liturgy: Ash Wednesday (class based), St. Patrick's Day, Easter liturgy, whole school Masses each term, end of year Mass @ The Monastery
- Staff prayer & reflection – held on pupil free days and staff meetings
- Fr. James McEvoy continues to lead Masses each term (at school) and our Christmas Mass at The Monastery.

PARENTS AND FRIENDS

The Parents and Friends Committee continues to be active in community building and fundraising.

- Regular meetings
- Sausage Sizzle at the Homemaker Centre
- Kyton's Fundraiser
- Various raffles throughout the year
- Christmas Party for students

Parent Liaison

Activities included:

- Welcome Night
- Publication of Buzz Book
- Organising the Parent Buddy System – 22 families participated
- Morning teas each term to encourage interaction between parents and carers
- Preparation & distribution of 16 year old packs, and assistance with completion of Centrelink requirements
- Support for Old Scholars gathering
- Promotion of external information sessions and services
- Updating relevant webpages on the school website
- Assistance with Companion Card and Transport Assistance application forms
- Assisting parents with NDIS queries
- Assistance with P&F functions and fundraising.

OTHER:

- Speech Pathology students continue to undertake third or fourth year placements at St Patrick's. Five students completed these in 2017.
- We continued our arrangement with Flinders University and had a final year student studying Education and Disability complete their placement with us, as well as a half day visit from first year students.
- Fourth year medical students from Flinders University undertook a one-day visit of the school as part of their paediatric rotation.
- We continue to support students from Catholic Colleges undertaking their community service placements.

Cathy Sires

Principal

St Patrick's Special School