



# 2022 SCHOOL PERFORMANCE REPORT

St Patrick's Special School

*St Patrick's is a specialist R-12 setting dedicated to the holistic education of children and young people with intellectual disability. We are inspired by the unique abilities of our students and offer a curriculum that is contemporary, individualised, faith-filled and orientated to*  
**'Learning for Life'**

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## SCHOOL PERFORMANCE REPORT 2022

### TEACHING AND LEARNING

We design and offer individualised learning programs taught by special educators and supported by Allied Health and our skills team of Education Support Officers. Students undertake a breadth of learning across all curriculum areas which are highly differentiated to meet the strengths and needs of individual students in each of our classes. Our programs are informed by data collected by our Teaching and Allied Health team and from information from parents during the Personalised Plan for Learning (PPL) meetings that are held twice a year. St Patrick's acknowledges the significant role of parents as the primary educators of their children and values the opportunity to be partners in learning for their child.

Our Junior Program is designed using the Early Years Framework, moving to the Australian Curriculum which then continues through our Primary and Middle classes across the school. Our Senior students undertake the SACE Modified over a three-year period prior to their graduation from school.

A specialist teacher in music and performance 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 (Information and Communications Technology) and sensory equipment is used to support performance and expression. Students are provided 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.

### STAFFING

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 in 2022 consists of

- Principal
- Deputy Principal (Curriculum & Faith Formation)
- Allied Health Leader

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 gathered to design, implement and evaluate approached 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.

## 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 framework is to support students to reach their full potential by 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.

### AAC/Communication

- Augmentative and Alternative Communication (AAC) was identified as a high priority for Speech Pathology support in 2022.
- At the beginning of 2022, over a third of the students in the school did not have their own personalised AAC system. The speech pathologist identified students who did not have an AAC system and students who had an AAC system that was not meeting their needs. Through a collaborative approach from the school speech pathologist, classroom educators, parents and external speech pathologists, students' AAC systems were reviewed, and more appropriate systems were trialled. At the end of 2022, 10% more students had their own AAC systems than at the beginning of the year.
- All educators completed online training - *AAC Evidence-Based Practice*.
- The school speech pathologist provided training on various AAC systems (Proloquo2Go, Proloquo and Pragmatic Organisation Dynamic Display) to build the capacity of educators as communication partners. This occurred through formal training sessions and classroom demonstrations.
- Initiatives such as 'AAC focus of the week' were introduced to support educators in building their confidence as communicator partners with AAC modelling.
- The speech pathologist facilitated Key Word Sign for beginners' sessions.

### Proloquo

- In term 1 of 2022, the school was approached with an opportunity to become a pilot school for a new AAC system called Proloquo, developed by AssistiveWare.
- Additional iPads were purchased to increase AAC accessibility across the school.
- Whole school training was provided by AssistiveWare, as well as in-classroom coaching from the school speech pathologist.
- The school was visited by David Niemeijer, founder and CEO of AssistiveWare. During the visit, David facilitated an online session for families to share information about the AAC system Proloquo. Information was also shared with families via the school newsletter.
- Teachers participated in interviews with AssistiveWare and provided feedback to improve the application for use in other schools.
- 9 Students started using the new AAC app Proloquo as a result of the Proloquo school Pilot.
- Feedback from educators collected throughout the trial was overwhelmingly positive, with anonymous feedback collected in June 2022 showing the positive impact this program has had on student learning:

*"(Proloquo). Helps us communicate better with students and also understand our students better. It helps them access the curriculum better and has so many benefits on their overall language development."*

*"Providing students with greater opportunities to communicate. Supports students understanding when teaching different concepts. Greater student participation since using the new Proloquo"*

*"It enables all students the opportunity to communicate and engage in learning as an effective alternative augmentative communication option."*

## Comprehensive literacy

- All teaching staff completed online training - *Introduction to Comprehensive Literacy Instruction for Students with Complex Communication Needs*. This provided valuable information about evidence-based literacy instruction specific to our cohort and differentiated instruction at the emergent and conventional literacy levels.
- Literacy consultant Jane Farrall provided professional development on two student-free days, one focusing on Shared Reading and Augmentative and Alternative Communication and another on Working with Letters, Sounds and Words and Emergent Writing.
- Jane Farrall supported the introduction of Comprehensive Literacy in our classes through a co-teaching model, which involved demonstrations of literacy lessons alongside educators. This was followed by meetings with teachers individually to discuss planning and implementation of differentiated literacy instruction for their students. The school Speech Pathologist was also present during co-teaching and meetings to provide continuity of learning and support following Jane's visit.
- A parent session was facilitated by the school speech pathologist and literacy consultant Jane Farrall to share information about Comprehensive Literacy with families. This was held online, with all families invited. Some parents attended the live session on the day, and others accessed the recorded session.
- Through the work with Jane Farrall, the school obtained a large bank of literacy resources, including literacy assessments. The school speech pathologist prepared literacy assessment kits and worked with classroom teachers to begin completing literacy assessments. The assessment results provided quantitative data collection on students' literacy skills for the first time. The speech pathologist supported teachers in understanding and interpreting the data and using this to understand better student's skills to inform teaching and learning.
- Staff meeting time was allocated each term to continue learning about Comprehensive Literacy and facilitate sharing between classes.
- At the end of 2022, a need was identified for additional resources to support the ongoing capacity building of teachers and embed Comprehensive Literacy across the school, an additional position - Pedagogical Coach, was created to support this work in 2023.

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. In 2022 we took ownership of a new Toyota Coaster with the support of Variety Children's Charity.

## STAFF

50 staff employed, some part time

	Number	Full Time Equivalent
Principal	1	1.0
Deputy Principal	1	1.0
Teaching staff	14	11.2
Education Support Officers including curriculum, bus drivers & bus support staff.	27	15.2
Speech Pathologist	1	1.0
Occupational Therapist	2	1.6
Administration (including Finance Officer)	3	2.1
Maintenance	1	0.3
<b>Total</b>	<b>50</b>	<b>33.4</b>

Employees who identify as Indigenous or Torres Strait Islander: 0

## TEACHER QUALIFICATIONS

Undergraduate:

- Bachelor degrees: 20
- Diplomas: 4

Postgraduate:

- Masters degrees: 3

## PROFESSIONAL LEARNING

### Expenditure

Teachers	\$14,803.46
Non-Teaching	\$6,986.33
<b>Total</b>	<b>\$21,789.79</b>

Professional learning at St. Patrick's incorporates key standards:

- School-based programs involve all or part of the staff working together with either external facilitators or our own staff as facilitators.
  - Professional learning is aligned to AITSL (Australian Institute for Teaching and School Leadership) 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 have learnt with colleagues.
- Most professional learning was organised and facilitated by or through Allied Health and Leadership.
- In 2022 we commenced working with Jane Farrall on a Comprehensive Literacy program.
- Student health & wellbeing:
  - Manual handling - for new staff as required
  - Gravity Administration via Gastrostomy
  - Gastrostomy Nutrition & Decompression
  - Jejunostomy Nutrition – Continuous Pump
  - Protective Practices - upon commencement
  - CPI Safety Intervention

- First Aid, CPR & Epilepsy/Midazolam Training
- **Care Plans:**
  - Behaviour 4 Learning Plans
  - Health Care Plans
  - Continence Care Plan (CCP) (OT)
  - Transfer and Positioning Care Plans (TPCP) (OT)
  - Oral, Eating and Drinking Care Plan (OEDCP) (Speech)
  - Toilet Care and Learning Care Plans (TCLCP) (OT)
  - Manual Handling Care Plans (MHCP) (OT)
  - Transport Plans (TP) (OT)
- **Strategic Planning**
  - Strategic plan 2019-2022
- **Staff wellbeing:**
  - Contact Officers
  - Liturgies
  - The Resilience Project
- **Work Health Safety:**
  - Certificate IV in Work Health & Safety
  - Code of Conduct and Privacy Statement - upon commencement
  - CPI Safety Intervention
  - Equal Employment Opportunity (CCI Online Training)
  - Emergency Evacuation & Lock Down/Out Training
  - Emergency Warden Training
  - Ergonomics and Manual Handling for Schools (CCI Online Training)
  - Fire and Other Emergencies for Schools (CCI Online Training)
  - First Aid, CPR and Epilepsy/Midazolam Training
  - Manual Handling - on commencement as required
  - Plant Management Training
  - SALT Compliance Administration training
  - Slips, Trips and Office Risks for Schools (CCI Online Training)
  - WHS & Injury Management Roadshow
  - WHS Coordinator meetings/training
  - WHS for Officers
  - Work Health & Safety for Schools (CCI Online Training)
  - Workplace Inspections
  - Worksite WHS Induction - on commencement

## ENROLMENTS

53 students

22 primary and 31 secondary students

The students are grouped into 8 classes as follows:

CLASS	MALE	FEMALE	TOTAL
1 Junior class	6	3	9
2 Primary classes	10	2	12
2 Middle classes	8	4	12
3 Senior secondary class	13	7	20
<b>TOTAL</b>	<b>37</b>	<b>16</b>	<b>53</b>

## STUDENT ATTENDANCE

YEAR LEVEL	ATTENDANCE RATE
RE	84.6%
1	65.6%
2	72.5%
3	85.2%
4	89.6%
5	73.4%
6	81.3%
7	75.1%
8	75.3%
9	86.7%
10	93.9%
11	88.4%
12	81.8%
AVERAGE	81.0%

When a student is not attending school for the day, parents/caregivers telephone or email the school informing personnel of the student's absence, which is accordingly documented. If a student has not arrived by 9.30 am, school personnel contact the parent/caregiver by phone. Parents must submit an "Exemption" form if they request an extended absence for their child from school. Attendance data includes all forms of student absence, including absences due to the pandemic.

## BENCHMARK RESULTS & SENIOR SECONDARY OUTCOMES

All eligible students were exempted from participating in the NAPLAN testing program with parental consent. Individual student progress was reported during 2022 via two school reports and through reviews associated with the development of Personalised Plans for Learning (PPL).

## 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 future personal and professional learning goals. These conversations were documented and will be an ongoing dialogue between staff and leadership for future growth and development.

### Students

This is not obtainable in traditional ways with our students.

## SCHOOL INCOME

Commonwealth Government grant funding	\$3,579,184
South Australian Government grant funding	\$642,763
School fees	\$138,872
Cash donations (incl. \$138,080 Donation for Bus Replacement)	\$147,915
Other income	\$163,433
<b>Total</b>	<b>\$4,762,167</b>

## GRADUATES

Five students graduated from St. Patrick's Special School in 2022. These young adults are accessing personalised programs that include a combination of supported employment and individualised post-school programs. Graduates have continued to develop key activities of daily living through these programs, and they concentrate on the promotion of their health, well-being and community connections.

### South Australian Certificate of Education (SACE)

The five graduates were enrolled in a combination of the Modified SACE subjects: Creative Arts (Music), Visual Arts, English, Health and Physical Education, Mathematics, Scientific Studies, Personal Learning Plan, Research Project and a Certificate II in Kitchen Operations.

A Post School Pathway Expo for parents and carers of our school community was held at St Patrick's Special School. 25 providers were represented throughout the school so that parents and caregivers were able to learn more about day options providers, holiday programs, respite, work opportunities, therapy services, housing and exercise/sporting providers.

## SCHOOL IMPROVEMENT

- New school bell/music PA system
- New bus
- New computer, tv in student kitchen
- New chairs and tables
- Outdoor library
- Fridge & microwave
- Sump replacement

## CURRICULUM

- Assessment & Reporting process and format includes SACE, Australian Curriculum Capabilities & Early Year Framework Learning outcomes. These are differentiated for individual students twice yearly.
- PPL (Personalised Plan for Learning) supports teachers' responses to the unique characteristics of learners by planning an intentional curriculum and acknowledging learning diversity within the classroom.

#### Additional programs and activities include

- Sacraments of Confirmation & First Holy Communion
- Ochre Play Incursion
- Certificate II VET Kitchen Operations Commercial Cookery Course
- Inclusive Basketball Carnival
- Book Week
- Science Week
- Kimochi
- Keang's Kitchen & Garden
- Comprehensive Literacy focus with Jane Farrall
- Harmony Day celebrations
- St Patrick's Feast Day celebrations
- NAIDOC Week
- Sensory garden
- Outdoor Classroom Week
- Physical Education Week
- Community excursions including literacy tours, playgrounds, gymnasium and local/bush walking
- Participation in Clean Up Australia day activities
- Road safety education by RAA
- Pathways to Community
- Biggest Morning Tea
- Work experience placements
- Virtual assemblies
- Graduation celebrations and hoody jumpers for senior students

#### **CATHOLIC IDENTITY:**

- Liturgy: Holy Thursday (with Virtual Stations of the Cross), Ash Wednesday (class-based), due to COVID, school masses were only able to be held in Term 3 and Term 4, with the Term 4 mass celebrating the end of the school year at The Monastery
- Staff prayer & reflection – held on pupil-free days and staff meetings
- Fr. James McEvoy continues to lead Masses at school.

#### **PARENTS AND FRIENDS**

Due to COVID-19 restrictions, the Parents and Friends Committee was supported by the following:

- Email communications
- June meeting
- Provided funding for midyear lunch and Christmas party for students.

## **PARENT SUPPORT**

Activities included

- Welcome Night
- Publication of Buzz Book
- Junior Parent Morning Tea; After Mass Morning Tea
- Parent information session- An introduction to Comprehensive Literacy Instruction presented by Jane Farrall
- Proloquo parent information session presented by AssistiveWare
- Preparation & distribution of information for secondary students/students turning 16 years old.
- School newsletter and maintenance of school website
- Assisting parents with NDIS (National Disability Insurance Scheme) queries
- P&F gatherings and communications
- Facilitation of student immunisation program with the Eastern Health Authority.

## **OTHER**

- Speech Pathology students continue to undertake third- or fourth-year placements at St Patrick's. Five students completed these in 2021. We also had an Occupation Therapy student placement during the year.
- We continued our arrangement with Flinders University and had three final year student studying Education and Disability complete their placement with us.
- 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

30 June 2023