Anson Street School
Annual School Report 2013
School context
Anson Street School is a School for Specific Purposes catering for students with moderate to severe intellectual disabilities. Ages range from 4 to 18 years. The school is part of the e2 collaboration involving other local secondary schools. Anson Street School is responsible for the management of the primary and secondary tutorial programs and the Suspension Centre (in Orange referred to as the Return to School Program). These programs operate from the Orange Learning Centre which is adjacent to the main school campus. The school has a very strong sense of community with a belief that our students have the right to take their place in society now and in the future.

Principal’s message
Anson Street School Staff work collaboratively to provide quality education that allows students to learn and develop skills to enable each of them to actively participate in the wider community.

The school’s focus is on literacy, communication, numeracy, social and life skills programs to provide students with essential skills to be independent members of society.

Anson Street School works with parents, caregivers, students and outside agencies to develop individual education plans (IEP’s). This ensures programs are appropriate, relevant and motivating.

The staff at Anson Street School is professional and committed to providing innovative programs to encourage students to achieve. They aim to provide a safe and enjoyable learning environment where all students are valued members of the school.

All students have achieved so much throughout the year. Many have excelled at sport, others at art and music. All have made good progress in literacy, numeracy and PD/H/PE individual goals.

This year has seen significant physical changes at the school. Four new classrooms have been built. Included in the buildings are a laundry and kitchen area. They are a wonderful space for the students to learn. We also now have a designated therapy/music room, passive play room and the school playground has been improved with a new cricket net and upgraded bike track. All these improvements to the school provide quality teaching and learning spaces for students to utilize and enjoy.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Garry Brotherton

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Student attendance profile
Students enjoy being at school. The school has a good attendance rate. Occasionally there are some students who do miss school for long periods. This is due to illness related to their disability.

Management of non-attendance
Generally student non-attendance is not an issue. Staff work closely with parents and monitor attendance. Staff do this informally via communication books and phone calls to parents.

Post-school destinations
The school’s provision of transition planning ensured all students graduating from the school in 2013 gained an appropriate placement with one of the post-school agencies of their choice in Orange. Three students are accessing Community Participation, two are completing Transition to Work programs and one student started Disability Employment.
Year 12 students undertaking vocational or trade training

Eighty three percent of students participated in work placements as part of their studies. These students completed a range of work experience in community settings, with the assistance of a job coach when required.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2013 all Year 12 students successfully completed ‘Board of Studies’ life skills courses to achieve their Higher School Certificate.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>17.934</td>
</tr>
<tr>
<td>Total</td>
<td>39.934</td>
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</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. There are currently no indigenous staff at Anson Street School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>33</td>
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<tr>
<td>Postgraduate</td>
<td>27</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>40</td>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>06/11/2013</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>217202.70</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
<td>13204.60</td>
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<tr>
<td>Trust receipts</td>
<td>5591.90</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>988984.44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
</tbody>
</table>

| Balance carried forward | 325200.39 |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

All students continue to develop skills in the IEP focus areas of literacy, numeracy and PD/H/PE. Students have completed learning activities based on their individual learning goals as determined by teachers, parents and other agencies.
Literacy activities included: sight word recognition, reading, writing and developing communication using key word sign and picture symbols. Numeracy activities included: counting, recognizing numbers, operations, measurement and money skills. The focus of PD/H/PE was the whole school PBL program, and looking after our bodies by exercising and eating a healthy diet.

Other achievements

The Arts

Our annual art exhibition ‘Art on Anson’ showcased the wonderful talent of all Anson Street School students. A record number of students, parents and members of the community viewed the exhibition, held as part of Orange’s Frost Fest.

All students enjoyed music lessons from Orange Regional Conservatorium’s Donna Riles. Class groups participated in singing and percussion. Groups of students learnt to play guitar.

The School Concert – ‘Step Back in Time’ was well received by the school community. Students sang, danced and acted to some choice music from various decades of the 20th Century.

Sport

Anson Street School students participated in a number of sporting events in 2013. They included: Regional swimming carnival, touch football, soccer, dream cricket and athletics.

Significant programs and initiatives

Aboriginal education

Students represented the school in the Orange NAIDOC march. Some Aboriginal students received awards in recognition of their academic achievements. One staff member attends AECG meetings when they occur. All students participate in learning experiences about Aboriginal Culture. Students complete a variety of Aboriginal art work, puzzles, games and other activities to better understand Aboriginal culture.

All Aboriginal Students have an IEP developed by teachers and parents/carers to ensure the development of engaging and appropriate academic skills.
Multicultural education

Students engage in a number of multicultural experiences throughout the year. As well as human society and geography lessons students are involved in art and cooking experiences from cultures around the world. All students participate in Harmony Day activities.

Agricultural Technology

All students completed a variety of learning activities at the Anson Street Farm site throughout the year. As part of the e2 program senior Anson Street Students worked alongside Orange and Canobolas Rural Technology High School to prune, mow, test sugar and chemical content of the grapes. This was overseen by a local viticulturalist. The grapes were harvested by all students and made into Temperanillo wine. Students are working towards developing skills for possible careers in viticulture.

In the nursery students have propagated trees for other local schools, Orange City Council and Newcrest Cadia Valley Operations. This has involved collecting some native seeds, propagation of trees and shrubs, watering, fertilizing and caring for the trees. Students have also tends herbs and vegetables in the vegetable garden and pick a variety each week. These are utilized in class cooking and also given to Byng Street Local Store.

Marine Studies

Marine Studies involved a number of water based activities this year, including sailing at Lake Canobolas. Students have also planted trees in waterways for Orange City Council and at the Riding for the Disabled site.

National partnerships and significant Commonwealth initiatives (participating schools only)

In the final year of this program the funding provided for staff to work with a physiotherapist and speech pathologist. The therapists worked with identified individual students and small groups. They were able to set up programs that teachers could complete in their classrooms through the week. The physiotherapists also gave teachers advice about correct seating, positioning and appropriate gross motor activities for identified students. Through this process we have made a partnership with Charles Sturt University. Fourth year students are now doing practical placements in our school under the supervision of our physiotherapist and their university lecturer. The speech pathologist worked with individual students and small groups, and sourced activities and resources for teachers to implement in their classrooms. These programs have improved communication skills. A music and art teacher provided lessons across the school and assisted teachers in lesson development. An Assistant Principal organised network meetings once per term to encourage sharing of resources, strategies and school organization in three special schools in the region.
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff and parent surveys
- Informal staff interviews

School planning 2012—2014: progress in 2013

School priority 1
Improve school culture, student’s self-worth and self-esteem.

Outcomes from 2012–2014

- Decrease the suspension rates of targeted students to levels less than previous year [Enter text here as required.]
- Improve school culture through the implementation of the Positive Behaviour for Learning (PBL) Program

Evidence of progress towards outcomes in 2013:

- Alternative programs discussed & investigated for targeted students to re-engage in learning
- Student Welfare team discuss referred students and develop strategies.
- Whole school approach to PBL continues with weekly skills focus.

Strategies to achieve these outcomes in 2014

- Alternative sport, woodwork, automotive programs for targeted students
- Develop coordinated system of addressing complex case management for students with challenging behaviours to ensure consistency across the school.
- Continue whole school programming for PBL.

School priority 2
Promote Aboriginal culture across the whole school, increase school involvement with Aboriginal community.

Outcomes from 2012–2014

- Raise the awareness and understanding of Aboriginal culture among staff, students and parents.
- Increase the interactions & involvement of the school with the Aboriginal community.

Evidence of progress towards outcomes in 2013:

- Assistant Principal assigned to attend AECG meetings, review and purchase relevant resources.

Strategies to achieve these outcomes in 2014:

- Aboriginal Education Coordinator works with staff to increase the amount of activities in whole school operation that provide an Aboriginal perspective and promote awareness & understanding of Aboriginal culture.
- Aboriginal Education Coordinator works with AECG to engage local Aboriginal Community members to participate in school programs.

Professional learning

Staff Development Days
All teachers and SLSO’s attend SDD’s. In 2013 they covered:

- Term 1: Organisation for 2013, CPR, Anaphylaxis.
- Term 2: NSW Health Conference. Workshops included: student mental health, autism, ADHD.
- Term 3: Combined SDD for Orange, Bathurst & Cowra SSP’s. Workshops included: New English Curriculum, Ipads in the classroom, Speech therapy, Early Literacy, Transition program, Online Autism & WHS.
- Term 4: Day 1: Non-Violent Crisis Intervention Program (NCI); Day 2: Organisation for 2014 – Programming, Handover of student programs and information.

New Scheme Teachers
There are four teachers maintaining accreditation at Professional competence and two teachers working towards NSW Institute of Teachers accreditation.
Professional Learning Funds
All teachers and SLSO’s participated in Professional Learning. The average expenditure per teacher was $977. Professional learning funds provided training for various staff in: Literacy, Numeracy, ICT, Australian Curriculum, CPR, and LMBR. The total expenditure for teacher professional learning was $1465.13.

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents When surveyed, all parents agreed or strongly agreed that teachers at the school provide a stimulating and challenging environment for their child and that the school regularly praises and rewards students when successful.

Students It is hard to gauge the opinions of the students in a formal way due to the nature of their disabilities. However, students seem happy to be at school and engage in all the opportunities presented to them.

Teachers Were asked to consider Life Skills and mainstream curriculum in the senior school and how the school could offer subjects to best cater for individual student needs. Teachers felt that as the Australian Curriculum is about to be implemented this was a good opportunity to consider change. Most though felt the suggested timeline for implementation was too short. Teachers were happy to separate classes into primary and secondary and to run a separate secondary timetable for 2014. This enables teachers to share programming and teach all senior classes in their chosen subject. This new approach will be reviewed again in 2014.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Garry Brotherton Principal
Rebecca Halls R/Deputy Principal
Cathy Dawson Assistant Principal
Kari Priest R/Assistant Principal
Melinda Owens SAM

School contact information
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School Code: 5625

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: