School context statement
Anson Street School is a school for specific purposes for students with additional needs. The school caters for students from Kindergarten to Year 12 who have a diagnosis of autism, mental health issues, moderate or severe intellectual disabilities and moderate or severe physical disabilities.

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
The school currently has 88 enrolled students from Kindergarten to Year 12 with a higher proportion of students in the high school years.

Student attendance profile
Students at our school enjoy participating in all school activities and the school has a good attendance rate. Occasionally there are some students who do miss school for long periods – this is usually related to their disability and health needs.

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. Where students are known to have attendance issues, phone calls, letters and referral to the Home School Liaison Officer are made.

Post-school destinations
During Individual Education Plan meetings for students in years 10 – 12, the Transition Teacher attends and post school options are discussed. A range of programs and services are mentioned and work placement trials are helped supported by a Job Coach (additional funding) for students who are identified as being able to join the workforce in either assisted services or with minimal support.

The post-school options for students attending our school range from students who will be involved with employment, students in sheltered employment, students who can participate in day programs or a combination of these.

Year 12 Students undertaking vocational or trade training
We have no students undertaking vocational or trade training in 2014.

Year 12 students attaining HSC or equivalent vocational educational qualification
We had five students complete year 12 in 2014. All students who finish Year 12 at Anson Street School attain a Higher School Certificate – Life Skills.

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>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>17.934</td>
</tr>
<tr>
<td>Total</td>
<td>41.394</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal
composition of their workforce. Anson Street School currently have no teaching staff who identify as Aboriginal.

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>73</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>27</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
All staff, both support officers and teachers, are involved in professional learning activities throughout the year based on needs of students and priorities for the school.

Beginning Teachers
In 2014, Anson Street School had three teaching staff who were newly appointed and one teacher who was appointed the year before. Under ‘Great Teaching, Inspired Learning’, the newly appointed teachers were released for an extra two hours per week and the teacher who was appointed the year before received one extra hour release. All four teachers were involved in professional learning to help develop their skills and programs to help support their learning and the learning for the students.

Financial summary

<table>
<thead>
<tr>
<th>Component</th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(236,368)</td>
</tr>
<tr>
<td>Revenue</td>
<td>(4,173,858)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>(4,075,911)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>(36,853)</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>(57,251)</td>
</tr>
<tr>
<td>Investment Income</td>
<td>(3,843)</td>
</tr>
<tr>
<td>Gain and loss</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>4,290,188</td>
</tr>
<tr>
<td>Employee Related</td>
<td>4,001,510</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>288,678</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>-</td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
<td>116,330</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(120,038)</td>
</tr>
</tbody>
</table>

The information provided in the Financial Summary is current at the date shown. This summary includes reporting from 1 January 2014 to 31 December 2014.

A full copy of the school’s 2014 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.

There was a significant amount of funds used in regards to programs that the school engaged in to help support student engagement, which is described more in detail in ‘other school programs’.

Funds received through the Resource Allocation Model (Anson Street School)*

<table>
<thead>
<tr>
<th>Component</th>
<th>RAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>635,239</td>
</tr>
<tr>
<td>Equity</td>
<td>64,953</td>
</tr>
<tr>
<td>Location</td>
<td>-</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>8,891</td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>56,062</td>
</tr>
<tr>
<td>Language</td>
<td>-</td>
</tr>
<tr>
<td>Disability</td>
<td>-</td>
</tr>
<tr>
<td>Targeted</td>
<td>3,052,528</td>
</tr>
<tr>
<td>Other</td>
<td>171,635</td>
</tr>
<tr>
<td>Total</td>
<td>3,924,355</td>
</tr>
</tbody>
</table>
School performance 2014

All students continue to develop skills with the focus on Literacy, Numeracy and Personal Development/Health/ Physical Education. Our school records achievements of individual students and celebrate these regularly.

During 2014, three staff were trained in L3 – a literacy program aimed at supporting students in the junior years with fundamentals. The results were students participating in engaging lessons and achieving higher reading levels and an increased understanding on concepts.

Anson Street School had a great year in terms of student engagement and variety of activities to help assist them with their living and life skills.

Positive Behaviour for Learning (PBL)

Our three expectations are Be Respectful, Be Responsible and Be Safe. The whole school participates in PBL strategies and the focus of the week. Each Tuesday afternoon lessons are taught to students in individual classes where discussions and practice time are included. Staff meet fortnightly to discuss data collection and strategies or lessons which need to be introduced or modified. Senior students earn stickers to collect which they can then ‘cash in’ for goods in the PBL ‘shop’.

Welfare/Learning and Support

The school welfare committee meets each fortnight to discuss data of incidents, including referrals for students from the PBL committee, and also issues which arise where staff request assistance or guidance. The main aim is to help support students through strategies with the main goal to help students regulate behaviours. This is achieved through brainstorming, referrals to the Exec team, individual behaviour observations and charts, negotiating with parents and carers on rewards and consequences.

Physical Development (PD)

Students across the school participate each Tuesday afternoon with personal development lessons. These lessons aim to help support all our students learning about personal care, safety and good, positive relationships. They are designed to individual groups and supported through individual class lessons or with small, combined groups.

Music Program

The students were involved in a number of singing, performing and composing lessons aimed at engagement and enjoyment.

Automotive Program

Through prior engaging activities, the school ran a modified automotive program where students were able to help restore an old truck. Students were involved with many different aspects such as sanding, painting, and de-greasing.

Woodwork

A Design and Technology teacher was employed for two days per week to help upskill students with woodworking skills. Students produced a variety of works such as a bird feeder and a tray.

Sport

A number of sporting programs were set up during 2014. On Mondays, identified students were selected from the junior and senior groups to participate in challenging and engaging sport...
events such as bike riding, defense classes and bushwalking.

Each Thursday morning the whole school participated in sport programs for physical exercise in fun ways. Students are grouped (and rotated each term) in activities such as walking, Zumba, sport skills, gross motor, spa therapy and weight resistance.

**Physiotherapy**

The school identified that a physiotherapist was a priority for students and in 2014 we employed a Physiotherapist for 4 hours per week. This was achieved through community funds. Time is split up over two days and the staff member rotates amongst individual classes. The Physiotherapist helps assist with our high support needs students and discusses with staff on their individual programs and needs during the school day.

**Speech Therapy**

The school has also employed a Speech Therapist for some identified students. Through the NSW Health Department, we see the speech therapist for 4 hours per week. They work one on one with students and give advice to the staff about helping to support them during class times.

**Orange Learning Centre – Tutorial Program**

The Tutorial Program operates two classes – one primary and one high school. Student who attend the program come from the local schools after referrals are made through Placement Panel. Students who access the programs have had some intervention at their Home School, which could include suspension or learning and support referrals. Students access the program for between 10 to 20 weeks.

The main aim of the program is to teach students strategies to help them with social skills and behaviour strategies. Students engage in relevant literacy and numeracy programs based on initial assessments. Staff also help students access life skill programs such as CV writing and job applications, real life math and literacy, research projects and planning short and long term goals. Students integrate back once they have shown improvement in behaviour and a negotiated transition timetable is planned with the home school.

**Orange Learning Centre – Return to School Program**

The Return to School Program supports students who are on long suspension (5-20 days) from the local area. Students can access the program from year 5 until year 10. The program is supported through a 0.5 SLSO (based on funding) and students’ access from 9am until 12noon.

The main aim is to help support students with their learning whilst incorporating social skills and behaviour management strategies to assist them on return from suspension.

The Head Teacher visits schools and meets with parents each afternoon and reports to the Learning and Support Teams through weekly updates and attendance at the two local High Schools.

**OTHER PROJECTS/INITIATIVES**

**Art on Anson**

Now operating for a number of years, the annual Art on Anson show was officially opened by local artist Loretta Blake. The aim is to open up the learning experiences of the students and challenge them to think in a meaningful way when creating art.

Curated by our talented Support Officer - who was released once per week to work with students and staff – the students produced some amazing pieces of art for their final product.

**Job Coach**

The school also receives funding for a Job Coach for a set number of days per Semester for the School to Work Program. This is on top of RAM funding.
The school subsidises the Job Coach position through community funds during the year to help support the students for more days through the transition from school to work or to other after school activities.

**Marine Studies**

Students rotate during terms 1 and 4 for the Marine Studies program. Students are provided opportunities to learn how the boats (uncapsizable and unsinkable) operate and sailing provides them with an activity that is engaging and enjoyable, while learning a new skill.

Through our school and community funding, two extra casual staff are employed for the safety of students.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students at Anson Street School can be exempt from sitting the NAPLAN tests and many families choose this option. For students who sit the exams, results are tabled to the school and to the families.

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**Higher School Certificate (HSC)**

As stated before, all students who finish year 12 at Anson Street School finish with a Higher School Certificate - Life Skills. The results for the students are based on their individual learning and participation in the subject areas.

**Significant programs and initiatives – policy**

**Aboriginal education**

Students who identified as Aboriginal in Year 12 were recognized for their achievements in the local Orange NAIDOC celebrations. Our students represented the school during the NAIDOC march and participate in learning experiences on Aboriginal Culture. Students complete a variety of activities including art work, reading materials, games and puzzles to help them learn and understand Aboriginal Culture.

All Aboriginal students have an Individual Education Plan prepared by the teachers in collaboration with the families to ensure development of engaging and appropriate skills are shown and taught.

**Multicultural education and anti-racism**

Our school provides students with a variety of learning experiences that help them to understand many cultures and beliefs. Activities such as projects, cooking and art are all part of the acknowledgement of cultures other than our own.

A member of the Executive team is our Anti-Racism contact who also oversees programs of classrooms to ensure that students are provided with learning experiences that are varied and supportive of all beliefs.

**Significant programs and initiatives – equity funding**

The school received some funding to support students in our school. A total of $64,953 was given to the school to support.

**Aboriginal background**

The school used the funding to help purchase resources for the library which were culturally appropriate, materials for use in specific art works and activities.

**Socio-economic background**

A proportion of funding was spent on resources for students such as sporting equipment, science resources and library resources. Many activities and events that students were involved in were subsidised through the funding.
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:

- Survey families and carers
- Surveying staff
- Analysing Data

School planning 2012-2014:

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
- Improve school culture through the implementation of the Positive Behaviour for Learning (PBL) Program

Evidence of achievement of outcomes in 2014:

- Welfare and PBL teams meet regularly to help support staff and students
- Targeted students identified for alternative programs to keep them engaged

Strategies to achieve these outcomes in 2014:

- Alternative programs were implemented or maintained
- Welfare meetings addressing the complex case management for identified students
- PBL data being implemented into the LMBR system

School priority 2

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

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- Increasing awareness of staff with regards to programming and cultural appropriate activities
- Students engaged in a variety of activities that promote Aboriginal culture
- Students participated in NAIDOC celebrations with the local community

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 and understanding of Aboriginal culture
- Liaise with the local AECG

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school programs for overall satisfaction and priority areas for the 2015-2017 Strategic Directions.

For the 2012-2014 School Priorities, parents reported back that the programs were rated from very good to excellent. Families indicated that there needed to be more therapies (speech and physiotherapy) and that the art and sports programs are excellent.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed 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.

Rebecca Halls – R/Principal
Christine McFarland – R/Deputy Principal
Catherine Dawson – Assistant Principal
Julie Hudson – Assistant Principal
Lindy Owens – School Administration Manager

School contact information
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Web: http://www.ansonst-s.schools.nsw.edu.au/
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: