

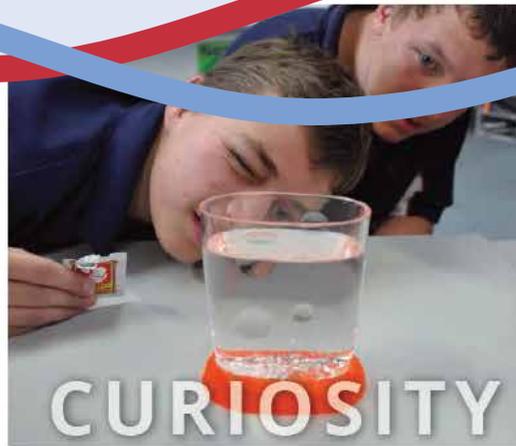
WARNBRO
COMMUNITY HIGH SCHOOL
EDUCATION SUPPORT CENTRE



GRATITUDE



TEAMWORK



CURIOSITY



HOPE



ZEST



KINDNESS

Annual School Report **2016**

WARNBRO COMMUNITY HIGH SCHOOL EDUCATION SUPPORT CENTRE

AN INDEPENDENT PUBLIC SCHOOL



School Vision

Our students are sure of whom they are and take pride in their qualifications and achievements. They confidently work towards their educational and life goals, and create a future for themselves as hard working contributors to and participants of their community. As staff, we are proud and passionate about our school and its students. We collaborate respectfully and know that we are making a difference. We enjoy the challenge of striving for excellence. We build pathways for our students into their community. Our community acknowledges the worth of our students and actively welcomes them into their workplaces and social lives. The community prospers from our students' success and, in turn, our students are secure in their experience of belonging and acceptance.

Introduction

Warnbro Community High School Education Support Centre is an Independent Public School for students from years 7 to 13 with an intellectual disability. We aim to provide the very best education available for students with intellectual disabilities. Our focus is providing an innovative curriculum which is inclusive and where each student has an Individual Educational Plan. We strive to build a learning community where students are secure in their experience of belonging and acceptance and where students have clear pathways into the community. Having high expectations for students, building trusting relationships and a learning community which collaborates are key objectives. The school's priorities are Excellence in Teaching Learning and Student Achievement, Health and Well Being, and Pathways and Partnerships.

Our year 7, 8 and 9 programs have a strong academic and social and emotional learning focus. Students work in small groups with a teacher and education assistants to specifically improve their literacy, numeracy and social skills. Humanities and science are taught through an innovative hands-on cross-

curricular program. Our Protective Behaviours program focuses on developing students' skills to make safe and sensible decisions for themselves at school, at home and in the community. Additionally, students spend approximately 30% of their class time in integrated mainstream classes working alongside their mainstream peers. Our years 7, 8 and 9 teachers work in partnership with the senior years staff to ensure a seamless flow for students as they progress through middle school to the senior school vocational programs. The My Future My Life Transition Planning process from Years 6-12 ensures that students are tracked and supported to develop clear pathways into life, training and work options post school.

Students in years 10, 11, 12 and 13 participate in the BELIEVE (Building Equitable Links In Enterprise and Vocational Education) program. This program prepares students for entry into further study, entry to the workforce and transition to an independent and prosperous life after school. Through delivery of the BELIEVE program English, Mathematics and Career Education are presented through learning activities that are meaningful and "hands-on". The practical application of these skills is reinforced through student involvement in workplace learning and industry situations. The Directions program is also available for students in the senior school. The Directions program is a highly individualised program of work experience, vocational training, School Based Traineeships, and school based learning that is focused on student needs, interests, skills and aspirations.

Values

- Inclusion and celebration of difference
- Excellence
- Community
- Collaboration
- Respect

2016 Student Numbers

	2014	2015	2016
Lower Secondary	40	48	52
Upper Secondary	29	34	39
Total	69	82	91

2016 Highlights

- A successful review process at the conclusion of the 2014 -2015 Business Plan in which the school staff and leaders were recognised for their deep commitment to, and understanding of, the teaching and learning processes required to meet the complex needs of our students and the implementation of strategies that make a real difference to student learning.
- 100% of students in years 7 and 8 made significant progress in reading levels over the year with individual students making more than 3 years progress for one year's instruction.
- The Independent Living Centre were successfully engaged to assist in the implementation of staff training in Augmentative and Alternative Communication (AAC) and how to use AAC to support students with speech and language needs.
- All students enrolled in ASDAN successfully achieved their certificates.
- Continued excellent student achievement in VET.
- 100% of enrolled students achieved 1 or more programs of Workplace Learning in 2016.
- New partnership established with Australia Post to support students studying Transport and Logistics.
- Continued a successful and meaningful partnership with Grace Haven Aged Care supporting students studying Hospitality and Men of the Trees supporting students in volunteer endeavors.
- 3 Students successfully completed School-Based Traineeships in Certificate III in Hospitality.
- Maintained a high employment rate for our exiting students.
- A vibrant open morning: The Flourishing Festival, in which the school was open to the community and students shared their positive experiences of school.
- Completion of the sensory room, The Zone.
- Continued implementation of the HAPEER framework contributed to an increase in the shared understanding of how best to meet the wellbeing needs of our students.
- Successful implementation of Enterprise Education with middle school students to increase their cultural understanding and consider how to make a positive contribution to others.
- Continued participation in the Bendigo Bank competition in which student develop ideas to improve their community. In 2016 one of our students developed an idea to support the homeless people of Rockingham. The student competed against students from mainstream schools and education support centres in the surrounding areas. The student won the competition and is now in the process of working with the Rockingham Council to implement the idea.
- Continued development of state-wide networks through our Teacher Development School (TDS) events. Warnbro CHS ESC ran 15 TDS events in the areas of transition or wellbeing, supporting 156 participants from schools and agencies. Resources developed by Warnbro CHS ESC have been shared on the departments website as examples of support/processes for improving engagement and transition outcomes for students.

School Self-Assessment

As part of the school self-assessment process the school collects and analyses annual data which enables the school to track student academic and non-academic progress, make judgments on school effectiveness and inform school decision making for ongoing improvement. The school's Business Plan 2014-2016 outlined the long term strategic planning as well as three-year academic and non-academic targets and milestones for optimum school performance. This report sets out the school's progress towards the long-term Business Plan targets and milestones in the three key focus area: Excellence in Teaching, Learning and Student Achievement; Health and Wellbeing and Partnerships and Pathways.



Progress against 2014-2016 Business Plan targets and Milestones

Targets/Milestones	
Priority Area Excellence in Teaching Learning and Student Achievement	<p>1.1 Year 10 to achieve skill sets in two or more industry areas by Year 12</p> <ul style="list-style-type: none"> • 11 students were enrolled with Warnbro ESC from year 10 to 12. • Of these students 10 out of 11 students (91 %) achieved 2 or more certificates. • 8 out of 11 students (73%) achieved 3 certificates in 3 different industry areas exceeding the expectations and Business Plan target. 96% of students achieved VET qualifications in 2014, and 90% in 2015. All students who participated in Leadership Development, Building & Construction, Automotive, Hospitality achieved a skills set or Cert I qualification or higher in 2016. 87.5% of students who participated in Transport & Logistics in year 10 in 2016 achieved the Cert I qualification.
	<p>1.2 80% of students to achieve IEP/ITP priorities with a C (consolidating) or A (achieved)</p> <p>The BP target was increased in 2016 to include Achieving only. In Semester 1, 2016, 62% of student IEP priorities were obtained at the Achieved level. In Semester 2 56% of IEP priorities were obtained at the Achieved level. This was below our reviewed target. Analysis of our IEP data indicates that further training in writing achievable IEP priorities will assist in more accurate measurement of the progress students make towards achieving IEP priorities.</p>
	<p>1.3 Continue upward trend in students participating in traineeships in Years 11 and 12</p> <p>The school has increased the number of students enrolled in or achieving Traineeships to 4 across year 11 and 12 in 2016. This is a high percentage of students gaining traineeships and reflects the work of the Directions Team in sourcing traineeships and supporting individual students to achieve VET qualifications at the Certificate II and III level.</p>
	<p>1.4 Continue the upward trend in the improvement of students reading ages from Years 8 to 12</p> <p>Student Reading achievement has continued to increase as students move through the school. Factors contributing to this progress include:</p> <ul style="list-style-type: none"> • Consolidation of a whole school approach to literacy development • Ongoing Professional Learning for Teachers and Education Assistants in Reading Success, Phonological Awareness intervention and warm-ups • Continued implementation of The Big Six (strategies to support reading development). • Observation and feedback • Disciplined dialogue • Collaborative Learning Teams focus on sharing information related to literacy

Priority Area Excellence in Teaching Learning and Student Achievement	1.5 85% of students enrolled in ASDAN complete ASDAN In 2016, 100% of students enrolled in ASDAN have completed ASDAN. This shows a substantial improvement in ASDAN completion.
	1.6 All teachers to incorporate collaborative teaching into 1 program of learning per term In 2016, teachers have continued to team teach and plan together. A number of initiatives have been undertaken to build staff understandings and skills for effective collaboration. Identifying a clear purpose for collaboration and building trust and safety were important elements of this journey.
	1.7 All teachers to participate in peer observation and give/receive feedback All Teachers have participated in peer observation and have given and received feedback. Teachers have engaged in a range of different observations as set out in the school's Classroom Observation Plan including peer, leader and curriculum support observations. The school has developed a clear plan for classroom observation and a Term Schedule of observations. In Term 3 2016, teachers participated in peer observations. Following the observation teachers provided feedback to the observed teacher using the structure: Two stars and a take away. The feedback was also emailed to the Deputy Principals.
	1.8 All teachers to have participated in Explicit Teaching professional learning and to have implemented strategies into classroom practice All teachers have participated in professional learning in explicit teaching and have implemented strategies into classroom practice. <ul style="list-style-type: none"> • The Principal and teachers attended Explicit Teaching Seminars in 2015 and 2016. • Whole School implementation of 'I do, We do, You do,' explicit Teaching model including drills and warm ups • Professional Learning in Warm up 2014, 2015, 2016 • Observation of Warm-Ups – peer and leader
	1.9 All teachers to participate in disciplined dialogue around Literacy and Numeracy data Teachers have engaged in Disciplined Dialogue around Literacy and Numeracy achievement data. Data is examined using five questions: What does the evidence tell you? What do you think this means? What, if anything, do you wish to do about this? Do you have enough evidence to make decisions? Is this the right evidence for your decision making? Once this process is completed, recommendations are formed to ensure continued improvement
Targets/Milestones	
Health and Wellbeing	2.1 Regular attendance to be similar to regular attendance of like school The school has improved attendance over the Business Plan cycle 2014 - 2016. In 2016, the school's attendance data remained high at 90%, slightly above the state average of 87.7% and higher than that of a like school (81.6%).
	2.2 Move to downward trend in suspension data over next 3 years The school has seen a significant reduction in suspensions during the Business Plan Cycle 2014-2016. Our suspension data has dropped from 19% in 2014, 10% in 2015 to 2% in 2016.
	2.3 Increase positive student responses to school environment on school survey Students completed school surveys twice during the Business Plan cycle in 2014 and 2016. In 2016, students' responses on the survey were higher than their responses in 2014 indicating an overall increase in satisfaction with the school environment.

<p>Health and Wellbeing</p>	<p>2.4 All staff to have attended autism training and implemented social skills, visual and communication strategies into classroom practice</p> <ul style="list-style-type: none"> • Independent Living Centre data indicates that almost all staff use visuals in the classroom to support learning. • In 2016, the school has developed clear guidelines for implementing visuals in the class to support students with Autism Spectrum Disorder (ASD) • All staff have accessed training in Autism Spectrum Disorder throughout the Business Plan cycle 2014-2016. • Whole staff Training has been accessed through the School Development days. • Teachers have completed online modules • Key staff have completed offsite courses. • The Principal and Middle School Deputy attended Positive partnerships training – completing four modules and action learning. • The Principal and Middle School Deputy became Trainers in Understanding Autism Spectrum Disorder - Online Courses enabling a rollout of training to teachers in the school. • Staff have had opportunities to share practice around classroom strategies in supporting students with ASD. • The school has accessed targeted training through the School of Special Needs. <p>2.5 All teachers to teach Expected Behavior according to Positive Behaviour Support (PBS) Teaching Behaviour Expectations schedule</p> <ul style="list-style-type: none"> • In 2016 Positive Behaviour Support (PBS) lessons occurred during Community Time in line with the school's schedule for teaching expected Behaviour. • The school SET (School-wide Evaluation Tool) data indicated an increase in the schools' implementation of PBS from 2015 to 2016. • The school's behaviour expectations of Be Responsible, Be Respectful, Be your Best have been implemented school wide through explicit instruction and opportunities for reinforcement.
	<p>2.6 All staff to have accessed speech and language and communication training and implemented strategies into practice.</p> <ul style="list-style-type: none"> • All staff have accessed speech and language and communication training and are implementing strategies into their daily teaching. • The school employed a full-time Speech Pathologist (SP) through Down South Therapy Services. • The SP delivered whole school Professional Learning in Speech and Language development including Colourful Semantics. The SP also provided support to teachers and EAs in classrooms in implementing strategies to support students speech and language development • The SP developed a Colourful Semantics document for all staff. Teachers are working to implement those strategies into classrooms. • All staff participated in Professional Learning in communication through the Independent Living Centre. • The ILC were employed to work in three classes to provide support one day a week to support the implementation of AAC for key students. The results of the support as documented in the ILC report identify that all students in the intervention made progress in their communication. • Staff have accessed training in Morning Meeting (MM) and how MM can be used to explicitly teach social skills. Pathways and Partnerships
	<p>Targets/Milestones</p>
<p>Pathways and Partnerships</p>	<p>3.1 Maintain high percentage of students moving directly into employment or further training</p> <ul style="list-style-type: none"> • The school has maintained a very high percentage of students moving directly into employment or further training. • In 2016, 85% of year 13s were employed in part-time open or supported employment. • 46% of the year 13 students were also engaged in further training at TAFE. • In 2016, 36% of year 12 students were employed in part-time open or supported employment. • 50% of year 12 students have returned for year 13.

Pathways and Partnerships

3.2 Increase students level of independent living skills by Year 12

Our year 12/13 students have successfully completed ASDAN, have demonstrated an increase in their achievement of travel training skills, and demonstrated a high level of achievement in kitchen skills and laundry skills.

3.3 Increase number of local employers actively engaging students in work experience.

Workplace Learning is a core component of building employment pathways for students. The Directions Team continues to focus on increasing the number of employers who engage students in Work Place Learning. In 2016, 18 new employers engaged students in meaningful work experience.

3.4 Increase collaborative learning opportunities with other schools including PESA and Warnbro CHS

In 2016, the school collaborated with a number of schools including the Peron Education Support Alliance and the Warnbro Cell network where a day of workshops for teachers was coordinated between the schools. As a Teacher Development School, the school worked with staff from 33 different schools and 6 other agencies in the area of Transition planning or Health & Wellbeing for students with disability. The school collaborated with Endeavour PS in the Big Buddy Little Buddy Project, we continued to build a collaborative relationship with WCHS through joint professional learning, and sharing of resources.

3.5 Continue to increase the number of families/parents/guardians engaging with the school

The school greatly values partnerships and connections with parents and families and believe that this connection helps the school to continually improve. In 2016, the school maintained a high number of parents and community members engaging in the school. Events that parents could access included: the parent Network Group, Community Time, 'Talent Quest', IEP meetings, Exit meetings, Big Buddy Little Buddy Morning Tea, The Flourishing Festival, The Big Plan, Transition information sessions and the Year 6 Transition Lunch.





English

Literacy learning is at the heart of our curriculum provision, and in 2016, we continued to develop and maintain sustainable planning, policy and procedures to inform teacher practice, build professional expertise and reinforce the school culture where staff are passionate in their belief that every student can achieve a level of literacy competence that is necessary to make a successful transition from school into the community. We implemented programs and strategies to improve student literacy levels in oral language; pragmatics; phonological awareness; phonics; reading accuracy and fluency; vocabulary; comprehension; spelling and writing.

Initiatives for 2016

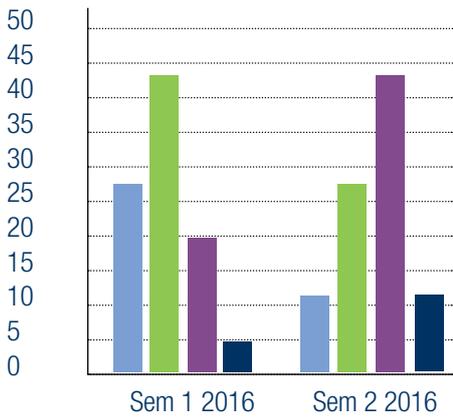
- A focus to improve the speaking, listening and basic social skills of our students with language development skills provided by Speech Pathologist from Down South Therapy. Teachers and education assistants were provided with opportunities to consult with staff on programs and discuss interventions.
- The Independent Living Centre were engaged to assist in the Implementation of staff training in Augmentative and Alternative Communication (AAC) and how to use AAC to support students with speech and language needs.
- Ensuring the school had a consistent approach to the implementation of literacy programs by providing shoulder to

shoulder support for staff in the implementation of Literacy programs, consolidating the use of STARS (Strategies to Achieve Reading Success) and Reading Success through years 7 – 10, and providing collaborative planning time in middle and senior school.

- Improving students' spelling results by continuing to implement Phonological Awareness interventions, providing phonics exercises and activities during reading groups, explicitly teaching spelling rules, the development of a Spelling Guide for teachers, consistent implementation of Spelling Mastery and Spelling Morphographs, increasing high frequency word recognition through a new assessment, drills, and teachers participating in disciplined dialogues and analysing class spelling data..
- Increasing student comprehension ability through the implementation of STARS and using key strategies across the whole school.
- The Student Literacy Profile document was developed, providing a complete profile of a student's Literacy progress (PM Benchmark, Phonological Awareness (SPAT-R), Waddington Spelling, high frequency word knowledge).
- The Reading Success program was expanded to include 3 new reading series for teaching phonics to older students. Supporting lessons for each new text were written using the Reading Success approach.

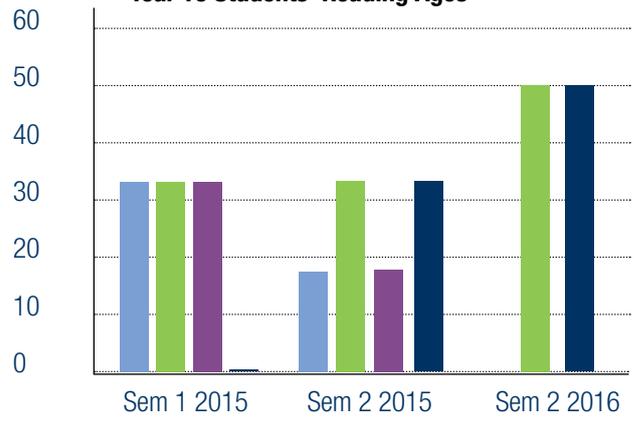
PM Benchmark Reading Assessment

Year 7 Students' Reading Ages



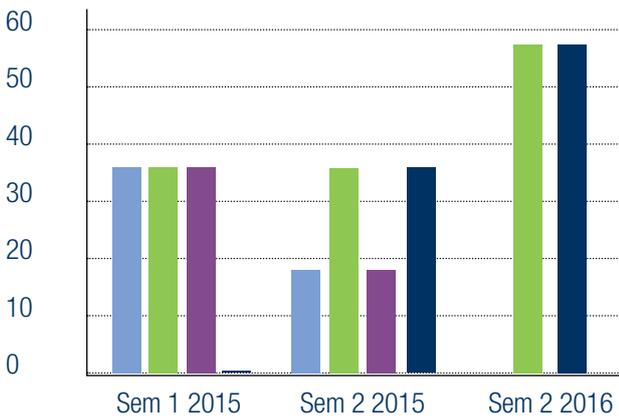
- 5-6 years
- 6-8 years
- 8-10 years
- 10+ to 12+ years

Year 10 Students' Reading Ages



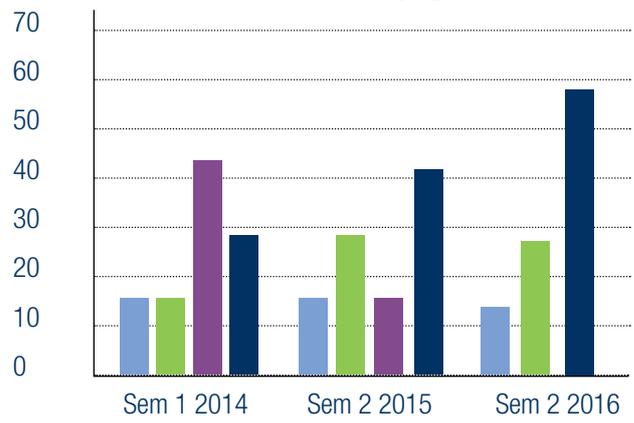
- 5-6 years
- 6-8 years
- 8-10 years
- 10+ to 12+ years

Year 8 Students' Reading Ages



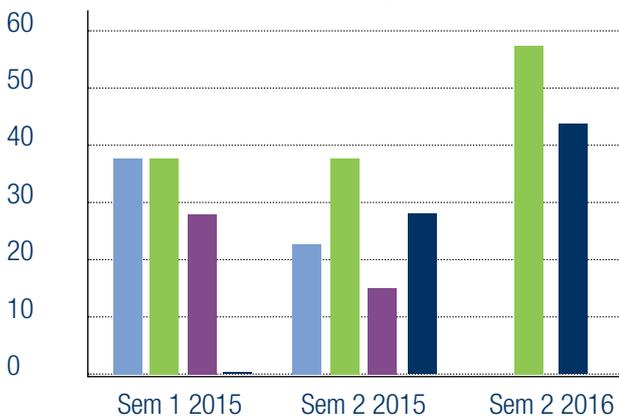
- 5-6 years
- 6-8 years
- 8-10 years
- 10+ to 12+ years

Year 11 Students' Reading Ages



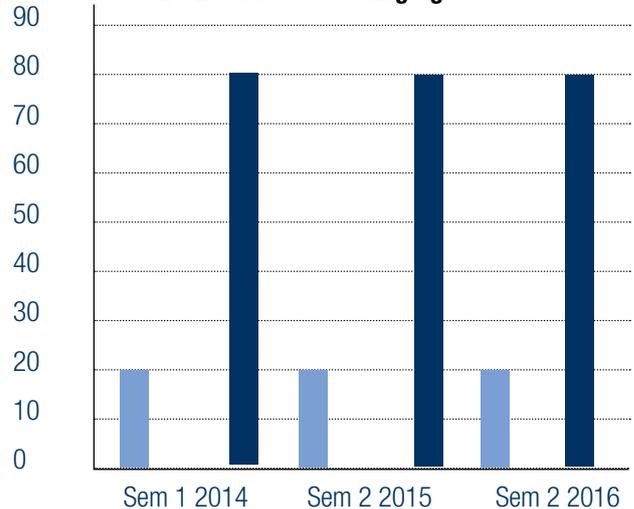
- 5-6 years
- 6-8 years
- 8-10 years
- 10+ to 12+ years

Year 9 Students' Reading Ages



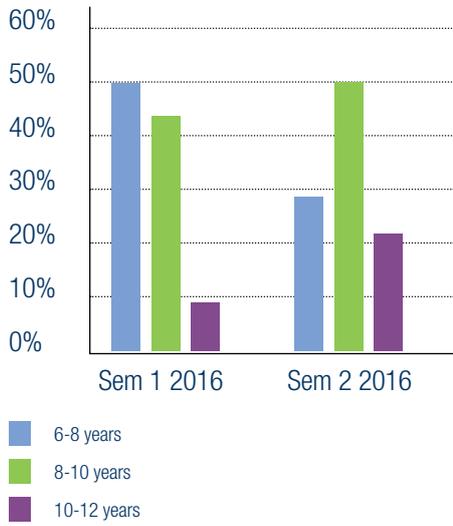
- 5-6 years
- 6-8 years
- 8-10 years
- 10+ to 12+ years

Year 12 Students' Reading Ages

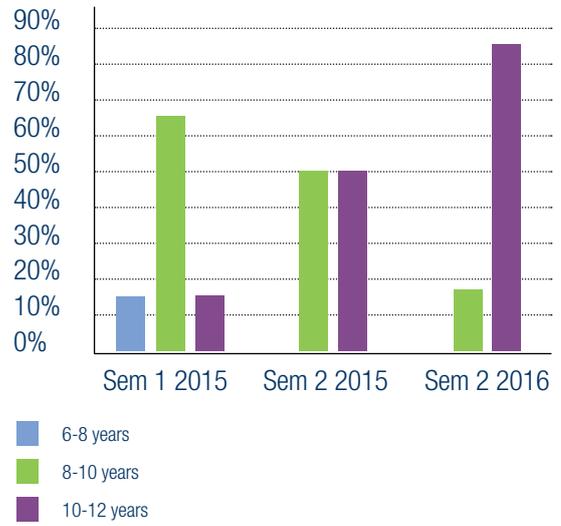


Waddington Spelling Test

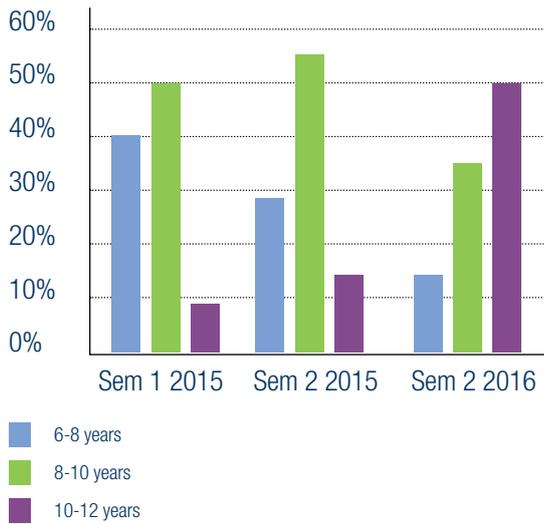
Year 7 Students' Spelling Age



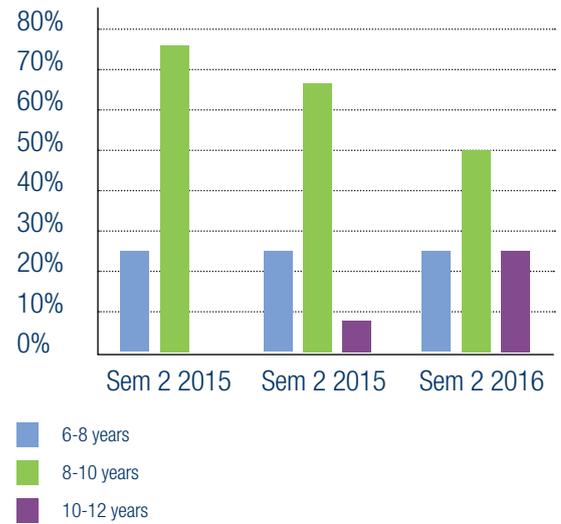
Year 8 Students' Spelling Age



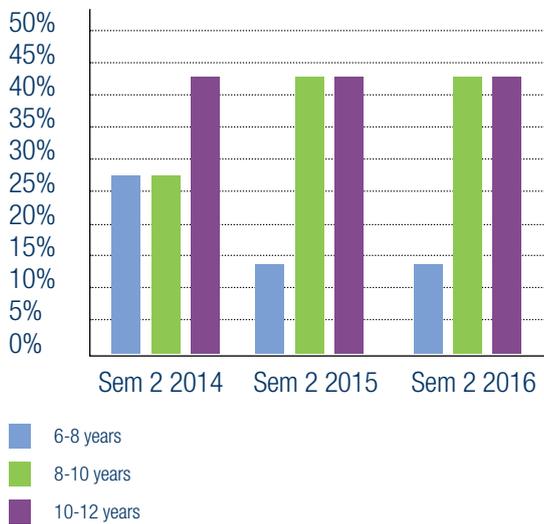
Year 9 Students' Spelling Age



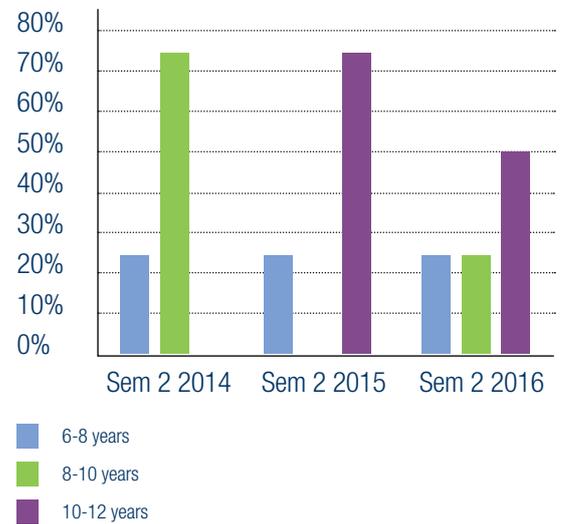
Year 10 Students' Spelling Age



Year 11 Students' Spelling Age



Year 12 Students' Spelling Age



NAPLAN

The NAPLAN is optional for students in an education support centre.
Parents are provided with the option for their child to participate or be withdrawn.

Year 7 NAPLAN Bands 2016

	1	2	3	4	5	6	7	8
Reading	0	0	0	3	2	0	0	0
Spelling	0	0	0	4	1	2	1	0
Grammar	0	0	0	3	3	0	0	0
Writing	0	0	0	6	0	0	0	0

Year 7 NAPLAN Standards 2016

	Reading	Writing	Grammar	Spelling
Above National Minimum Standard	0	0	0	1
At National Minimum Standard	2	0	3	1
Below National Minimum Standard	3	6	3	4

Year 9 NAPLAN Bands 2016

	1	2	3	4	5	6	7	8
Reading	0	0	0	0	3	2	1	0
Spelling	0	0	0	0	5	1	0	0
Grammar	0	0	0	0	5	1	0	0
Writing	0	0	0	0	5	1	0	0

Year 9 NAPLAN Bands 2016

	Reading	Writing	Grammar	Spelling
Above National Minimum Standard	1	0	0	0
At National Minimum Standard	2	1	1	1
Below National Minimum Standard	3	5	5	5

Summary

In 2016, the data indicated that the students assessed demonstrated an improvement in their reading and spelling performance. The reading performance of 74 students in years 7-12 was assessed using the PM Benchmark and the Burt Reading Test. The results indicate that the majority of students have a reading age between 10 and 12+ years. Considerable improvements were made by the year 7 and 8 students.

Students were highly responsive to reading programs that delivered explicit teaching in phonics, phonological awareness, fluency, vocabulary and comprehension. Daily literacy Warm-Ups designed to review and reinforce literacy skills and the implementation of a new range Reading Success lessons based on phonic readers for older students also contributed to student achievement.

The spelling performance of 78 students in years 7 – 12 was assessed using the Waddington Spelling Test. The results indicate that the majority of students have a spelling age of 10+ years. In particular, strong gains were made by students in years 7-10.

The implementation of Spelling Through Morphographs, Spelling Mastery and Phonemic Awareness programs along with the skilled implementation of Warm ups frequently delivered to students, have all contributed to improved spelling results.

Interventions provided by the speech pathologist with small groups and individual students have also been highly beneficial. The support for teachers from both the speech pathologist and curriculum support teachers has also been successful in building the capacity of staff to meet the needs of students.

Recommendations for 2017

- Continued updating of the Student Literacy Profile document that provides a complete profile of a student's Literacy progress (PM Benchmark Reading (comprehension & fluency), Phonological Awareness (SPAT-R), Reading Success Level, Waddington Spelling, high frequency word knowledge).
- Regular classroom observations by the Leadership Team as outlined in the Classroom Observations 2017 document. Teachers to conduct peer observation and feedback as per the Classroom Observation Process 2017 document, focusing on the teaching and learning of Literacy
- Teachers to be involved in shoulder-to-shoulder curriculum support on a regular basis with the Curriculum Support Teachers, either individually or in small groups.

- A Speech and Language and Occupational Therapy Program will be implemented to assist with assessments, professional learning provision and individualised programming support for students.
- Appointment of Curriculum Support Teachers to assist with data collection, program implementation, professional learning and shoulder-to-shoulder support.
- Review and update the Big Six Reading Trajectory document and the Spelling Teacher's Guide.
- Develop a Warnbro CHS ESC Guided Reading Teacher's Guide, a Balanced Literacy Block Teacher's Guide.
- Consolidate the implementation of the Reading Success Methodology in middle school and extend to Year 10; consolidate the implementation of SRA Spelling Mastery & Spelling Through Morphographs Spelling programs (years 7-10) and provide support for new teachers.
- Develop a Year-Long Literacy Planning Overview document for middle school.
- Implement common pedagogical approach across the school as per the Literacy Plan; Warm Ups, Learning Intention/Purpose; I do, We do, You do (Gradual release of Responsibility Model); Reflection
- Middle school teachers to trial the implementation of a Literacy Block
- Speech Pathologist to administer the SPAT-R and provide individual learning programs to improve the phonological awareness of individual students.
- Provide 1:1 literacy invention for students identified through the data analysis process as not making adequate progress over 2-3 testing intervals.



Mathematics

Staff members at Warnbro CHS ESC share resources and information, and engage in collaborative practices. Data is used to explore and discuss ways to continually improve mathematics pedagogy. Our Mathematics programs focus on the development of essential numeracy skills.

Initiatives for 2016

- The Curriculum Support teachers in collaboration with the senior school teachers identified the essential numeracy skills understandings from the Australian Core Skills Framework (ACSF) that provide the foundation for year 11 and 12 curriculum. This information was then utilised in writing a comprehensive Mathematics Program for students in years 7-10.
- Curriculum Support teachers were appointed to assist staff members with data collection and program implementation, as well as to provide professional learning and shoulder-to-shoulder support.
- The Curriculum Support teachers in collaboration with the middle school team developed several differentiated units of work for Number, Measurement and Statistics designed to meet the needs of individual students.
- Professional learning on how to implement Maths Warm Ups in the classroom was provided to all staff and a folder with sample Warm Ups was developed.

- A whole school approach to the teaching of mental strategies for basic facts was developed and professional learning on the development of these strategies was provided to all staff.
- A whole school problem solving process and a set of problem solving strategies was developed and resources were purchased.

Progressive Achievement Test (PAT) – Mathematics

The Progressive Achievement Test – Mathematics (PAT Maths) is a norm-referenced, progressive achievement test that provides data across all stands of mathematics. In 2016, the Mathematics Team assessed 51 students in years 7-10 using PAT Maths. The results indicate the majority of the students (74.5%) in the year 7-10 cohort were performing at a year 2/3 level. A smaller percentage of students (21.5%) demonstrated achievement at a year 4/5 level and 4% of students demonstrated achievement at a year 6/7 level.

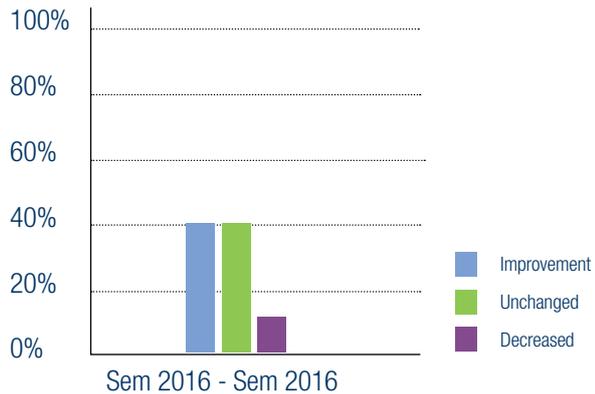
The 2016 PAT Maths results indicate that in the senior school (11/12) cohort the majority of the students achieved a maths score that is equivalent to a year 4 level. Of the 22 students who were assessed in 2016, 7 achieved a score equivalent to a year 2/3 level and 15 students achieved a score equivalent to a year 4 level.

The PAT Maths data collected for the period 2014-2016, for our current year 11 & 12 cohort indicates that progress in Maths is made steadily and over time. Over the three year period the percentage of students performing at a year 4/5 level has increased from 30% to 70%.

Year 7

Over the 1 year period 2016 (Semester 1)- 2016 (Semester 2), 92% of students in Year 7 demonstrated an increase in performance and 8% of students demonstrated a decrease in performance.

Year 7 Comparative Results

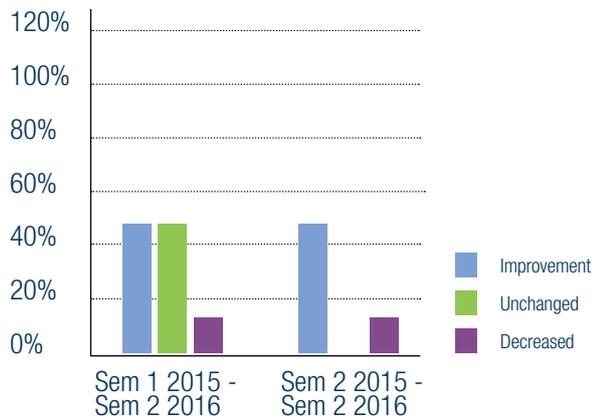


Year 8

Over the 2 year period 2015 (Semester 1) – 2016 (Semester 2), 100% of students in Year 8 demonstrated an increase in performance.

Over the 1 year period 2015 (Semester 2)- 2016 (Semester 2), 87.5% of students in Year 8 demonstrated an increase in performance and 12.5% demonstrated a decrease in performance.

Year 8 Comparative Results

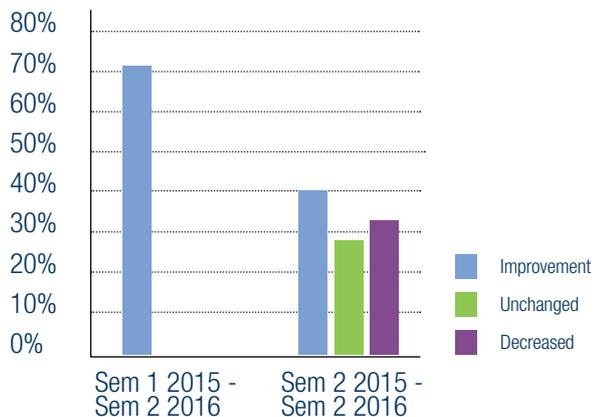


Year 9

Over the 2 year period 2015 (Semester 1) – 2016 (Semester 2), 71.5% of students in Year 9 demonstrated an increase in performance.

Over the 1 year period 2015 (Semester 2)- 2016 (Semester 2), 40% of students in Year 9 demonstrated an increase in performance, 27% demonstrated no change, and 33% demonstrated a decrease in performance.

Year 9 Comparative Results

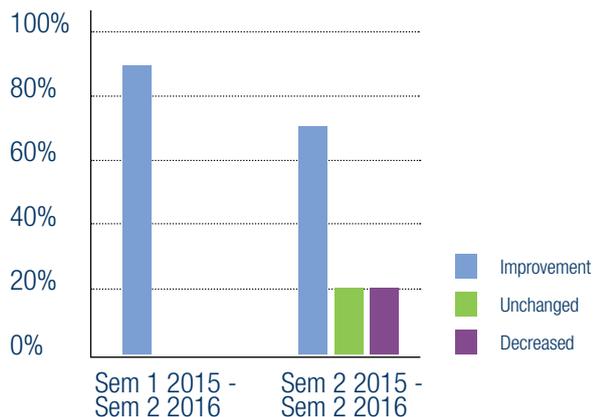


Year 10

Over the 3 year period 2014-2016, 91% of the students in Year 10 demonstrated an increase in performance.

Over the 1 year period 2015 (Semester 2) - 2016 (Semester 2), 54% of students in Year 10 demonstrated an increase in performance, 23% demonstrated no change, and 23% demonstrated a decrease in performance.

Year 10 Comparative Results

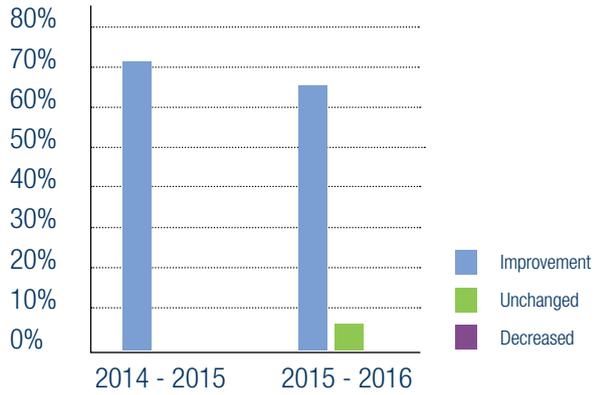


Year 11 Comparative Results

2014 – 2015 Of the 8 students tested in 2015 that had comparative data from 2014, 75% demonstrated improvement.

2015 – 2016 Of the 11 students tested in 2016 that had also been tested in 2015, 67% demonstrated improvement and 6% remained unchanged.

Year 11 Comparative Results

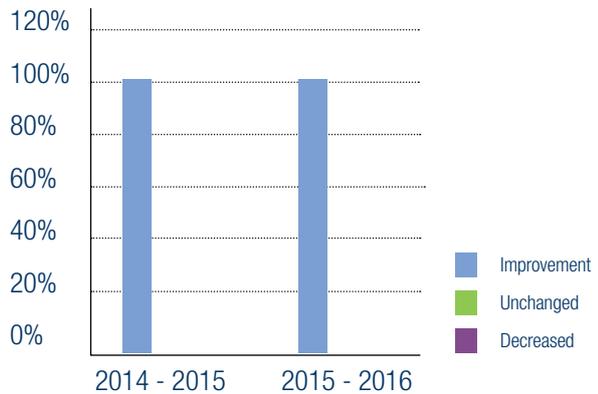


Year 12 Comparative Results

2014 – 2015 Of the 10 students tested in 2015 that had comparative data from 2014, 100% demonstrated improvement.

2015 – 2016 Of the 11 students tested in 2016 that had comparative data from 2015, 100% demonstrated improvement.

Year 12 Comparative Results



Westwood One Minute Basic Number Facts Test

The Westwood is a norm-referenced, one minute test of basic facts fluency. Students are given one minute to complete each short assessment for addition, subtraction, division and multiplication. The raw scores are converted to an average age.

In 2016, the test was administered in Semester 1 and again in Semester 2. The results indicate that over the year 95% of students in Years 7-12 made some progress in their fluency levels. Approximately 50% of students have a corresponding age of 8 years and below for addition and subtraction fluency.

NAPLAN Results

The NAPLAN is optional for students in an education support centre. Parents are provided with the option for their child to participate or be withdrawn.

Year 7 NAPLAN Bands 2016

	1	2	3	4	5	6	7	8
Numeracy	0	0	0	5	1	0	0	0

	Numeracy
Above National Minimum Standard	0
At National Minimum Standard	1
Below National Minimum Standard	5

Year 9 NAPLAN Bands 2016

	1	2	3	4	5	6	7	8
Numeracy	0	0	0	0	5	1	0	0

	Numeracy
Above National Minimum Standard	0
At National Minimum Standard	1
Below National Minimum Standard	5



Mathematics

Recommendations for 2017

- Implement the Origo developmental scope and sequence for the teaching of basic facts
- Implement the Prime Maths Problem Solving Process (Understand, Plan, Answer, Check)
- Explicitly teach a range of problem solving strategies (Act it Out, Look for a Pattern, Guess and Check, Draw a Picture, Make a List, Draw a Bar Model)
- Provide professional learning for teachers in the use of the Newman Analysis so they are able to better identify at what point in the problem solving process their students are experiencing difficulty (reading the problem, comprehending the problem, carrying out a transformation from the words of the problem to the selection of an appropriate maths strategy, applying the process skills demanded by the strategy or encoding the answer into an acceptable form)
- Meet in collaborative learning teams and use the Disciplined Dialogue process to discuss and analyse the PAT Maths results. Implement recommendations from the Disciplined Dialogue in maths planning documents.
- Revise the year-long middle school maths planning document to ensure the areas identified during disciplined dialogue as requiring more instruction are adequately covered.
- Implement a range of classroom based diagnostic tools to better identify student understanding in number (The Number Knowledge Test, Schedule for Early Number – SENA 1 & 2, First Steps Diagnostic Tasks). Provide support for the implementation of these diagnostic tools through professional learning both in whole school, collaborative and 1-1 classroom support/modelling.
- Continue classroom support in designing Maths Warm-ups that focus on some of the areas identified as requiring more explicit instruction and practice. Support both the writing and design of the warm-ups as well as providing feedback from warm-up observations.
- Teachers to use the Mathematics Monitoring Tool to identify student progress towards achieving the identified maths skills and use this information to write informed IEP targets.

Senior School Course and Vocational and Educational Training

As part of our BELEIVE program, Warnbro CHS ESC continue to promote a learning culture where our students are enthused and equipped to achieve success through meaningful employment pathways, community contributions and in managing their lives.

In 2016 students in years 10, 11, 12 and 13 participated in a range of industry specific pathway learning to reflect individual strengths and interests.

2016 Senior School Student Numbers

Year 10 = 14 students

Year 11 = 15 students

Year 12 = 14 students

Year 13 = 13 students

TOTAL: 56 students

Vocational Education and Training Certificates

- Certificate I in Business
- Certificate I in Transport & Logistics
- Certificate I in Hospitality
- Certificate I in Construction
- Certificate I in Leadership
- Automotive Skills Set

School Curriculum and Standards Authority:

Endorsed Programs

- ADWPL: Workplace Learning
- ASDAN: Preparatory Award Programs - WorkRight
- ASDAN: Towards Independence – Using Transport
- ASDAN: Towards Independence – Meal Preparation
- ASDAN: Towards Independence – Practical Workshop
- ASDAN: Towards Independence – Independent Living

Courses attended at Warnbro CHS

Year 10

- Physical Education
- Materials
- Drama
- Dance Multimedia
- Food Technology
- Recreation Lifestyle

School Curriculum and Standards Authority:

Courses attended at Warnbro CHS

Year 11/12

- English
- Food Science and Technology
- Dance



2016 Senior School Celebrations

- 35 students participated in VET studies in 2016. Of these 95% successfully achieved the full qualification or skillset.
- New partnership established with Australia Post to support students studying Transport and Logistics
- Continued a successful and meaningful partnership with Grace Haven Aged Care supporting students studying Hospitality.
- All students enrolled in ASDAN successfully achieved their certificates.
- 93% of year 12 students achieved a VET qualification in 2016.
- 3 Students successfully completed School-Based Traineeships in Certificate III in Hospitality

2016 VET Achievements

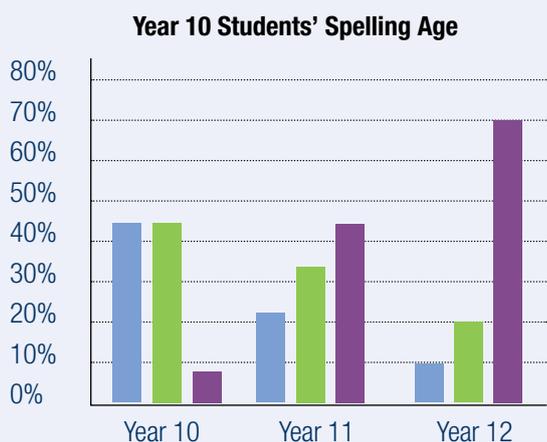
- 100% of students participating in Certificate I in Leadership Development achieved the full certificate.
- 100% of students participating in Building and Construction Skillset achieved the full qualification.
- 100% of students participating in Business Certificate I achieved the full qualification.
- 100% of students participating in Automotive Skillset achieved the full qualification.
- 100% of students participating in Hospitality Certificate III (SBT) achieved the full qualification
- 100% of students participating in Hospitality Certificate I achieved a full qualification. One student was withdrawn when the course commenced due to mental health concerns.

- 87.5% of students participating in Certificate I in Transport and Logistics achieved the full certificate. One Student relocated to another school.
- Overall, we have maintained extremely high levels of students completing VET qualifications and increased industry qualifications tailored to student's needs.
- All students completing a Certificate have obtained Workplace Learning within the chosen career pathway.

2016 ASDAN Program Data Analysis/Achievements

- 49 students across Years 10 to 13 participated in 1 or more ASDAN Programs in 2016
- 11 students across Years 11 to 13 achieved 2 ASDAN programs
- An average completion rate of 100% was achieved indicating a high level of student engagement and achievement
- 100% pass in Workright
- 100% pass in Using Transport
- 100% pass in Meal Preparation
- 100% pass in Independent Living
- 100% pass in Practical Workshop
- Students were able to complete all ASDAN programs with "Spoken Help" and "No Help"

2016 Workplace Learning



Analysis:

- 100% of Year 10, 11 and 12 students were successful in achieving 1 or more programs of Workplace Learning in 2016.
- 1 student achieved 3 or more programs in Workplace Learning due to 100% attendance.
- 6 students successfully completed School Based Traineeships in 2016 in Hospitality and Retail industries.
- 5 students from Years 10 – 12 gained part time employment through successful Workplace Learning placements.
- The Directions team added 26 new employers to their data base.

ADWPL Programs Achieved

55 – 109 hours: 1 ADWPL program

110 – 164 hours: 2 ADWPL programs

165+: 3 or more ADWPL programs

2016 Post School Destination data

Number of year 13 students: 13

Year 13 2016

Post School Destination	Number	Percent	Notes
Total Employed	11	84.61%	Full-time, Part-time or Casual employment
Unemployed	1	7.14%	Linked with Bizlink for employment support
Unknown destination	1	7.69%	Student relocated home during the year

Of those employed

Type of Employment	Number	Percent of Yr 13 Students	Destination
Total Employed	7	50%	Hungry Jacks, Dome, Woolworths, Kmart, Dominoes, McDonalds
Supported Employment	4	28.57%	Good Samaritan Industries Intelife

Year 12 2016 - Number of year 12 students: 14

Post School Destination	Number	Percent of year 12 students	Notes
Total Employed	5	35.71%	3 students completed SBT in 2016, continuing employment in 2017. 2 of these students are working part-time in 2017 and returning to school as year 13 students
Continuing to year 13	7	50%	2 part-time employment, 2 studying at TAFE
Further study and year 13	2	14.28%	Cert III in Early Childhood Education & Care, Cert II in Information Technology
Community engagement	1	7.14%	Participation in RDA and other community engagement activities
Unknown destination	2	14.28%	1 Left area due to relocation, 1 Seeking employment

Recommendations for 2017

- Review VET courses and improve alignment with students strengths, interests and employment opportunities. In particular re-introduce qualifications in Retail and Agrifoods.
- Introduce ASDAN short course modules as a focus for the senior school life skills program.
- The development of mapping documents to illustrate the integration of Enterprise, VET, ASDAN, Core Skills for Work, Core Skills Framework (Literacy, Numeracy and Learning) and Personal and Social Capabilities/HAPEER domains.

- Ongoing collaboration for the planning, implementation and moderation of Senior School courses and assessments.
- Refinement of year 10 program to continue strong focus in literacy and numeracy skills and an increased focus on career education.
- Begin exit planning with students, parents and teachers at the end of year 11.
- Continue staff training in transition planning.
- Continue to develop community partnerships to support enterprise activities and Workplace Learning Opportunities.

Behaviour Management 2016

Our student numbers grew from 82 in 2015 to 91 in 2016. We have a varied school population comprising of students with intellectual disabilities, diagnosed mental health disorders, trauma and Autism. Our school focuses on improving student behaviour and engagement through Positive Behaviour Supports and applying behaviour management strategies to enhance self-management, self-regulation and independence. Our school sets high expectations for our students creating a secure caring environment for students to thrive. Our explicitly taught behaviour expectations: Be Respectful, Be Responsible and Be Your Best, provide students with a clear outline of expected behaviours; improving our overall behaviour data collection systems and analysis.

The Wellbeing Team has continued to support students with challenging behaviours and mental health concerns creating a safe school environment while maximizing data collection opportunities and analysis. Systems implemented by the Wellbeing Team have facilitated intensive collection and analysis

of data to support an improvement in whole school student behaviours.

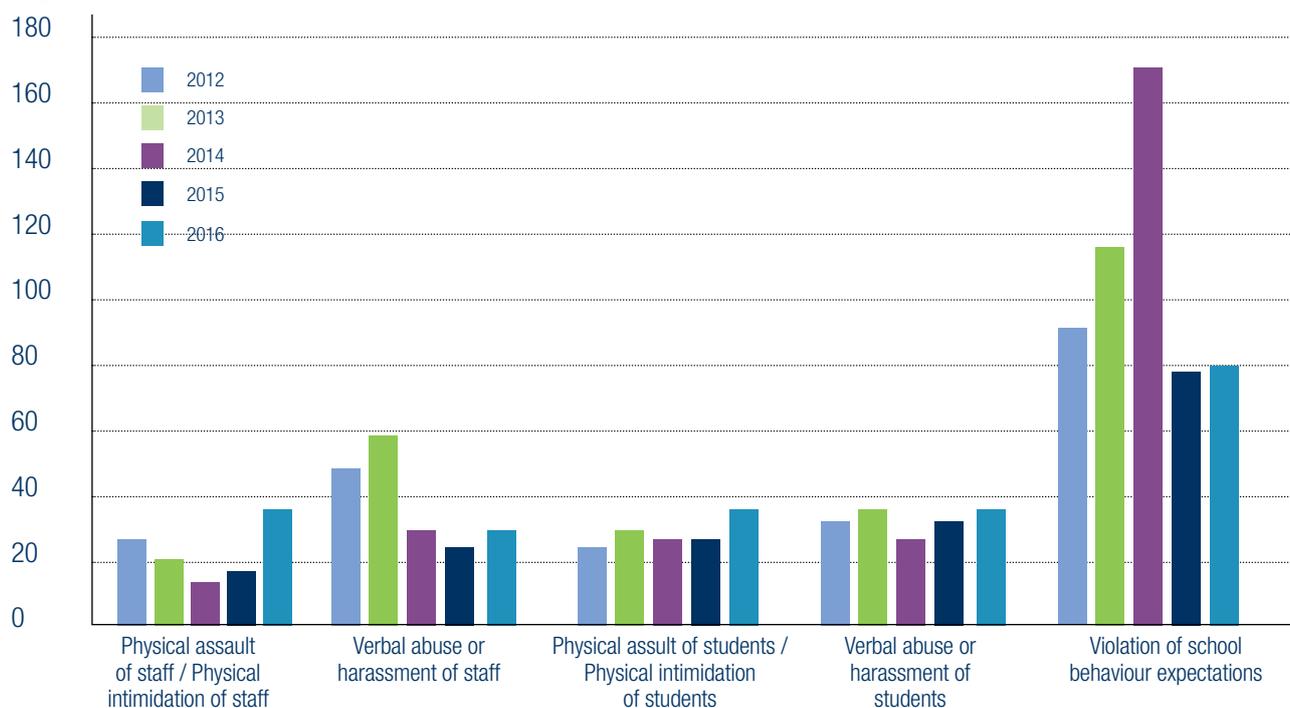
At the core of our whole school behaviour approach is the Positive Education Model with the six domains which promote student health and wellbeing. The domains supporting student personal growth are positive health, positive accomplishments, positive emotions, positive engagement, positive relationships and positive purpose. This approach supports student learning, creating meaningful learning opportunities in diverse contexts.

In 2016 the need for alternate engaging programs grew. The Bike and CALM programs supported individual student needs, targeting specific outcomes for students. These programs support the mental health and wellbeing of our students, creating an ethos of mindfulness and mindful practice.

In 2016 staff were provided with several professional learning opportunities in Autism and Trauma Informed Practice. This empowered the staff to effectively support students with Autism and Trauma backgrounds fostering a team approach while encouraging staff empathy.



Negative Behaviour Data 2012 - 2016



Comparison of Negative Behaviour 2012-2016

	2012	2013	2014	2015	2016
Physical assault of staff Physical intimidation of staff	29	21	12	17	38
Verbal abuse or harassment of staff	46	59	29	23	30
Physical assault of students Physical intimidation of students	23	30	28	28	38
Verbal abuse or harassment of students	34	38	24	35	36
Violation of school behaviour expectations	91	118	175	79	80

Behaviour Data Extracted from SIS

- A significant reduction in the number of suspensions in 2016.
- A significant reduction in total number of days for suspensions.
- Increase in the number incidents in 5 areas as compared with 2015 data.

Factors contributing to fewer suspensions:

- The HAPEER focusing on character strengths.
- Ongoing professional learning in Trauma Informed practice, ASD and Classroom Management Strategies (CMS).
- Explicit teaching of behaviour expectations.
- Continued explicit teaching of social and emotional learning.
- Continued development of girls and boys group.
- Clearly documented plans relating to behaviour e.g. risk management plans, escalation profiles and behaviour management plans.
- Greater support in classes from behaviour support workers and the Wellbeing Team.

Possible contributing factors to increased incidents include:

- More students with mental health diagnoses.

- Increased number of students from trauma backgrounds.
- Increased number of students experiencing difficulty with self-regulation.
- Staff being vigilant in recording incidents on SIS.
- Fewer students involved in several incidents.

Recommendations for 2017

- Increase in-class observations by the Wellbeing Team to provide staff support.
- Wellbeing Team to set behavioural goals and support the implementation of interventions.
- Under guidance of the Occupational Therapist students to be provided with frequent body breaks to support regulation.
- Increase frequency of rewards when positive behaviours are evident.
- Increase use of social stories and visual supports.
- Continued collaborative approach to problem solving.
- Work collaboratively with key stakeholders to support transition of students.

Attendance 2016

Overall attendance - 90%

	2014	2015	2016
Year 7	N/A	90%	90%
Year 8	90%	94%	87%
Year 9	92%	92%	88%
Year 10	92%	90%	90%
Year 11	87%	86%	91%
Year 12	-	89%	91%

Data Analysis - In 2016 data indicated:

	2015	2016
Regular attendance (90% or greater)	69%	63.5%
Indicated (80% to <90%)	17.5%	19%
Moderate (60% to <80%)	10%	11.5%
Severe (<60%)	3%	4%

*data is averaged over the year

Data Analysis

An overall attendance rate of 90%

- This attendance rate is similar to the attendance rate in 2015 (90.2%).
- The number of students attending above 90% of the time dropped from 69% in 2015 to 63.5% in 2016.
- Overall, there have been slight increases in the number of students with absences in the Indicated, Moderate and Severe levels of attendance from 2015 to 2016.
- The most significant decline in attendance occurred in years 8 and 9 this can be attributed to 3 students with attendance in the Severe and Moderate categories.
- The increases in the number of students with absences in Indicated, Moderate and Severe categories, whilst maintaining an overall attendance rate similar to that experienced in 2015 can be attributed to an increase in the number of students with inconsistent attendance. This is due to students attending holidays during term time, student illness/injury and late enrolment of 2 students who have a history of disengagement/low attendance.
- Warnbro ESC had a higher level of attendance than the state average.
- Warnbro ESC attendance rate was higher than our like school.
- Attendance data to be integrated into Wellbeing Team meetings and Leadership meetings so strategies can be canvassed from a variety of sources.
- Senior School Deputy Principal to continue to oversee whole school attendance plan and to provide up to date and timely data to the School Principal using the attendance tracking framework.
- Student self-harm and suicidal risk categories as outlined in the Ombudsman's Report to be included on all attendance documentation.
- Communication with parents at every opportunity to outline the importance of regular attendance.
- Ensure School Officers are notified immediately if a student's timetable changes.
- Rigorous & timely approaches to case management, ensuring all key stakeholders (students, parents, school, department, community, outside support agencies) are part of the process and are all working together to implement strategies to improve school engagement for students at risk
- The continued use of alternative education programs for students. This will be in the form of offsite programs, 1:1 programs at school, changes to options classes, and work placements.
- Deputy Principal and teacher initiated attendance plans for students at risk.
- Weekly, fortnightly and term attendance rewards for students that attend school on a regular basis.

Recommendations for 2017

In 2017 we will target individual students in the 'at risk indicated' category. We have set achievement targets of 70% students attending at 90% or above. This is to be achieved by continued implementation of actions initiated in 2016:

- A review of the Attendance Improvement Plan.

In addition, we will:

- Support attendance by travel training targeted students to and from school.



Parent Survey Data 2016

In 2016, we used the Department of Education online survey to survey our school parents on their perceptions of our school.

10 Parents responded.

Parental survey data in 2016 indicated high levels of satisfaction with the school.

100% of Parents indicated that indicated that they either agreed or strongly agreed that:

- Teachers at this school expect my child to do his or her best
- Teachers at this school provide my child with useful feedback about his or her school work.
- Teachers at this school treat students fairly.
- I can talk to my child's teachers about my concerns.
- This school looks for ways to improve.
- This school takes parents' opinions seriously.
- Teachers at this school motivate my child to learn.
- My child is making good progress at this school.
- My child's learning needs are being met at this school.
- This school works with me to support my child's learning.

90% of Parents indicated that they either agreed or strongly agreed that:

- My child feels safe at this school (1 parent disagreed).
- My child likes being at this school (1 parent neither agreed or disagreed).

80% of Parents indicated that they either agreed or strongly agreed that:

- This school is well maintained (2 parents neither agreed or disagreed).

70% of Parents indicated that they either agreed or strongly agreed that:

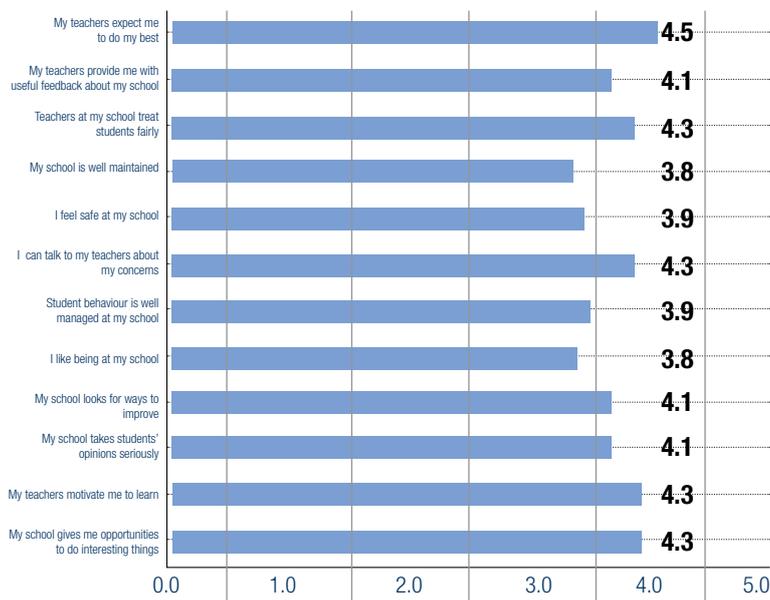
- Student behaviour is well managed at this school (1 parent disagreed, 2 neither agreed or disagreed).

Recommendations for 2017

- Update the school website. Website to be kept "live" with regular posts of student activities and achievements.
- Set-up of Connect for parents to promote efficient and regular information sharing regarding class activities and school wide programs.
- Continued use of the School Bag App to send out information about school events.
- Staff professional development on effective ways to support transition that encourage parental involvement.
- Continued development of the Parent Network.

Staff Survey Data 2016

In 2016 Warnbro Education Support Centre used the Department of Education online survey to survey our school students on their perceptions of our school. The table below outlines the results from the 67 students that completed the 12 question survey.



Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

Data Analysis

90% of students indicated that:

- The school has high expectations and expect and expect students to do their best
- 86% of students indicated that:
- Teachers treat students fairly
- Students can talk to teachers about concerns
- Teachers motivate students to learn
- School provides good opportunities to do interesting things

82% of students indicated that:

- Teachers provide useful feedback about school
- School looks for ways to improve
- School takes students opinions seriously

78% of students indicated that:

- Students feel safe at school
- Student behaviour is well managed at school

76% of students indicated that:

- The school is well maintained
- Students like being at school
- The data indicates that there is a distinct upward trend as compared with 2014 results. All of the 12 categories reflect an improvement demonstrating a consistent increase in student satisfaction. The overwhelming results from the student satisfaction survey validate the ethos of Warnbro Education Support Centre where every student flourishes with knowledge, skills and optimum wellbeing to lead fulfilling lives.

Recommendations for 2017

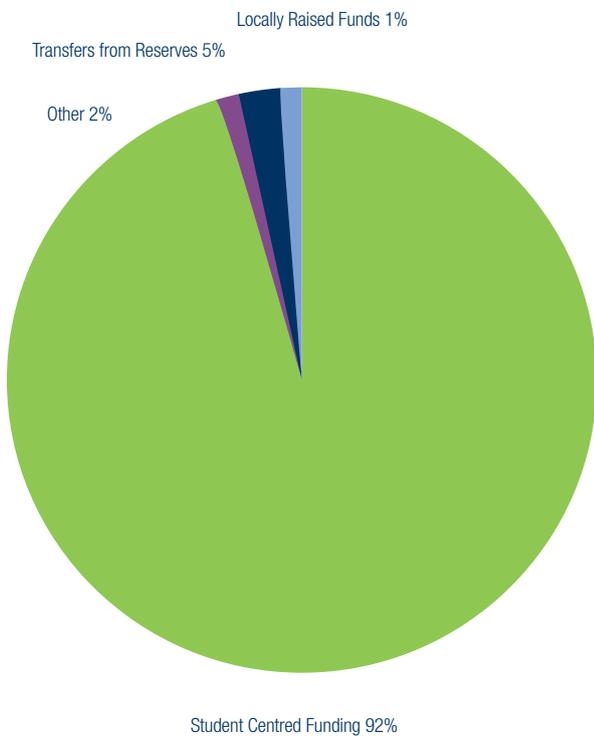
- The school will continue to work towards creating a safe school environment through a variety of measures:
 - The use of the recently constructed sensory room, The Zone, as a safe area of the school for students use for support in regulating sensory needs.
 - Continued implementation of social engagement programs during recess and lunch breaks.
 - Review of the senior school areas and use of space in relation to students wellbeing needs.
 - The continued implementation of Positive Education.
 - Continued implementation of Positive Behaviour Strategies (PBS) - Defining, teaching and reinforcing expected behaviour.
 - Increased support from the school Youth Worker.
 - Professional Learning for staff in the following areas: Sensory Regulation- Body Breaks, Speech and Language, social skills, Trauma Informed practice, Autism and Communication
 - Continued implementation of the Bullying, Character Strengths and PATHS programs.
 - Targeted support for students through the Wellbeing Team.
 - Providing opportunities for students to have a voice through:
 - Student Council presenting awards at Community Time
 - Community Time class presentations for PBS
 - Bendigo Bank presentations

Financial Summary

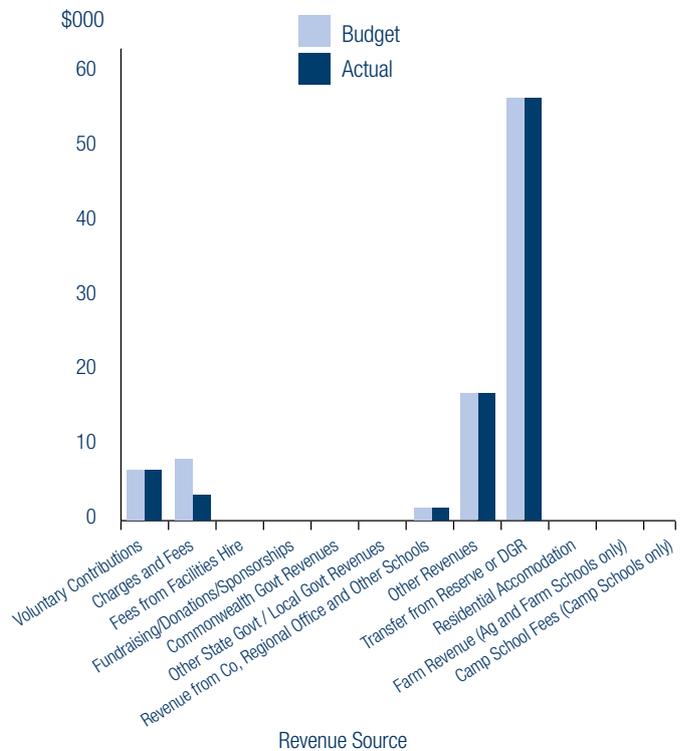
Warnbro Community CHC ESC Financial Summary as at 31/12/2016

Revenue - Cash		Budget	Actual
1	Voluntary Contributions	\$4,872.00	\$4,872.00
2	Charges and Fees	\$7,112.00	\$3,052.27
3	Fees from Facilities Hire	\$-	\$-
4	Fundraising/Donations/Sponsorships	\$50.00	\$50.00
5	Commonwealth Govt Revenues	\$-	\$-
6	Other State Govt/Local Govt Revenues	\$-	\$-
7	Revenue from Co, Regional Office and Other Schools	\$1,084.00	\$1,084.00
8	Other Revenues	\$17,431.00	\$17,461.49
9	Transfer from Reserve or DGR	\$54,288.00	\$54,288.00
10	Residential Accomodation	\$-	\$-
11	Farm Revenue (Ag and Farm Schools only)	\$-	\$-
12	Camp School Fees (Camp Schools only)	\$-	\$-
Total Locally Raised Funds		\$84,837.00	\$80,807.76
Opening Balance		\$248,313.00	\$93,345.00
Student Centred Funding		\$996,550.00	\$996,549.90
Total Cash Funds Available		\$1,329,700.00	\$1,325,100.00
Total Salary Allocation		\$4,318,100.00	\$4,318,100.00
Total Funds Available		\$5,647,800.00	\$5,643,770.62

Current Year Actual Cash Sources

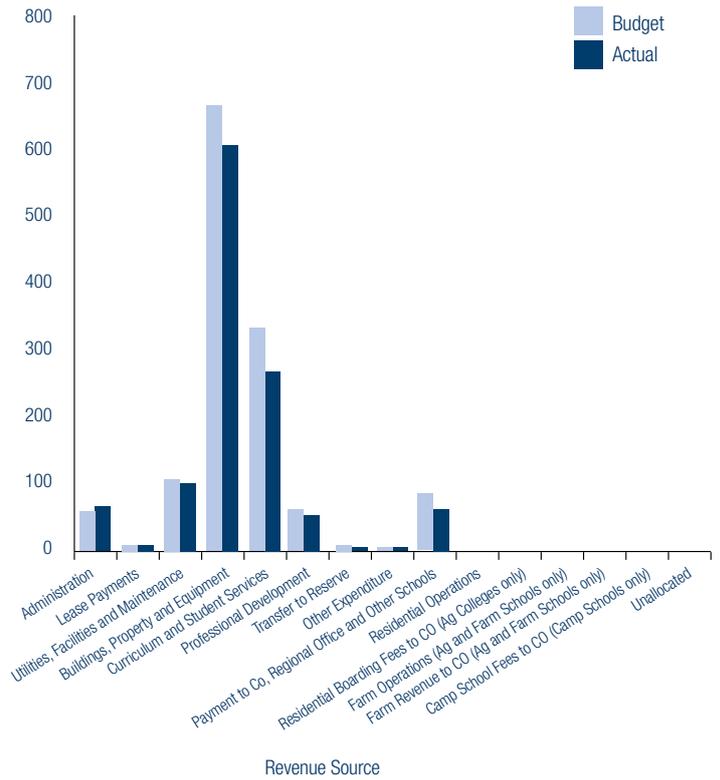


Contingencies Revenue - Budget vs Actual



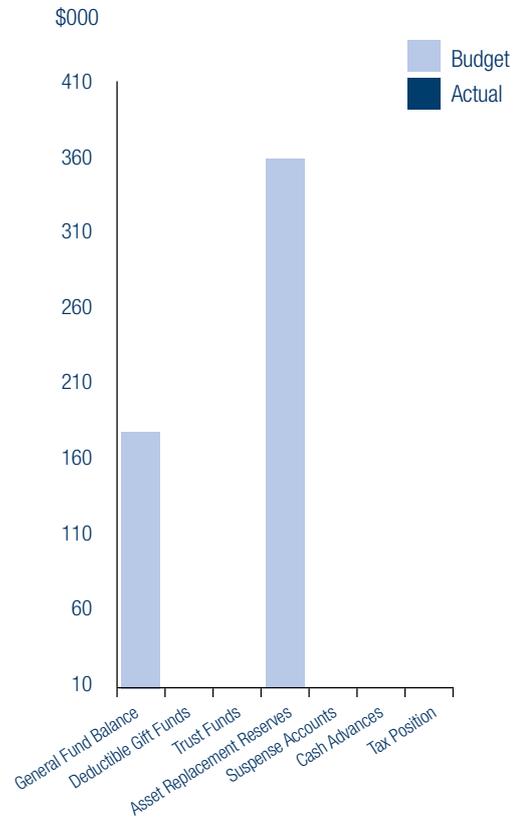
	Expenditure	Budget	Actual
1	Administration	\$62,762.34	\$65,284.54
2	Lease Payments	\$7,000.00	\$5,485.47
3	Utilities, Facilities and Maintenance	\$109,351.22	\$96,656.93
4	Buildings, Property and Equipment	\$664,273.00	\$601,517.13
5	Curriculum and Student Services	\$351,620.44	\$260,555.78
6	Professional Development	\$51,105.00	\$48,438.58
7	Transfer to Reserve	\$4,500.00	\$4,500.00
8	Other Expenditure	\$400.00	\$403.30
9	Payment to Co, Regional Office and Other Schools	\$78,688.00	\$53,987.59
10	Residential Operations	\$-	\$-
11	Residential Boarding Fees to CO (Ag Colleges only)	\$-	\$-
12	Farm Operations (Ag and Farm Schools only)	\$-	\$-
13	Farm Revenue to CO (Ag and Farm Schools only)	\$-	\$-
14	Camp School Fees to CO (Camp Schools only)	\$-	\$-
15	Unallocated	\$-	\$-
	Total Goods and Services Expenditure	\$1,329,700.00	\$1,136,829.32
	Total Forecast Salary Expenditure	\$3,346,582.00	\$3,346,582.00
	Total Expenditure	\$6,676,282.00	\$4,483,411.32

Contingencies Expenditure - Budget vs Actual



Cash position

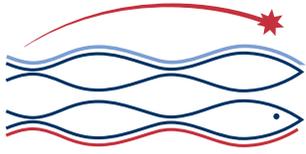
Cash Position as at:		
Bank Balance		\$541,105.58
Made up of:		
1	General Fund Balance	\$188,841.30
2	Deductible Gift Funds	\$-
3	Trust Funds	\$-
4	Asset Replacement Reserves	\$362,805.23
5	Suspense Accounts	\$360.01
6	Cash Advances	\$300.00
7	Tax Position	\$10,105.58
	Total Bank Balance	\$541,105.58





WARNBRO
COMMUNITY HIGH SCHOOL

WCHS



WARNBRO
COMMUNITY HIGH SCHOOL
EDUCATION SUPPORT CENTRE

WARNBRO COMMUNITY HIGH SCHOOL EDUCATION SUPPORT
CENTRE IS PROUD TO BE AN INDEPENDENT PUBLIC SCHOOL