

Annual Report 2016

The Unit – Rooms 19 and 20

As my role this year has changed from Co-ordinator to Deputy Principal it has allowed me to extend inclusive practices across the mainstream school. The team in the Unit continue to nurture, challenge and develop the students in rooms 19 and 20 and it is with great pride that I share this annual report.

Jo Simpson.



2016 – A Summary

We started the school year with 14 enrolments and continued to accommodate an extra student who is enrolled in mainstream school who has accessed our learning environment for a number of years. Emphasis was placed in providing high ratios of staff to students in order to support complex academic needs and the requirement of high levels of personal support. Throughout the year there were a number of teaching and support staff that worked across both classrooms each bringing their unique approach and positive contribution to our learning environment.

This year through our Site Improvement Plan we developed our links with the priorities identified within the mainstream school. Literacy and communication, numeracy and digital technologies were our focus and our context specific Site Improvement Plan was presented to the Governing Council.

A new initiative this year, which has seen benefits across the whole school, is the introduction of the Barking Mad for Learning program. The implementation of this program resulted in a furry addition to our support team named Fuji, a one year old Labrador from Japan. Fuji, a therapy dog in training with the RSB, has supported students across the school with emotional regulation and developing a sense of responsibility.

Highlights

- Inclusion** All students attending whole school events and many students attending 1 or more mainstream lessons each week.
- Service Providers** An increased number of service providers working alongside teachers to support students in class.
- Barking Mad for Learning** The Unit was awarded the 'Innovative Project' award for their collaborative work with the RSB and the creation of the Barking Mad for Learning program. The panel at SA SEPLA were impressed with the inclusive nature of the program, school focus on student well-being as well as the community connection between the school and the RSB.

“There needs to be a lot more emphasis on what a child can do, instead of what he cannot do.”

Dr Temple Grandin

The structured teaching approach has continued to support our students develop a sense of independence in their learning. Providing students with opportunity to plan their own learning, schedule tasks and breaks and experience success has resulted in a dramatic reduction in behaviour incidents. Support from Swati Phatak, DECD Project Officer, allowed staff to extend their learning and make links with the structured teaching approach and the Australian Curriculum. Due to the successful implementation of the structured teaching approach the

Unit opened its doors on several occasions to schools within the Heysen Partnership. Teaching staff planned and provided professional development to support others to use the structured teaching approach in their classrooms. In particular a strong connection was developed with Mount Barker High School Disability Unit which has resulted in safe, familiar and predictable environments for our students as they transition to their next phase of learning.

The staff are continuing to work collaboratively with Melbourne University and provide feedback regarding the ABLES tool which is used to assess student learning.

The teaching staff attend professional development tailored for the current cohort of students. SHINE SA provided staff with the opportunity to develop their understanding of the Child Protection Curriculum and supported staff to adapt and develop resources to ensure our students are given the opportunity to develop their ability to keep themselves safe in society.

The staff and students have continued to develop their connections with the community and attended several events planned by the Ladies of the Variety as well as enjoying bowling lessons supported by Sporting Schools..



Christmas Delights!

This year the students were treated to a surprise visit from the big man himself – Father Christmas. For most of our students it was the first opportunity to meet Father Christmas in a safe and non-threatening environment as often shopping centres are places of sensory overload during this busy period. The looks on the student’s faces were priceless!

Celebrating Student Success

Mitchell – Demonstrating an ability to quickly learn new tasks and apply his knowledge.

Brontie – Always enjoying every moment of school especially social times with her friends.

Jensen – For developing his play skills and working towards the goal of unsupervised mainstream play.

Corey Ben – Allowing us to hear his voice through his love of music and singing.

Bailey – Impressing us with his outstanding art work.