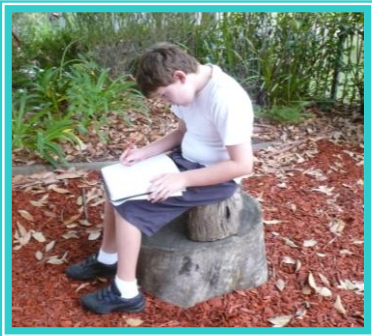


2010 Annual School Report

Sir Eric Woodward School

Incorporating the

Distance Education Support Unit



Education & Training

Our school at a glance

Students

Sir Eric Woodward Memorial School for Specific Purposes was established in 1971. The school is located on the fringe of the Ku-ring-gai National Park in the Sydney suburb of St. Ives and enjoys a close relationship with its local community. In 2010 an Autism intervention class commenced targeting student in Years 5 and 6. Students attend Sir Eric Woodward Memorial School four days per week and attend a local school one day per week, with a view to eventual re-integration into a local school.

The school also incorporates the Distance Education Support Unit (DESU) which relocated to Sir Eric Woodward Memorial School in March 2004. The Distance Education Support Unit is a state-wide special education service providing educational programs for students in their own homes who have an intellectual disability and who are isolated for various reasons and unable to attend a mainstream or special school on a regular basis. The students are either located in New South Wales or travelling throughout Australia or overseas with their families.

Both the school and the Distance Education Support Unit aim to provide each individual with the opportunities to reach his/her educational and social potential. Both programs provide transition plans are used to ensure a smooth pathway to the student's next environment in the community.

The school provides learning programs for students with severe intellectual and physical disabilities based on the outcomes set by the Board of Studies in the seven Key Learning Areas. The students range in age from Preschool to Senior High School.

Significant programs and initiatives

In 2010 a new class for students with Autism commenced at the school in term 2. This resulted in the establishment of a new Assistant Principal position. The class targets students in Year 5 and 6 with the aim of preparing them for high school. The class reached its maximum student enrolments by the end of the school year and in 2011 the school commenced with the class fully subscribed. Students in the class attend their local school one day per week in order to

maintain per contact and to facilitate transition with that group of peers to high school. The class has been highly successful with parents reporting a high degree of satisfaction with all aspects of the class program.

Messages

Principal's message

The 2010 school year saw some additional changes to staff positions with the appointment of an Assistant Principal on the newly formed autism class. This has given the school added stability and has enhanced teaching and learning programs. In the Distance Education Support Unit a permanent appointment was made to create another teacher position.

Once again the school provided practicum placement for teachers on the Departments retraining scheme. This was a positive partnership with the University of Sydney who are the training agency involved with the Departments retraining program. The school will participate in this program again in 2011.

Sir Eric Woodward School benefits from strong community and parental support in its provision of programs that maximize the potential of every student in a caring, co-operative and stimulating learning environment.

In 2010 the group has benefited from the long standing support of the St Ives Rotary Club as well as the Soroptimist International Ku-Ring-Gai branch and the St Ives Shopping Village as well as individual shop proprietors from the Centre.

The Commonwealth bank also sponsored a Charity Golf Day on behalf of the school and raised a significant amount of funds to assist the school.

The Sir Eric Woodward Association continues to be a major supporter of the school and funded the employment of an additional Teacher Aide to work across the school as well as the school swimming program.

Also valued is the partnership with Sydney Grammar Preparatory School and Ravenswood School for Girls. Both these schools support our school through regular visit and interactions with our students. The school has also benefited from the involvement of students from Killara High School and Knox Grammar School.

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.

Dr John Paterson



Sydney Grammar buddies visit regularly

Staff

Our teachers come from a wide range of backgrounds. Some have worked in widely diverse fields before entering teaching, while others have a long history of working in Special Education in schools as well as at university level.

Fifty percent of teaching staff have a postgraduate qualification at Masters level or higher. All teaching staff meet the professional requirements for teaching in NSW public schools.

Student achievement in 2010

Students at the school and Distance Education Support Unit all have an intellectual disability and through consultation with their parents all families chose not to enter their children for NAPLAN.

Students at the school are entered for a Life Skills School Certificate and a Life Skills Higher School Certificate.

P & C message

In 2010 the school P&C operated two bus runs. The additional run allowed the school to transport students to and from respite which had been an issue for parents for a considerable period. The additional bus also allowed the school to transport students on excursions and visits.

The P&C continues to be grateful for the provision of the school nurse and the vital role played by the nurse in providing expert and timely health care interventions for the children at the school as well as providing information for parents and staff.

The school continues to have an excellent relationship with the Sir Eric Woodward Association who have supported the school in terms of purchases of equipment for students, financial support for the expenses relating to Presentation Night and refurbishment of the Sensory Garden playground. The support of the St Ives Shopping Village has been wonderful with 2010 being the Centre's 50th Anniversary. The St Ives Village Shopping Centre donated \$8000.00 and other shop proprietors donated additional amounts. It has been wonderful to see new families coming to the school with their children and the addition of the Autism class has lifted the school profile as well as providing a new dynamic to the school.

The Presentation Night in 2010 was again a highlight and the dedication and creativity of the all the staff through the year was clearly evident in the wonderful presentation by the students.

Maureen Dagg P&C Representative



The veggie garden under preparation

School context

Student information

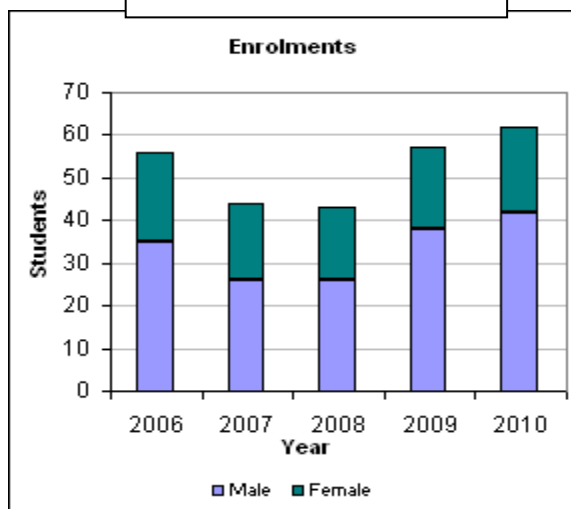
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student Enrolment

	2006	2007	2008	2009	2010
Male	35	26	26	38	42
Female	21	18	17	19	20

Note: Enrolments for central schools are for K-6. Enrolments for SSP schools are K-12.



Student attendance profile

Given the nature of students attending the school, the students attend at every opportunity that their physical and medical conditions allow, however some students are absent from school for extended period due to illness or recuperating from surgery. A student may make a gradual transition back to full time attendance after significant surgery. Within the Distance Education Support Unit children do not attend in the usual way but have lessons provided in their own homes in recognition of their special circumstances of health or isolation. Their level of participation is monitored and records kept.

Management of non-attendance

The nature of the students at Sir Eric Woodward and the Distance Education Support Unit is such that there are few issues with non-attendance. Where these occur the school and DESU have protocols that parallel the Department's policies

relating to attendance. Exemptions from school are sought by families where the long term health of their child may prevent school attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

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Structure of classes

At Sir Eric Woodward School classes are organized on the basis that students are in a class cohort that most closely matches their age and grade. In the DESU classes are organized to take account of student need and teacher expertise, and teachers can teach students whose ages range from preschool to Year 12.

Retention to Year 12

The majority of students attending the school are retained to Year 12 as parents value the support given to their children. Post school placements are of varying quality and have limited places.

Post-school destinations

There were 7 students exiting the DESU in 2010 and one from Sir Eric Woodward School. This student will take up a position in a community participation program in 2011. Three of the DESU students received an early leaver package and will go to a variety of post school settings. Two students are going to supported employment while others are awaiting the outcome of funding decisions that will determine their future opportunities.

Staff Information

Staff establishment

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

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	3.0
Primary DE Executive Release	0.5
Primary Executive release	0.042
Itinerant Primary teacher hearing Disabilities	2.0
Classroom Teachers	11.0
SSP teacher RFF	0.336
SSP Teacher Librarian	0.168
SSP part-time teacher	0.168
Counsellor	0.2
School Administrative & Support Staff	6.165
Total	25.579

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At present there are no indigenous staff working at the school.

Staff retention

At the end of 2010 one staff member from the Distance Education Support Unit took 12 months leave to assist in an international aid relief program. Another two staff from the DESU took positions in regular school settings. All other staffing remained stable.

Teacher qualifications

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

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Qualifications	% of staff
Degree or Diploma	100 %
Postgraduate	50%



The Rotary Club of St Ives is a regular supporter of the school

Financial summary

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

The financial statement is a combination of the finances of Sir Eric Woodward School and the Distance Education Support Unit.

A full copy of the school's 2010 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.



Father and daughter share a moment on Harmony Day

Date of financial summary:	30/11/2010
Income	\$
Balance brought forward	243 481.11
Global funds	191 274.67
Tied funds	58 898.89
School & community sources	177 160.66
Interest	12 877.86
Trust receipts	1 791.60
Canteen	0.00
Total income	685 484.79
Expenditure	
Teaching & learning	
Key learning areas	84 028.08
Excursions	0.00
Extracurricular dissections	4 873.22
Library	7 900.05
Training & development	1 675.67
Tied funds	56 412.65
Casual relief teachers	25 772.22
Administration & office	42 479.05
School-operated canteen	0.00
Utilities	35 068.27
Maintenance	72 228.37
Trust accounts	141.60
Capital programs	71 943.64
Total expenditure	402 522.82
Balance carried forward	282 961.97

School performance 2010

Performance measures that are used in mainstream schools do not apply to the population of Sir Eric Woodward Memorial School and Distance Education Support Unit. Individual student goals are negotiated with families during the Individual Educational Plan process and these become the measure of student performance. It is expected that all students show achievement against goals that have been developed for them individually. These goals are regularly re-assessed by teachers in consultation with parents.



Celebrating the support from St Ives Shopping Village

Achievements

Arts

One of the school targets for 2010 related to sustainability. Significant progress has been made in this area, with the formation of the Environment committee in 2010. It has been one of the most popularly attended committees in the school.

The Environment Committee aims to incorporate environmental sustainability into all aspects of the school. Whilst we still have a long way to go, some significant achievements have been made.



A DESU student with some home grown produce

A major achievement was the initiation of a metal and plastic recycling collection of cans, bottles and plastic containers. This has decreased general waste output. The bin is collected on an as-needs basis and to date has been filled to the brim and collected four times. Suitable collection

containers are now located in the Staff Room and in SEW.

Paper and cardboard recycling have also been increased by labeling playground bins and providing collection containers in other key areas. Paper and cardboard can now be placed into collection containers in the Staff and Resource Rooms as well as in the playground.

In the DESU paper use has been lowered by promoting paperless means of communication, electronic filing of student work samples and using Mark-up to edit documents such as school reports rather than printing out draft copies. Recycled paper is now purchased for printing and copying. General awareness-raising amongst staff has seen other changes including the circulation of meeting Minutes to absent staff rather than printing out copies, sending memos via email and using copying discards for documents such as phone messages and staff lists.

Food scraps are now being collected in the staff room for either composting or chicken food for a staff member's chickens. There are also food scrap containers in all SEW classrooms and a compost has been established for student and staff use. A worm farm is also now operational on site.

Throughout the school the Committee has introduced some simple strategies that aim to decrease electricity usage, such as turning off lights when a room is not in use, leaving the corridor and staff/resource room lights off in the mornings until the majority of staff has arrived. DESU staff is also focusing on decreasing power use by turning off computer monitors when not in use and practicing simple measures to increase the efficacy of heating and cooling, such as opening or closing doors. Signage in toilets and key areas where lights are left on aims to raise awareness and make all staff aware of the need to turn lights off when they leave an area.

The school is also striving to become more water-wise. Dripping taps have been identified and

repaired and a greater vigilance as to water wastage is developing.

The area of curriculum has also seen a shift towards increasing awareness of sustainable practices such as not using plastic bags, decreasing water use and identifying materials that can be recycled. The DESU was able to create a cohesive unit of work about plastic bag use as an initial step aiming to promote sustainable practices for all students and their families.



A student traveler enrolled in the DESU

SEW now has a raised table top planter for wheelchair access and students from the Intermediate class have planted vegetables, herbs and edible flowers. A sustainable garden is now planned for in the SEW garden area and this has involved input from the local Bunnings store. A sustainable garden is underway in the area outside 5/6W. SEW students are regularly sorting and identifying waste and following a program of recycling, composting and gardening. The Presentation Day play in 2010 was about Sustainability and Caring for our World, aiming to reach out into the community with an environmental message.

Students in both SEW and 5/6W have made usable objects and crafts from recycled materials.

In addition, 5/6 W appointed a weekly Eco-ambassador who was in charge of sorting mixed, paper and garden recyclables. In addition, he/she was responsible for switching off lights in the classroom during recess and lunch periods. The class was also involved in the Earth Alive Program

which focuses on Biodiversity in the school playground and surrounding community. A one-sided paper bin in the classroom aims to encourage both sides of paper to be used. 5/6W was successful in its submission for the Clever Climate Program of 2011 and this is keenly anticipated.

In 2010 the Senior class emphasis was on accessing the community and a number of community based excursions were experienced by students as part of a transition to future community placements. The school also organized visits to post school community organizations to familiarize parents with the types of programs available. Visitors to the Senior class in 2010 included students from Naremburn School who participated in a reverse integration experience where they assisted in the making of resources for the Senior class.

Finally, a whole-school excursion took place to Kimbriki Recycling Depot and Eco Garden, including parents and aiming to encourage environmental considerations in the home environment.

While there have been significant gains made towards improving whole-school sustainability, awareness-raising and the simple measures taken to date are just the first step in changing attitudes and behaviours. At present much of the change has been initiated and maintained by Committee members and it is hoped that in 2011 the rest of the staff is able to demonstrate a greater sense of responsibility for this crucial target.

Sport

While the school has many students who cannot participate in traditional sporting activities, students in the autism class have combined with students from Warrawee Public School with a personal trainer who takes students for fitness routines, they have also participated in Special Olympics activities

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

There were no students at the school who sat for the National Assessment Program – Literacy and Numeracy. School performance is compared to these minimum standards. The percentages of our students achieving at or above these standards are not reported as there were no students participating in the test.

Significant programs and initiatives

Autism Intervention Class

In 2010 an Autism Intervention class was established at the school. Miss Donna White was appointed to the school as Assistant Principal and teachers the class. The class takes students who are in Years 5 and 6 with the aim of preparing them for transition to High School. Students in the class attend a local school one day per week and are supported by the staff from Sir Eric Woodward Memorial School. Parents have reported significant benefits to their children from attending the intervention class and strongly support the Department's decision to establish the class.

Aboriginal education



Staff participate in a welcome ceremony

All school staff participated in An Aboriginal Cultural Education Day entitled *Partnering with Aboriginal Communities*. The day commenced with a visit to an Aboriginal site at Bantry Bay where a welcome ceremony was conducted by an Aboriginal leader. Staff returned to school where additional sessions on Aboriginal history and

cultural awareness were conducted. All staff received a TAFE certificate for participating in the training day. The day motivated staff to incorporate Aboriginal themes into various Key learning Areas and this has been reflected in a complete revision of curriculum materials that incorporated Aboriginal themes. In the DESU units of work were checked for consistency in terminology and cultural content to reflect what staff had learned. Aboriginal themes have been reflected in art work around the school and in statements placed around the school acknowledging the Aboriginal heritage of the area in which the school is located.

Multicultural education

Our students come from a variety of cultural backgrounds. The school celebrates the cultural backgrounds of students by recognising Harmony Day and in addition themes from other cultures are present through exposure to the music, language and cooking programs of the school. An African drummer visited the school and students participated in drumming activities.



A student enjoys the drums

Respect and responsibility

Staff at the school have a high awareness of issues relating to the respect and dignity for students and their families. The school actively promotes the values of respect and responsibility both within the school and the wider community. These values have been celebrated through the schools provision of special events such as when volunteers run a program that includes the non disabled siblings and families of the students.

Respect and responsibility is also fostered through the relationships with partner schools and the buddy program where participating schools visit on a regular basis to interact with our students. The school also participates in and

welcomes students from surrounding schools who complete their Community Service programs through involvement with our school.

Connected learning

The school received its first connected classroom this year and its installation has been welcomed by staff and students as it now provides an excellent facility for meetings as well as contact with other schools. A second connected classroom will be installed as part of the Trade Centre partnership with St Ives High School.

Progress on 2010 targets

Target 1

Provide education and awareness in Aboriginal culture for all staff and students

Our achievements include:

- Provision of training for all staff in Aboriginal Cultural awareness
- Curriculum materials include a greater emphasis on inclusion of Aboriginal themes
- Staff are able to articulate Aboriginal perspectives across key learning Areas.

Target 2

To improve student access to the curriculum through improved access to technology.

Our achievements include:

- Purchase of new software to create curriculum-relevant and age-appropriate activities for high support needs students (e.g. ChooseIt! Maker 2 etc)
- Professional learning by staff and using new software.
- Establishment of Connected Classroom to use for virtual excursions and professional learning across sites in the future.

Target 3

Develop student awareness of sustainability through integrated literacy, numeracy and environmental education.

Our achievements include:

- Waste projects across the school including mixed recycling, worm farm, composting.

- Raised garden bed for SEW students providing wheelchair access to sensory garden and enhancing access to curriculum for
- Established links with Field of Mars Environmental Ed Centre to carry out a unit of work *What's alive?* incorporating science through literacy and numeracy.
- End-of-year student presentation raising awareness of recycling, waste disposal and sustainability.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of technology and the nursing service.



Educational and management practice

Background

The nursing service at Sir Eric Woodward School was established in response to a long period of discussion between parents of the school, Departmental personnel and the Department of Disability, Ageing and Home Care (DADHC) the nurse position at the school was established as a full time ongoing position, subject to an annual review and the needs of the student population. The nurse position while funded by DADHC is supervised by the Royal Ryde Rehabilitation Centre through a nurse consultant. A focus committee was established to determine the terms of reference for the annual review and included parent and staff representation as well as DET personnel and DADHC representatives.

The nursing service at Sir Eric Woodward Memorial School was first reviewed in late 2007. The nursing service is now reviewed annually by a focus group supported by the region's School Development Officer.

In responding to the nurse review parents made the following comments.

My child has high medical needs, for her to attend school and be at all productive, a school nurse is essential!

We are very happy with the nursing service at school – a key reason for attending SEWMS.

Curriculum

Staff needs in the area of technology were surveyed to discover what specific professional learning opportunities were needed to address staff requirements.

Background

Staff at the school includes teachers with a variety of lengths of service and experience as well as School Learning Support Officers. Familiarity with various forms of technology used across the school and in use with students varied significantly according to the staff members' role and opportunity to engage with technology.

Findings and conclusions

Staff provided information on their technology needs and these were targeted for specific professional learning. The school resource teacher conducted sessions for School Learning Support Officers relating to the use of digital cameras, software, use of email and a variety of pieces of equipment in use by students across the school.

Future directions

The rapidly changing state of technology has shown the need for ongoing staff training in this area. These areas are identified through the individual staff members' professional learning plan and can then be targeted for individual or whole school professional learning. In 2011 a school based initiative position will target further professional learning to provide blended learning programs across the school with a particular focus on the DESU.



Floods encroach on the township of Weilmoringle

Parent satisfaction

In 2010 the school sought the opinions of parents about the school.

Their responses are presented below.

Parents were also surveyed about the school's management practices. School parents were overwhelmingly positive about the management of the school. An item relating to the new Autism class also drew a positive response and positive comments from parents.

Findings and conclusions

Only one parent felt that the school needs to involve parents more and provide a more welcoming response to visitors. This view was not held by any of the other parents who responded to the survey.

Future directions

More opportunities will be provided in 2011 for parents to participate in school activities. These events will be listed on the school newsletter and on the school webpage

Professional learning

Each teacher is required to develop a professional learning plan for each school year. This year one teacher from Sir Eric Woodward School attended the Spectronics conference in Brisbane. The teacher was able to inservice other staff on recent development in technology.

All teachers attended the Special Education Conference in August as part of the whole school professional learning plan. A video conference session was also held with the renowned adolescent psychologist Michael Carr Greg and additional sessions with him will be a feature of the network of Schools in 2011.

School development 2009 – 2011

The school plan developed in 2009 has one year remaining. The targets for 2011 relate to the final year of the school's three year management plan.

In 2011 a new three year plan will be developed for 2012-2014.

Targets for 2011

Target 1

Increase the number of opportunities for developing communication skills

Strategies to achieve this target include:

- Training in specific communication tools and software e.g. Dynavox , Auslan
- Develop Standardised touch-cues for all students.
- to explore interactive and collaborative ways of establishing online communities

Our success will be measured by:

- Trained staff applying new knowledge across settings and passing on knowledge to other staff.
- Evidence of consistency in the use of touch-cues across settings
- Distance Education support Unit will have trialed and evaluated online programs for student use

Target 2

Support teachers in the design and implementation of blended learning programs

Strategies to achieve this target include:

- trial and develop a range of technology and provide professional learning for staff
- Accessing a greater variety of lessons via the IWB for greater student engagement and deeper learning across KLAs
- Training in use of Interactive White Boards

Our success will be measured by:

- Teachers using a variety of new technology in the preparation and delivery of lesson materials

- Up skills staff in Adobe Suite and online communities
- All teachers will have basic knowledge of IWB use

Target 3

Create a sustainable school community and reduce our carbon footprint.

Strategies to achieve this target include:

- Whole-school involvement in Clever Climate program
- Reduce consumption of utilities by encouraging and praising good practice
- Development of school environment policy and procedures relating to purchase of all equipment etc.

Our success will be measured by:

- Reduced utilities' consumption
- Clever Climate training completed and filtered down through staff. School priority areas identified.
- Draft environment policy created and trialled

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.

Dr John Paterson	Principal
Ms Narelle Turner	Deputy Principal
Norma Kendall	Assistant Principal
Donna White	Assistant Principal
Marian Lorrison	Assistant Principal
Anna Trayner	Teacher

School contact information

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

<http://www.schools.nsw.edu.au/asr>



A DESU student completes a craft activity



A DESU student completes set work