

Henbury School

Annual Performance Report to the School Community

2012



School Overview

Our School: Henbury School is a purpose built Special Needs Comprehensive High School, located in Darwin for students 12–18 years with a mild to severe intellectual disability. Classrooms are multi level according to how students access the curriculum and compatibility with peers. Henbury Campus consists of an Administrative Block, 9 classrooms, indoor hall, kitchen and small library, a hydro therapy pool, as well as a house in an adjoining street where programs are offered in a real life setting. There are 5 Outreach Classrooms; 1 at Dripstone Middle School, 1 at Sanderson Middle School, 2 at Casuarina Secondary College and 1 at Darwin High School, in which students are taught in classrooms staffed by Henbury staff. Students in Outreach Classes participate in their own specialised programs and some programs of their mainstream school. Henbury's Op Shop, 'Opportunity Knocks' is the 6th Outreach classroom; where students are provided with a wide variety of real work experiences and a place to develop social and work skills in a safe environment.

Our Students: To attend Henbury School, students need to meet enrolment criteria that consist of an IQ less than 70 and meet criteria in areas of the Adaptive Behaviour Scale. In 2012, we began the year with 77 students and finished the year with 79 students.

Students are not segregated on the basis of year levels. Students are grouped on ability levels, learning needs and compatibility with peers. In the Middle Years we had 42 students and in the Senior Years we had 34 students. 24 were female and 52 males. 23 students were Indigenous.

Our Staff: Henbury School has 16 Classroom Teachers and 16 Special Education Support Officers AO3 (SESOs). Based on a Primary School non contract model, we also have 2 non contact teachers. Teaching staff are supported by a Principal, Assistant Principal, 2 ST1, 1 AO2 and 1 AO5. Working in a .5 capacity, we have an AIEW (Aboriginal Islander Education Worker), a Maintenance Officer, a Health Promoting School Nurse and a School Counsellor. There is 1 Indigenous staff member. A multi disciplinary Therapy Team, including CDT and outside agencies support our staff. A live in caretaker also adds significantly to the running of our school. The school has an Outside School Hours Care (OSHC) and a Vacation Program which has a fulltime coordinator and approximately 10 casual staff. The Op Shop has a fulltime manager.

Our Community: The School Community includes our students, families and carers, staff and School Council, as well as a wide array of community representatives that provide vocation, sporting, recreation, specialist services, further education opportunities and potential employees and post school options.

Principal's Report

The school was recognised in various ways in 2012.

2012 NT Disability Services Awards

The NT Disability Services awards recognise employees, services and businesses that improve the lives of people with disabilities. Henbury School won the government business award for Opportunity Knocks. Also we must congratulate Paul Drewitt and Shelley Piper who were both short listed for the awards.

Lead Teacher

Congratulations to Catherine Threlfall who was awarded the status of Lead Teacher. This status is recognition of all the wonderful and exceptional work that Catherine undertakes to improve outcomes of students with a disability.

The school celebrated its 30th Birthday on 27 September with the choir and drummers performing, we made a digital time capsule, photo displays, shared curry tea and giant birthday cake, filmed an 'Around Palmerston' segment and danced at an 80's disco.

The school had three students act as Ambassadors for Disability Awareness Week.

We continue with our strategy to accommodate increasing enrolments by consulting and working with Principals from Casuarina Secondary College, Dripstone Middle School, Darwin High School, Sanderson Middle School and Nightcliff Middle School with the establishment of 5 Outreach Classes and a 6th class in 2013. And with NTDET and NTG to potentially expand Henbury Campus in the near future.

Henbury's motto is 'Preparing Students for Future Lifestyles'. In 2012 the main focus for the school was developing a Scope and Sequence for Human Growth and Development. The other major focus was on developing Transition and Pathways Guidelines and developing the staged implementation of Henbury WorkReady Program.

2012 AOP Outcomes

Teaching and Learning

Targets for 2012

- Implemented English and Maths from the Australian Curriculum
- Used iPads as an ICT tool within classroom programs
- Developed Human Growth Development Program for all students.

Wellbeing

- All students to had access to modified/alternative programs.
- The school worked to embed the school's values to the culture of the school.

Transitions and Pathways

- There was a 10% increase in the number of students engaged in Work Training Placement and/or VETiS.
- The MOU with Chamber of Commerce (RTO) for Certificate I Retail did not eventuate.

Partnerships

- Failed to formalise partnership with Chamber of Commerce for Certificate 1 Retail

- Formalised Horticulture Work Training Partnerships

Leadership

- New SESO Performance Management preformed and process developed by AOP Working Group.
- At least one Major and Minor Community event every term

Term 1-Expo of Service Providers for Students with Disabilities and End of Term Assembly

Term 2- Twilight Sports Carnival, School Camp, Making Music Being Well and End of Term Assembly

Term 3-, Happiness and Wellbeing Market, 30th Birthday Celebrations and End of Term Assembly

Term 4 – Marrara Craft Fair, Henbury Corporate Luncheon, Presentation Assembly, Nominate staff/school for Excellence in Teaching Awards, Smart Schools and NT/ National Disability Awards

Teaching and Learning

In 2012 no Year 7 and Year 9 students undertook NAPLAN.

Vocational Education Training in Schools. The following Certificate Courses were completed:

- six Certificate I Retail
- one Certificate II Business
- one student commenced Certificate II in Sport and Rec
- one student commenced Certificate II Kitchen Operations
- one student commenced Certificate II Hospitality
- five students participated in Taste of Trades

Four students completed some NTCET subjects. One student received a NTCET.

Henbury was a trial school for Australian Curriculum, Assessment and Reporting Authority (ACARA) to trial the draft Australian Curriculum Materials for Students With a Disability.

EAP/TEAP

Every student, parent, teacher, SESO and Senior Staff member meets at the start of the year to discuss individual students goals and targets. Meetings are then held at the end of the year to review the progress of the students against their targets,

Outreach Classrooms

Thirty two students were involved in the Outreach Programs at Dripstone Middle, Sanderson Middle, Casuarina Secondary College and Darwin High School. Of the thirty two students who are in an Outreach Class, thirty of these students undertook an online class/es in the mainstream school.

The school has purchased 54 iPads from the 2011 and 2012 Henbury Corporate Luncheon proceeds. iPads are used to improve students' communication skills. ABC Radio came to Henbury in April and recorded a segment on how iPads are used within the school.

Targets for 2013

- All classroom programs will include the English and Maths Learning Areas of the Australian Curriculum.
- 90% of students are using ICT tools to support communication in daily routines.
- All students will participate in the Human Growth and Development Program
- All students will demonstrate success in 75% of their EAP/TEAP targets.

Wellbeing

Enrolment and attendance: The average school enrolment was 79 students and the attendance was 89%. There was an increase of 1.2%, compared to 2011. For Indigenous students the enrolment was 20 with an average attendance of 76.6%. There was a decrease 1.2%. We had three students whose high absenteeism was due to living away from home. During 2012, 29% of absent periods were un-notified. This was an increase compared to 2011 of 10%. During 2012 the student cohort was 11% notified as sick and 46% sanctioned by caregiver/parent. Students at Henbury have more appointments with specialists, therapists which often account for sanctioned by carer/parent.

Retention Rates

In 2012 the school had an average enrolment of 77 in Term 1 and 79 in Term 4. The school had a student turnover of 24%. The school had an increase of 50% of students enrolling.

Strategies to Address Retention:

Specific programs and support mechanisms to promote and develop wellbeing and engagement across the school include:

- School Counsellor
- Camp at Base Camp Wallaroo
- DUKES
- Behaviour Management Policy that reflects Tribes, Choice Theory and Restorative Justice
- Enterprise Education Program-Gardening Crew, cards, car washing, painting
- Alternative Education
- Outreach Program
- Possible Mainstream Workshop Classes
- Woman's and Men's Business
- High Support Programs
- Total Recreation Sport
- Certificate Courses
- VETiS
- Music Programs-Band, drumming, guitar
- Daily communication process (books or email) between home and school
- Clontarf at Middle and Senior Outreaches
- Work Training
- Community Garden, The Patch

Classroom programs reflect students T/EAP Long Term Goals and Annual Targets. Classrooms structure is based according to students needs. Curriculum and pedagogy practices deliver high levels of rigour and student engagement.

Targets for 2013

- Have a wellbeing committee and active social club
- Identify what the culture of Henbury looks like
- For all staff to consider the school values and how they are linked to the positive culture of the school.
- All students with more than three suspensions in a Term to have a formal Individual Behaviour Plan (IBP).

Participation, Transitions and Pathways

15, 2011 Graduands Status in 2012

3 students working supported by Project Employment

2 students looking for work supported by Project Employment

2 students attending Post School Options at Life Without Barriers

4 students, employed

4 students, unsure

Henbury WorkReady Program

Covers four sectors: Retail, Horticulture, Hospitality and Trade. Students will have a taste in each sector then have the option to revisit and focus within the last year. This will take four years to implement in stages.

In 2010 we implemented the Retail Sector using Henbury's Op Shop as a work training site. We commenced conversations with Chambers of Commerce to be the RTO for a Certificate 1 Retail for 2012. These conversations failed with Chambers of Commerce withdrawing their support. Henbury School was able to provide Certificate 1 Retail to six students in 2012.

Opportunity Knocks, Opportunity Shop

Opportunity Knocks moved to Aralia St Shops in Nightcliff. The official opening of the Henbury 'Opportunity Knocks' Opportunity Shop was Thursday 10th April. Our Op Shop provides a secure workplace for students who require the opportunity to successfully transition into a work environment. This is a very exciting project, as it benefits our students across a broad spectrum of disabilities and provides a chance for our students to give back and contribute to their community.

In 2012 we consolidated the organisation of the Horticulture Sector. This was done through the following activities. The school operates a Henbury Gardening Crew and the Gardening Crew was offered to students from Year 7-9. The school also used the community garden, The Patch as another work site.

School House, Stepping Stones

Stepping Stones program operated. The School House was used by on Campus classes during the day.

Work Training: Work training programs continue to be a major strategy in preparing students for future lifestyles. In 2012, 49% of students undertook work training. Students have worked at various work training locations i.e. Opportunity Knocks, Kmart, Royal Darwin Hospital-Laundry, Age and Disability, Life Without Barriers, Paradise Nursery, Red Cross Australia, Crocodylus Park and Zoo, The Patch, Airport Resort Inn, Recycle Shop, Dripstone, Howard Springs and Scallywags Childcare Centres, CDT and Bunnings.

Targets for 2013

- To increase the number of students engaged in Work Ready Placements and/or VETiS
- All students to experience a planned pathway into Post School Options and/or be linked to a PSO Agency/Organisation

Partnerships

Teachers meet with team leaders according to needs basis on a fortnightly basis to share pedagogy, develop and refine programs and build professional relationships. All staff meet twice a term in AOP Working Groups to work collaboratively on Annual Operation Plan Outcomes by, designing, constructing and reflecting upon whole school programs and plan future directions. School meetings were restructured with a greater emphasis on Professional Development aligned with AOP.

SESOs have to compulsory meetings/term and two non-compulsory meetings. These meetings enable SESOs to share pedagogy, develop and refine programs and build professional relationships.

Professional Development Days

Day 1-How to use Inclusive Learning Technologies for a range of purposes in every classroom i.e. iPads, Apps and Interactive Whiteboards and developing an interactive website for all students, staff and families to share, review and explore Apps.

Day 2- Preparing all staff for the launch of a whole school approach to sexuality education and protective behaviours in Term 1 2013.

Staff Qualifications: Attachment B specifies teacher and SESO qualifications.

Performance Management: All staff undertook this process in Term 2.

There was a new SESO Performance Management proforma and process developed by AOP Working Group. This will be implemented in 2013.

Occupational Health and Safety

During the school year there were 26 'Incident and Injury' forms submitted to DECS from Henbury School. 6 were students and 20 were staff.

Professional Development

This was delivered by

- inhouse 'specialists'
- corporate staff
- outside providers.

PD occurred after hours, during school terms, Pupil Free Days and/or standown periods. PD was approved if staff could link the activity to either the school's SIP/AOP with their own Performance Management Plan.

Staff Retention

In 2012 Henbury had an 80.4% staff retention rate. Two staff went on maternity leave, one was on leave without pay, One staff retired part way through Term 3. One staff member went on sick leave and resigned half way through the year.

Targets for 2013

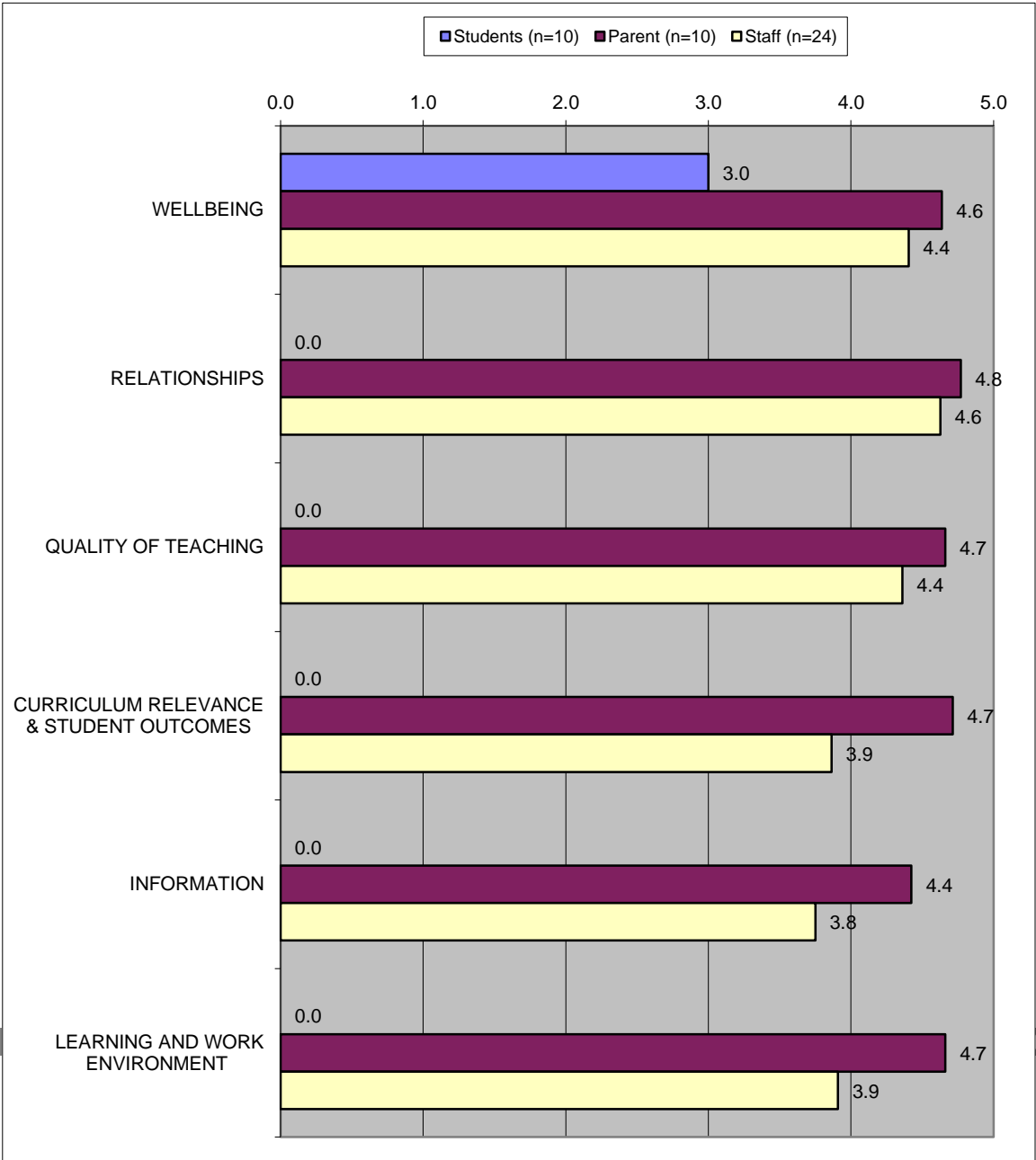
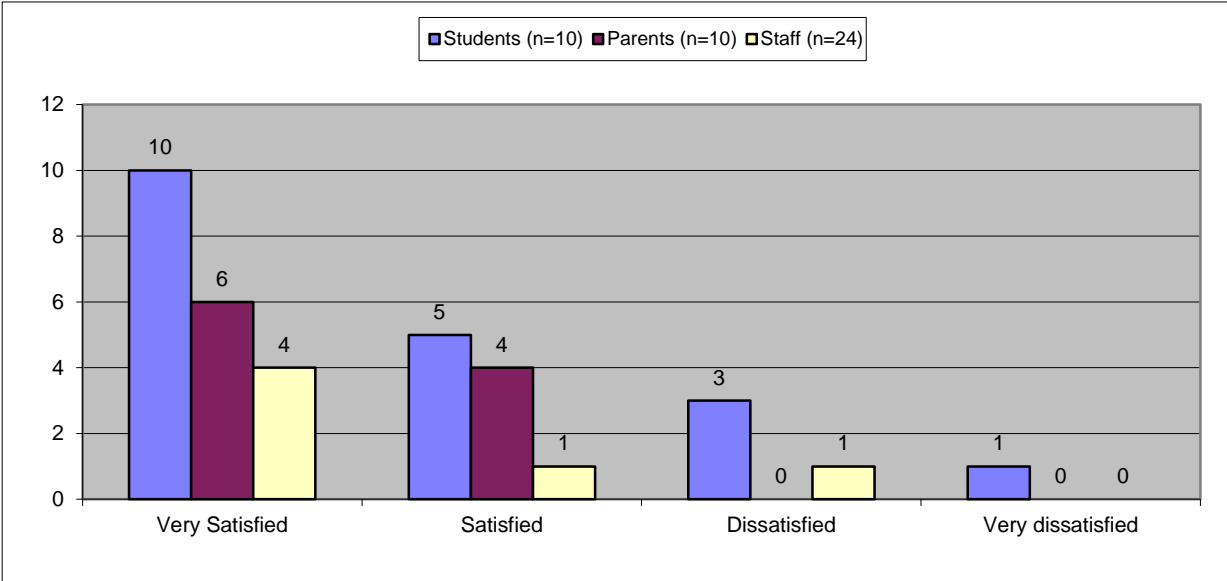
- Identify staff to become 'para professionals' that lead and support implementation of therapy programs.
- Continue to develop and increase community awareness of the school
- Be recognised as an exemplary provider of education for Special Needs within the NT, Australia and Internationally.

Leadership

Henbury's focus in 2012 was to raise the profile of our students, programs, staff, and our school in general and to have more families engaged in school life. Henbury did this through community events, Yearbook, Henbury Corporate Luncheon, School Op Shop, Work Training, Excellence of Teaching Awards, participating in Disability Awareness Week, Christmas Craft Fair and having an Around Palmerston segment on 30th Birthday Celebrations.

Henbury Corporate Luncheon

The Henbury Corporate Luncheon was on Friday 7 December. The amount raised from the Corporate Luncheon was \$40 071. Money raised will go towards purchasing iPads and supporting the implementation of iPads within school programs.



- All staff involved in at least 3 mentoring/coaching meetings each year.
- 80% of staff believe that the Performance Management process is meaningful and effective
- Develop Teaching and Learning Priorities in order to implement quality teaching and learning programs.
- Henbury Corporate Luncheon Funds to raise money for Music Therapy Programs

NAPLAN data

Data to be provided by Performance and Data Management Branch:

- *Number and percentage of students participating in NAPLAN for each domain*
- *Percentage of students achieving National Mean Scale*
- *Number and percentage of students below, at and above National Mean Scale for each domain and comparison against NT and national mean.*

Not Applicable – all our students are exempt

ATTACHMENT B

Student Enrolment, Attendance and Learning

Include student enrolment and attendance data for all students and Indigenous students for each year level and whole school. For example:

Year Level	Previous Year 2011				Reporting Year 2012			
	Indigenous		All		Indigenous		All	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
7	1	96.9%	12	91.9%	1	73.4%	13	88.5%
8	4	77.6%	11	87.5%	2	98.2%	13	90.5%
9	3	96.5%	12	92.8%	3	90%	10	92.1%
10	5	80%	11	83.8%	3	77.4%	13	88.4%
11	6	56.8%	14	70.4%	4	69.1%	11	82.3%
12	3	72.8%	11	86.1%	6	66%	17	82.9%
ALL	22	74.9%	72	85%	19	75.8%	78	87.2%

Personalised Learning Plans		
	All	Indigenous
Number of students in first year of schooling to Year 9 with an Education Adjustment Plan	36 students 100%	6 students 100%
Proportion of students in Year 10-12 with a Personalised Transition Education Adjustment Plan	41 students 100%	13 students 100%
Proportion of students from year 7-12 whose parent/carer have worked with the teacher to develop a Personalised Education Adjustment Plan or Transition Education Adjustment Plan	98%	

Senior Secondary Outcomes [include where applicable]	
Students in Year 12 undertaking vocational or trade training	59%
Students in Year 12 attaining a Year 12 certificate or equivalent VET qualification	0 %