Gordon Education Centre is the only Special School in the Limestone Coast. GEC caters for students R – 12 including the provision of SACE stages 1 and 2. Seventy-One students were enrolled at GEC in 2013.

**2013 Highlights**

**Student enrolment / support**
Gordon Education Centre is a special school that caters for students who have Intellectual Disabilities and students who have severe and/or multiple disabilities.

The Centre has an enrolment of 71 students in 2013. This enrolment has been relatively stable in recent years.

Five students currently enrolled at year twelve are expected to leave at the end of this year.

In 2013, 64% of students held school card, compared with 32% in like schools (Index) and 22% across the region (67% in 2013).

There is one student from a non-English speaking background; 4 students are Aboriginal and 2 are under the Guardianship of the Minister (GOM).

Over 60% of the students are boys. The majority of the students have N (not assigned) level of support; two are identified as H (high sustained) and four as V (very high sustained) level of support.

The school has nine classes, four of primary-aged students and five of secondary a students.

There are two classes of students with severe and/or multiple disabilities.

Some students travel considerable distances to attend Gordon Education Centre.

More than 20 students travel distances greater than 25 kilometres to attend the school, mostly in taxis.

The school utilises external agencies such as Child and Adolescent Mental Health Services, Child Development Unit and Disability Services; other agencies are invited into the school on a needs basis. Physiotherapy support is purchased for some students.

Senior students are enrolled in South Australian Certificate of Education (SACE) courses.

Case management of senior students to ensure smooth transition to post school options is coordinated through ‘What happens next?’ a group of senior school staff and representatives of local agencies. This year we have appointed an SSO with tertiary qualifications to coordinate personalised support to families.

**Assets and grounds**
Gordon Education Centre has been in the current buildings for four years following colocation of the primary students from the Mulga St campus and senior students from a building adjacent to the current school.

All except two classes are housed in purpose-built new classrooms. The nine classrooms are all equipped with interactive whiteboards and a small number of computers.

Specialist areas include two kitchen areas, an activity room, a sensory room, a UV room equipped with a Soundbeam, a small library and an art shed.

There are specialist bathroom/toileting facilities to accommodate the needs students with severe and multiple disabilities.

There is a work area for teaching staff and another for SSOs adjacent to the staff room.

Building the Education Revolution (BER) funding has been used for a gym, which has been built on land leased from the adjacent Pangula Mannamurna centre, which has shared use of the facility. A covered walkway links this area to the classrooms.

There are two playground areas, a grassed area and a wheelchair-accessible vegetable garden (currently undergoing extensive renovation).

The new buildings are equipped with solar panels.

**Automotive and Building Trades Centres**

Mount Gambier High School and Grant High School also became close partners by opening their doors to allow access to the Automotive and Building Trades Centres. Many of our senior students developed skills in basic auto maintenance and building construction (timber products).

**The LitCon Special**

The LitCon Special (a GEC initiative) was chosen as one of seven South Australian initiatives for inclusion in the National Partnerships projects. When the project is completed we will have a tool that will demonstrate individual student learning progress. To date we have met all requirements of the project and in 2014 will work with more schools in the Limestone Coast. In 2013 over 300 students benefitted from inclusion in the project.

**Student Voice**

Allison Pink led our students in the SRC in 2013. Students had the opportunity to have their say in decisions throughout the year. The SRC has also been responsible for many fundraisers and community days i.e. Bring Your Pet Day and Crazy Hair Day.
Parent engagement Committee

Kerrie O’Dwyer led the Parent Engagement Committee in 2013. The committee comprised of parents were led and funded initially through the ICAN programme (Tasja Birelds). Significant work was completed in two projects:

- A common communication book bespoke for GEC was devised by teachers following suggestions from the committee as to the communication content.
- A very successful family/sports day was organised by the committee. The day, although wet was very well attended by the school community and included support from Mount Gambier high School students.

Report from Governing Council

Site Improvement Planning

Following our recommendations from both the School validation process and our diagnostic review, staff as a whole have contributed to site learning plans. At the end of 2011 we have developed plans in two of our focus area: Literacy and Well-Being. These plans will set the scene for the next three years, enabling us to develop programmes and resources as well as offer targeted professional learning for staff.

Overview of progress since Diagnostic Review - 2011

Summary of strengths
Gordon Education staff have worked as an effective team to develop Site Improvement Plans in the areas of:

- Literacy
- Student/Family Well-Being
- Used the LitCon Special for all students R-10 to map, analyse and direct Personalised Literacy Planning
- Used an updated NEP (and training) that relates to TfEL strategies for all students
- Successfully introduced student voice:
  - Student Representative Council
  - Staff training that promoted more explicit teaching about student voice
- Produced behaviour plans for students that include detailed and appropriate strategies
  - SPICE model used to gather important student data to assist with formation of behavioural plans for students with severe behaviours (SPICE = Social, Physical, Intellectual, Communication and Emotional)
- Attended and are progressing with the introduction of the Australian Curriculum
- Used TfEL (Chapter 4) to further improve Personalised Learning strategies in the classroom and school yard(s)
- Successfully introduced Modified SACE Stage 1 and 2 to all senior staff with the result of a 100% pass rate
- Continued collaboration with other Special School Sites in Curriculum development
- Worked closely with MGHS and GHS to share Automotive/Building Trades/Agriculture centres that improve GEC students’ access to “real” learning environments
- Introduced individual music tuition
- Peer assessments initiated in term 2 (starting with visual strategies)
- Self funded transition programme for students to COMREC

Implications for improvement

That the leadership team and staff work collaboratively to:

- Improve Teacher and Support Staff appraisal strategies
- Improve communication with families
- Improve networks with other Special Sites
- Successfully integrate the AC
- Improve Community Ownership (to follow the work of Barry Carpenter - staff attended Adelaide conference in 2011) – Parent Engagement committee
- Improve Professional Accountability
- Improve safe work practices

### Site Improvement Plan 2012 – 2014

<table>
<thead>
<tr>
<th>Improvement Priorities</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement Priority</td>
<td>Target</td>
<td>Target</td>
<td>Super Target</td>
</tr>
<tr>
<td>100% of students have a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of teachers will be</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of staff are</td>
<td></td>
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<td></td>
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</tbody>
</table>
### LITERACY

Identify, analyse and use the motivators and distracters to construct individualized communication programs in the development of individual student literacy continuums.

<table>
<thead>
<tr>
<th>Development and use of data driven assessment tools.</th>
<th>profile which identifies their place on a communication/literacy continuum.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100% of teachers are using the LitCon <em>Special</em> to cater for individual student communication/literacy needs.</td>
</tr>
<tr>
<td></td>
<td>100% of teachers are actively contributing to and revising the LitCon <em>Special</em> by developing successful teaching strategies including photo/video evidence.</td>
</tr>
<tr>
<td></td>
<td>Research into identifying appropriate, quality literacy programmes i.e. Four Blocks</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>involved in research to identify best practice in communication/literacy</th>
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<tbody>
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<td>100% of teachers are actively contributing to and revising the LitCon <em>Special</em> by developing successful teaching strategies.</td>
</tr>
<tr>
<td>Staff from GEC to act as mentors for mainstream teachers who have SWD.</td>
</tr>
<tr>
<td>100% of teachers are using appropriate data assessment tools.</td>
</tr>
</tbody>
</table>

| Using the LitCon *Special* to identify where students are and are researching best practice according to the specific disabilities. |

GEC recognised a centre of excellence for SWD - Literacy

### We believe TIEL | Therefore teachers/SSOs will aspire to | Therefore students will aspire to
---|---|---
**Pedagogy** Teachers will provide learning plans (NEP/IEP etc.) for each student to understand how self and others learn the teachers understanding of current learning theories and themselves as learners informs learning designs. | Develop deep pedagogical and | Have greater opportunities in life |
<p>| | | Have individualised programmes |
| | | A consistent program |
| | | Achieve success |
| | | Be motivated |
| | | Increased learning |
| | | Meet their NEP |</p>
<table>
<thead>
<tr>
<th><strong>Community</strong></th>
<th><strong>Engage with the community the teacher interacts with communities to connect student learning</strong></th>
<th><strong>Involve paraprofessionals</strong></th>
<th><strong>Increase self-confident when encountering new situations in the community</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have a valued role in the community</td>
<td></td>
<td>Staff will programme specifically to incorporate needs as advised by outside agencies</td>
<td>Have the skills and confidence to experience the wider community i.e. will not be too scared to go shopping by self as they know what to do</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Curriculum</strong></th>
<th><strong>Participate in professional learning communities and networks the teacher participates in critically reflective inquiry to develop their teaching</strong></th>
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</thead>
<tbody>
<tr>
<td>Staff will be up to date with what they teach and how they teach</td>
<td>Discuss</td>
<td>Staff will be up to date with what they teach and how they teach</td>
<td>Discuss</td>
</tr>
</tbody>
</table>
### Student Achievement

Due to the nature of Special Education in South Australia at the present we do not have quantitative data that provides evidence of student progress. However, our NEP’s are an integral and fundamental component of individualised learning. Students, Staff and parents/carers develop learning targets early in the year. In 2013 students worked hard to achieve these targets.

### Senior Secondary

**Success in SACE**

All senior students were enrolled in either SACE stage 1 and 2 modified courses. Due to the hard work of students and staff we again, achieved a 100% success rate.

### Client Opinion

< Parent, student, teacher satisfaction surveys – from the SPeRS Opinion Survey report>

< Enter analysis here>
Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>12</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>4</td>
</tr>
</tbody>
</table>

Staff profile

There are 13 teaching staff (5 males and 8 females) and 18 (17 Female 1 male) School Support Officers (SSOs). The school purchases 120 SSO hours above allocation per week to support individual students.

While three of the teaching staff have Special Education qualifications to Masters level, some have no formal qualifications in Special Education.

Approximately one third of the staff have been at the school for two years or less, a small number of staff have worked at the school for more than ten years.

The formal leadership positions consist of principal, deputy principal and 3 coordinators (Litcon Special (Terms 1&2 and Behaviour and Sensory (Terms 2 &3)).

Attendance

Due to the nature of some of our students with chronic health issues, including mental health issues, attendance data is not relevant. However a minority of our students have attendance issues that are followed up with support from the Regional Office Student Attendance Counsellor.