School context

Les Powell School is a special Education Setting providing Individual Education programs for students with special needs. Students attending Les Powell School present with a broad range of diverse and complex learning needs. All students have a primary intellectual disability in the moderate or severe range. Twenty-five of the students are in the moderate intellectual ability range (IN2) and fifty three in the severe intellectual disability range (IN3). Students also present with secondary disabilities such as autism (Aut), physical disability (PH), sensory impairments (S), diagnosed health conditions, challenging behaviour (B) and communication impairments. In 2013 Les Powell School had an enrolment of 78 students.

The School provides quality, individual programs for students from Kindergarten to Year 12. The programs are collaboratively developed each year by Teachers, Parents and Therapist utilising the New South Wales Board of Studies Key Learning Areas including the Life Skills Syllabus.

Principal’s message

It is with a great deal of pride that I present this report on our school’s achievements in 2013. Our school team is focused on the individual development of our students by endeavouring to meet their academic, physical, social and emotional needs. Our school provides opportunities for students to maximise their learning potential in a safe and happy environment. Every student has the capacity to learn and has the right to educational opportunities through equitably delivered quality teaching and learning programs.

The abilities, talents and skills of all school community members are recognised, valued and developed. The school’s management framework provides opportunities for staff to demonstrate their abilities to lead and manage projects that benefit the corporate life of the school and leads to improvement in learning outcomes for students.

Having an open door policy within the school and employing a Community Liaison Officer has ensured good communication with parents and the whole school community. We encourage parents to be partners in the education of their children by participating in Individual Educational Planning (I.E.P.) meetings and other scheduled events.

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.

Mr Sargon Makko

P & C and/or School Council message

Whilst small in student numbers, Les Powell School boasts a strong sense of community, which operates formally and informally. Our community connection is strongly linked by employing a Community Liaison Officer and with our Charity organisation Wheels Towards Independence, Incorporated which supports Les Powell School. The charity was formed in 1990 to provide transport for our students, enabling them to access the wider community. The charity has a contract with the Department of Education and Communities to transport our students to and from school. Wheels Towards Independence organisation is a fundraiser as well. In 2013 Wheels purchased two new mini buses and provided essential transport service for all students. In addition to transport Wheels has financially supported the school in providing shade covers for playgrounds and upgrading of the pool.

Student representative’s message

Each year Les Powell staff nominate students to be the recipients of special awards at school and in the community acknowledging students’ achievements. The recipients of these awards for 2013 were:

Junior category – John Monteleone
Senior category – Chelsea Carroll.
Principal’s Award – Laura Le, Andie Midson, Christian Ciliberto, Paul Do, Isaiah Zadro, Darren Ruka and Lydia Behnam.
Junior Premier’s Sporting challenge - John Mai.
Senior Premier’s Sporting challenge - Andie Midson
Swimming Awards – Lyn Nguyen and Cuong Nguyen.
Reuben F Scarf award – Zoe McFarlane.
Quoto Award – Brendon Chandaeng.
HSC Life Skills - Chelsea Carroll and Cuong Nguyen.

Certificate of achievement for outstanding work ethic - Nathan Levi.

Representative teams acknowledgement - School’s Combined Sporting Team and School’s Signing Choir.

Student information

In 2013 Les Powell School had an enrolment of 78 students including 27 girls and 51 boys. Students attending Les Powell School present with a broad range of diverse and complex learning needs. All students have a primary intellectual disability. The school provides quality individual educational programs for students with moderate to severe intellectual and multiple disabilities from Kindergarten to Year 12. Students have full access to a broad curriculum from the NSW Board of Studies Key Learning Areas.

Student enrolment profile

<table>
<thead>
<tr>
<th>Student Enrolment</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>40</td>
<td>51</td>
<td>52</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Females</td>
<td>22</td>
<td>25</td>
<td>28</td>
<td>28</td>
<td>27</td>
</tr>
</tbody>
</table>

Management of non-attendance

A number of students at Les Powell School have high support needs and complex medical conditions which affect their daily attendance. School has a close link with the parents and is aware of parents’ load. Consultation with the parents will ensure full or part time attendance when the students are well enough. It is very seldom that a student is referred to the home liaison officer. Special exemption letters are also sent to parents and carers to justify students’ absenteeism.

Post-school destinations

In 2013 two students were successful in gaining a position in the post-school programs after completing Year 12.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Two students graduated from Year 12 and attained their High School Certificates based on Life Skills special program of studies. The students are Chelsea Carroll and Cuong Nguyen. Both students were also successful in gaining a position in the post-school programs through the Department of Aging, Disability and Home Care.

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers IS/IO</td>
<td>10.0</td>
</tr>
<tr>
<td>Relief face to face (RFF)</td>
<td>1.2</td>
</tr>
<tr>
<td>PSP including CLO &amp; Hydrotherapy</td>
<td>1.0</td>
</tr>
<tr>
<td>National partnership</td>
<td>0.04</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.04</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.00</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.03</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>17.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34.3</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 Les Powell School had one staff member with indigenous background.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>80</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>100</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>112993.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>192539.34</td>
</tr>
<tr>
<td>Tied funds</td>
<td>189252.46</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12249.70</td>
</tr>
<tr>
<td>Interest</td>
<td>5303.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7449.03</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>519787.51</td>
</tr>
</tbody>
</table>

| Expenditure                                  |            |
| Key learning areas                           | 4824.60    |
| Excursions                                   | 1336.84    |
| Extracurricular dissections                  | 1393.21    |
Arts

Creative and performing arts programs retained a strong focus at Les Powell School in 2013. Class teachers provided a strong foundation for student learning and creative expression which includes:

- art, craft and painting
- dance
- music

Creative and performing arts lessons and activities are used as a powerful tool in teaching and learning. Technology tools such as interactive whiteboards are effectively used as teaching and learning aids in the area of Performing Arts. These activities provided a positive platform where students with special needs can participate and develop important skills including:

- self-awareness
- social skills
- awareness of others
- self-expression
- sensory engagement
- communication
- self-esteem

Students’ art works are displayed across the school buildings and in their classrooms especially on special celebration days such as Harmony Day, Education Week and World Environment Day. Our students also participate in community organised art events when available.

- Our established signing/singing choir continue to progress and perform new songs including a school song. The choir is very popular with high demand for performances. In 2013 performances included School’s Celebration Assembly and International Day for people with disabilities.
- As part of their performing arts program, all students performed at the annual school presentation assembly for their parents and the community. They also attended theatre and cinemas to experience and appreciate the value of arts. External performers were also invited to school to perform for the students.

Sport

Implementation of and participation in school and community based sporting activities continued to be a strong focus at Les Powell School. In recognition of the benefits of physical activities such as healthy life-style, fitness and life skills development, team work and sportsmanship structured classes were conducted in movement, gross motor, team sports and healthy eating. The school maintained a strong focus on Live Life Well @School program including Crunch and Sip. School based lessons are also privately delivered by Australian Sports Commission coaches. The school’s comprehensive hydrotherapy program and learn to swim continued to be a popular activity culminating in Department of Education Swimming Scheme and School based swimming carnival. Our students also attended community based carnivals and other sporting events including Netball Gala day jointly organised by Netball NSW and Les Powell School.

Significant programs and initiatives

Aboriginal education

To learn, understand and appreciate the indigenous culture of Australia, performers were invited to visit our School and perform for our students at the Harmony Day celebration. Students benefited from the use of books and other resources based on the indigenous culture of Australia. Teaching and learning units and themes were conducted in the library and in
classes which included Aboriginal craft and music. Students were encouraged on a regular basis to learn and respect the original owners of the land in the “Welcome to Country” segment of our school assemblies.

Multicultural education

Les Powell School has a vast collective multicultural background with 83% of school population coming from non English speaking backgrounds representing 22 cultural groups.

The School Community Team through Transitional Equity and National Partnership initiatives, utilises the school’s Community Liaison Officer to encourage the participation of parents in school activities, especially parents with non English speaking background. The diverse cultural backgrounds of our students were recognised and celebrated on our HARMONY DAY. Harmony Day is a time for all of Australia to come together to reflect and celebrate the many cultures that make Australia today. Additional lessons in English as a Second Language (ESL) were maintained to address the needs of non English speaking backgrounds students.

Transitional Equity Funding

Les Powell School received Transitional Equity Funding (TEF, formerly Priority School Program) which made significance difference in teaching learning and community participation. The importance of Transitional Equity Funding has provided the school with additional resources which resulted in:

- improved the quality of teaching and learning
- improved all students’ learning outcomes
- increased the level of students’ participation and engagement in learning
- enhanced students’ access to a wider range of curriculum learning experiences, and specialist teachers
- raised the expectations of students, teachers, executive, families and communities
- strengthened partnerships between schools, families and community organisations

National partnerships and significant Commonwealth initiatives (participating schools only)

Les Powell School is now participating in two National Partnerships, the Low Socio-Economic status school communities and Every Student, Every School: learning and support.

- The Low Socio-Economic status school communities is for three years from 2012 to 2014 which require schools to implement actions across six reforms focusing on teacher quality, improvement in student outcomes and strengthening community engagement. This Commonwealth National Partnership has led to an increased levels of literacy and communication skills for students through the development and implementation of school wide relevant and challenging communication and Literacy programs which included Picture Exchange Communication System (PECS).

- Every Student, Every School (ESES) is another Commonwealth Initiative based on learning and support. At Les Powell School our focus has been on sensory education. The ESES project is designed to investigate sensory issues which impact on the learning of students. The product which is has been trialed and is almost ready to be used will include a Sensory Activity Handbook that collates a wide range of practical activities, resources and strategies to support students’ sensory needs.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Background

Les Powell School recognises and values the importance of parents and carers participation in school life. Through our Home School liaison officer, surveys were conducted to address the needs of parents and to strengthen the partnerships between schools, families and community organisations.

Findings and Conclusions

To improve responses to surveys which in most cases are at satisfactory level, different strategies such as community languages were used to reach in particular parents of non-English speaking backgrounds. Findings led to:

- Continuation and expansion of parent support workshops including language specific workshops in Vietnamese and Arabic to assist students’ learning at home leading to improvements at school.
- Establishment of a uniform shop and catalogue enabling parents to more easily order the correct uniform from within the school.
- Continuation and further development of support group for parents and to invite professionals to up-skill parents in coping strategies for the demands of parenting a child with a disability and/or challenging behaviour.
- Establishing therapy support links with private therapy services to address the therapy needs of many students.
- Continuation of celebration days each term. Harmony Day was our highest attended community event for the year. Other days included Physical Education Day and End of Year Assembly. All these events showed a marked improvement in community attendance.

Future directions

The school will continue to strengthen the partnership with parents by engaging parents in school planning and future directions. The school will strive to meet the challenges of our students as their needs change.

School planning 2012—2014: progress in 2013

School priority 1

Increase levels of literacy/communication skills, development of numeracy programs and exploring the new Australian curriculum.

Outcomes from 2012–2014

- To increase the number of students using the Picture Exchange Communication System (PECS) from 40% in 2013 to 45% in 2014.
- To expand and reinforce teaching methods in the development and implementation of individualised numeracy programs.
- To continue to unpack the New Australian Curriculum and to implement at appropriate stages in 2014.

Evidence of progress towards outcomes in 2013:

- Staff continue to be skilled in Picture Exchange Communication System (PECS) with ongoing support, guidance and monitoring provided by the National Partnership leader.
- Staff survey indicated that (PECS) continued to be developed and implemented with 40% of students in the school including 13% who are in Phase 1, 15% in Phase 2 and 12% in Phase 3.
- Teachers reported that students using PECs programs are communicating more effectively with staff.
- Some nonverbal students have made surprising progress in PECS and have demonstrated a higher level of understanding than in previous communication programs. Some students are repeating words used in the program.
Staff reported an increase in confidence in implementing and progressing students through the phases in the PECS programs.

Staff are demonstrating deep understanding of the National Curriculum focusing on the Special Education component in preparation for full implementation in 2014 in the relevant subjects.

Strategies to achieve these outcomes in 2014

- Continue to employ a National Partnership Leader (0.4) to lead the planning and coordination of professional learning and the development and implementation of communication, literacy and numeracy programs.
- Develop a whole school literacy/communication policy incorporating specific programs catering for different communication abilities.
- Staff will continue to identifying students’ level of communication using the hierarchy of communication abilities.
- Train staff in the development and implementation of numeracy framework.
- Continue and expand Buddy Reading Program with Mount Pritchard East Public School and a High School.
- Employ an SLSO to develop a bank of functional school wide communication resources.
- Purchase additional library resources including technology to be used in literacy programs.
- Staff will continue to be engaged in professional learning to fully understand and implement the Australian Curriculum.

School priority 2

Increase student engagement and participation across various areas of learning.

Continue to implement and utilise Positive Behaviour Intervention and Support (PBIS) to reduce behaviour incidents and increase engagement in learning.

Outcomes from 2012–2014

- Increase student engagement and participation in technology.
- Increase student engagement and participation in physical education including hydrotherapy.
- Increase student engagement and participation in environment education focusing on sustainability and gardening.
- Raise the level of parent and community involvement in the school including literacy, sensory education and numeracy programs.
- To reinforce appropriate behaviour by implementing Positive Behaviour Intervention and Supports (PBIS) incorporating visual communication.

Evidence of progress towards outcomes in 2013:

- An increase level of technology use by staff and students as teaching and learning tool.
- The augmentative alternative communication Application, proloQuo2Gowas installed on each class Ipad.
- Students level of participation in Physical Education and health activities was evident through various programs including walking on school oval and in the community, bike riding, Live Life Well and privately delivered fitness and skills activities.
- Teachers report that students have demonstrated increased engagement and participation in hydrotherapy peaking at 95% students participation.
- Classes developing and maintaining gardens demonstrated higher level of engagement and participation in environment education focusing on sustainability and gardening.
- The introduction and use of of Positive Behaviour Intervention and Support visuals has created common understanding in behaviour management and reduced students behaviour incidents.

Strategies to achieve these outcomes in 2014:

- Purchase technology resources such as Ipads, switches and augmentative alternative communication devices to increase engagement and enhance communication programs.
• Employ an AUSWIM instructor with training in disabilities to enhance the delivery of hydrotherapy program.
• Continue to implement and promote various physical and health activities to encourage healthy life style including Live Life Well @ School initiatives such as Crunch & Sip.
• Continue and expand the gardening program to include the harvesting of food for a healthy cooking program and to ensure sustainability.
• Teachers to plan and deliver lessons in PBIS supported by team leaders.
• Continue use of visual communication to support students and to reinforce appropriate behavior according to the PBIS program.

School priority 3
To increase students access to therapy support services and for staff to develop management skills to ensure engagement in learning.

Outcomes from 2012–2014
To increase the percentage of students consistently engaged in learning through management of sensory issues from 58% to 70%.

Evidence of progress towards outcomes in 2013:
• Employment of Occupational Therapist (OT) supported 70% of students referred by their teachers.
• Teacher survey indicated that strategies provided by the OT helped 60% of the students to increase engagement.
• All students at school have had a sensory assessment.
• Establishment of multi-sensory library supported by teaching and learning resources and access to Allied health professionals increased teacher awareness of the effect of sensory issues on the behaviour of the students.
• Teachers reported increased confidence in catering for sensory needs in class to alleviate some challenging behaviours.

Strategies to achieve these outcomes in 2014:
• Continue to employ the consultancy or on-site therapy services to assess students and devise suitable programs to improve student outcomes and access to the curriculum.
• National Partnership team for Every Student Every School (ESES) will continue to provide strategies and directions to improve the classroom management of student’s sensory issues which impact on curriculum access.
• Further Planned professional learning sessions will be provided for staff and parents to address the sensory needs of students.

Professional learning
Each year schools are allocated funds for teacher professional learning. The policy and funds recognise the importance of ongoing professional development for all staff. At Les Powell School in 2013 the funds were utilised for the ongoing Professional Learning of Teaching staff, Support Officers and Office staff. The learning occurred in numerous ways. In the first instance all staff have the opportunity to attend weekly professional development sessions at school that includes mandatory DEC topics as well as issues that are relevant to the students’ needs. Such development included emergency care, CPR, technology, communication, Picture Exchange Communication System (PECS), Sensory Education, and Child Protection updates to maintain current knowledge. At these weekly in-house meetings experts in the field were to train staff, in areas that might directly relate to the annual management plan and students/staff welfare. Staff are also informed and provided with opportunities for individual professional development at weekly administration meetings, where external opportunities are brought to the attention of all. Further professional development opportunities were offered on staff development days during the year.

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
The school conducted a parent survey on our reporting system to ascertain parents understanding and satisfaction with our current reporting system. Over 50% responses were received expressing high level of satisfaction with the current report system.

The school will continue to seek future community feedback about school activities and programs.

**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.

Sargon Makko - Principal  
Louise Melville - Assistant Principal  
Andrew Oyarzun - Assistant Principal  
Michael Jaftha - Assistant Principal  
Audrey Jowsey - SASS Member SLSO  
Sharon Rutherford - Community Member

**School contact information**

Les Powell School  
Cnr Hoff St & Townview Rd  
Mt Pritchard NSW 2170  
Ph: 9821 1711  
Fax: 9821 2634  
Email: lespowell-s.school@det.nsw.edu.au  
Web: [www.lespowell-s.schools.nsw.edu.au](http://www.lespowell-s.schools.nsw.edu.au)  
School Code: 5712

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:  
We trust that you have enjoyed reading

LES POWELL SCHOOL

ANNUAL SCHOOL REPORT 2013