School context

Minerva school is a school for specific purposes for students in years 3-12. Our school motto “Making the student with special needs a successful part of the community” underpins our daily programs as we endeavor to do just that, prepare the student for life within the community.

Every student at Minerva has individual learning needs. We provide varied teaching and learning experiences so that each child may reach their full potential. The use of alternate activities and programs to enhance engagement has seen positive outcomes for the students.

Work experience, integration, interschool sport and a new sensory garden are some of the ways in which we motivate our students whilst they attend to the Board of Studies K-6 and Life Skills syllabus.

We have strong links to the community through our association with rotary and the parent community. It is through these relationships that we are able to expand the resources we have so as to support the key learning areas.

Principal’s message

As I reflect back on the 2013 school year it has again been one of significant achievement and great success for both students and staff.

Throughout this report you will see that our school has continued to thrive across all areas and continues to provide an example of the strength and quality of NSW Public Schools.

Minerva School enjoys very positive relationships with and appreciates the support of our local clubs and businesses and our hard working and energetic parent community.

Our school motto ‘making the student with special needs a successful part of the community’ underpins all student learning programs.

Throughout this report you will see evidence of this goal in action at our school. We continue to focus our attention on improving literacy and numeracy outcomes and improving student engagement by providing a broad range of activities to support the individual needs of our students.

We focus significant attention on the professional development of our greatest resource, our teachers and support staff, to ensure they are delivering meaningful instruction and programs to our students.

I would like to take this opportunity to thank the staff at Minerva School for their commitment and dedication to the students. I would also like to thank our parents, carers and community members who continue to give generously of their time and expertise. The P&C have again been a great support to the school and their contributions are valued by the whole school community.

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.

Fiona Young Principal
P & C message

Family & Community engagement continues to be a significant way to further maximize our fundraising capacity to provide specific resources, targeted as priorities in the Minerva School Plan. Given our school population is 50 families; Minerva P&C were delighted by our outstanding success achieved in 2013:

- Raising the profile of the school - newspaper, award nomination, web
- Providing social experiences for our children - stalls, raffles, disco
- Innovative school & community fundraising

Fundraising included: Woolworths - Earn ‘n Learn promotion, community door knocks, fundraiser letters, IT & Sensory Garden upgrade, donations, grants, fundraising dinner - Natasha Nagle, school/garden improvements - P&C/ Bunnings/ Rotary, Neita Nominations, Bunnings BBQ, Loftus Pies fundraiser, Farmers Direct, Stalls & Raffles and Disco.

As a result, Minerva P&C are delighted to announce that 2 major school projects have been addressed through our external and internal “innovative” fundraising activities in 2013.

1. IWB Project - Minerva P&C were successful in securing a Honda Foundation Grant, $10,000, (purchase 3 IWB’s for the remaining 3 classrooms), term 1.

   [Image of Honda Foundation Grant]

This project helped support and consolidate teacher IWB training throughout the school and has maximized our children’s learning outcomes by providing flexible learning opportunities.

2. SENSORY GARDEN Project –

   P&C members have closely collaborated with sensory garden coordinator, Miss Carolyn to secure the necessary funds to complete the sensory garden for early term 1, 2014, ahead of schedule by 12 months.

   Minerva P&C were successful in securing a Variety grant $5,000 (outdoor music instruments) and networked with the charity, Mates on a Mission who donated $5,300, Bunnings Kirrawee $500 and artist, Sam Shennan (for completion of the garden and mural). A wonderful example of parent, community and school collaboration as encouraged under local schools local decisions framework.

   In 2013, the P&C researched iPad data recommendations from Victorian and Queensland special schools. Feedback given by Bates Drive SSP, St George SSP and Carinya SSP and highlighted this project as a priority for 2014. Minerva teachers also completed one training cluster day on iPads in special education, coordinated by Spectronics at the end of term 4.

   Minerva P&C wish to especially thank our wonderful Minerva school staff and parent community for supporting all P&C fundraisers throughout the year. As always our motivation has been to think BIG and dare to DREAM! Our kids are worth it!!!

   Together we can...together we will.

   Finally, well done to Miss Laura who received a Neita Award for Innovation. Congratulations to Miss Carolyn, who made it to the Neita State Finals for Innovation. Both teachers were nominated and endorsed by Minerva P&C.

Minerva P&C Association
Student information

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

Student enrolment profile

Minerva SSP provides an education for students with mild and moderate intellectual disabilities, emotional disturbance, autism and challenging behaviour. As a special school, students enrolled at the school must be placed through the Regional Placement Panel process and not directly by the school. The maximum enrolment is 63, due to the high support needs of our students.

A table of our school’s enrolment profile over the last five years is displayed immediately below.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>44</td>
<td>49</td>
<td>52</td>
<td>48</td>
<td>46</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Management of non-attendance

Where the school has not been informed of the student’s absence a phone call will be made to the parent or carer for an explanation. This will then be recorded.

Post-school destinations

Post school option discussions begin as soon as possible in the students schooling so as to map the path they are likely to take once formal schooling ceases.

During Year 12 each student’s transition to a post school environment is supported throughout the year.

One student was accepted into an early entry transition to work program at the beginning of semester 2. There were no other students graduating in Year 12, 2013.

Year 12 students undertaking vocational training

All Year 12 students participate and work towards the life skills outcomes stated in each of the BOS Curriculum areas. There were no graduating students in year 12 in 2013.

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>SSP Principal</td>
<td>1</td>
</tr>
<tr>
<td>SSP Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>SSP Classroom Teacher(s)</td>
<td>5</td>
</tr>
<tr>
<td>SSP Teacher RFF</td>
<td>0.672</td>
</tr>
<tr>
<td>SSP Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>SSP Careers Advisor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>10.072</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10.279</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Minerva School does not currently comprise of any members of staff who are from an Indigenous background.

**Teacher qualifications**

All teaching staff meets 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>50%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>20%</td>
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</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>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>89908.45</td>
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<tr>
<td>Global funds</td>
<td>147174.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>117367.56</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>16615.91</td>
</tr>
<tr>
<td>Interest</td>
<td>3985.70</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>605.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>375657.08</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>10452.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>708.72</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>579.17</td>
</tr>
<tr>
<td>Library</td>
<td>200.38</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1045.45</td>
</tr>
<tr>
<td>Tied funds</td>
<td>89460.28</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>76178.56</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>20849.50</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>26578.48</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7908.10</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3924.47</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>237885.58</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>137771.50</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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.

**School performance 2013**

**Reading and Spelling**

During 2013 students were placed into both Reading and Spelling Groups according to Reading age and Comprehension and Spelling ability. At the end of the year all students are tested for improvement.

Twenty two students improved their overall reading age. Six students improved their reading age by more than a year which is a huge achievement. Twenty one students’ comprehension skills also improved during 2013.

Our emphasis on Literacy in our Minerva School plan has certainly paid off.

**Sport**

School Sport – funded by the Federal government Active After School Care grant which allows the school to provide specialized instructors to deliver a variety of sport programs on a weekly basis, including – Surf Awareness, Swimming, Marshal Arts, Yoga Athletics, Soccer and Touch Football.

The school had two primary classes participate in the Government funded 10 day Intensive Learn to Swim program at Sutherland pool.

In October Minerva had three sessions of sailing through Sailability at Kogarah Bay Sailing Club.
During Term 3 Minerva students travelled to Engadine High School and participated in the weekly Interschool soccer competition, ran in conjunction with the Sydney Area Special Olympics. Other competing schools were: Engadine, Endeavour, Sir Joseph Banks and James Cook High Schools.

Interschool Sport:
Minerva held two interschool carnivals and invited Endeavour and Engadine High Schools Support Units:

Swimming; Monday 25th March at Sutherland Pool

Athletics; Monday 21st October at Waratah Oval Sutherland.

Representative sport
Michael Hilton competed at the Sydney East Swimming Carnival in April at the Sydney Olympic Aquatic Centre.

Library
The new library continues to be the hub of school activity and an inspired learning environment. Students have enjoyed borrowing, developing information literacy skills and sharing their knowledge in a fun and creative process on the school library wiki.

School assemblies are held weekly in this community space, enriched with the aid of new technologies.

The space is visually inviting with colourful displays made by the students.

The purchase of new readers has broadened and updated the school and home reading program.

Creative Arts
The recent introduction of the new English syllabus currently being implemented across Australia emphasizes the importance of visual media in literacy. It is also recognition that creativity is increasingly a significant part of our everyday lives and of the ways in which we learn.

The staff at Minerva, while not primarily seeing themselves as creative arts teachers, recognise and practice the importance of creative arts based learning to deliver tangible learning experiences across all KLA’s.

In June 2013 the Minerva school band performed at The Australian National Special Education Conference. The President of the Special Education Principals And Leaders Association (S.E.P.LA.) in her key note address praised our school performance and enthusiastically
demonstrated point by point how all the key learning areas were realised through this performance. She also warmly expressed the exuberance, pride and joy on the faces of the students, their parents and all who shared in this wonderful experience.

At Minerva we recognize the importance of the creative arts to facilitate learning. In fact we see it as a necessary function of our school to meet the needs of our students. Every day our students and staff are engaged in creative processes. Our classrooms burst with colourful subject imagery involving sight, sound and touch created to develop an understanding of their world.

Much of our PDHPE is delivered through dance and music. Hi Di Ho Dance, Hip Hop Dance and The Music to Movement program that systematically helps develop co-ordination skills are cross curricular activities. Our students have also benefited from the expertise of professional dance tutors and valued volunteers who graciously share their knowledge of painting and music.

The staff has demonstrated current technological applications to create effective social stories to support our students’ social needs and learning. The uses of sequencing apps and applications like Comic Life, Garageband and iMovie have extensively been used. Script writing, story boarding and acting have been used for video role modelling purposes to encourage appropriate social skills.

In 2013 our staff introduced many improvements with our weekly school assembly. The assembly is proving to be the highlight of the week. The creative use of music and visuals through the interactive white board and our weekly class presentations have made our assembly time feel more valuable and enjoyable for all.

Finally we have as a school, through the multiplicity of our creative arts practices across all KLA’s continue to make our learning experiences meaningful and like our wonderful dance performance involving colourful ribbons and mime at our presentation day, fondly memorable.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

In 2013 two Year 5 students attempted NAPLAN Literacy (including Reading, Writing, Spelling and Grammar and Punctuation) and Numeracy.

Higher School Certificate (HSC)

Students at Minerva School follow the Life Skills program for the HSC. There were no HSC candidates in 2013.

Record of School Achievement (RoSA)

11 students at Minerva school completed Year 10 in 2013.
Significant programs and initiatives

In 2013 Minerva School addressed all areas of the DEC K-6 Curriculum and 7-12 Life Skills Curriculum.

- Literacy and Numeracy
- Aboriginal education
- Multicultural education
- Environmental education
- Other programs offered included:
  - Inter-school sporting competitions
  - Swim School
  - In-School and Community work experience programs
  - Community Participation programs

Aboriginal education

The students of Minerva school studied Aboriginal words to work toward their Language requirement in Semester Two.

Key words were taken from the dialect of the Dharawal people of New South Wales. In some classes this was incorporated with the Makaton sign program to further improve communication and participation.

Taronga Zoo-mobile

In November the Taronga Zoo-mobile was booked to visit the students of Minerva School. It was decided that an incursion would be better suited and be more inclusive of our students. The Taronga Zoo-mobile has been specifically designed for schools that have difficulty travelling to the Zoo.

During the visit, the students were able to meet, learn about and interact with native animals. These included ‘Animals of the Dreaming’ including crocodiles, snakes, frogs, lizards, spiders, bugs and possums for an incredible ‘hands on’ experience. All students engaged well and enjoyed this experience immensely.

Our aim was to introduce students to the unique wildlife in Australia and to heighten awareness of the place wildlife holds in our environment. Students are then encouraged to take positive action in the conservation of our native wildlife.

Multicultural education

Minerva School is an inclusive environment where individual student differences are respected and valued. Whether that difference is a special need, individual belief system or country of origin all staff consciously strive to ensure all students receive an education and foster tolerance in a racism free learning environment which caters to individual cultural learning needs.

With the implementation of quality teaching practices our learning programs are culturally inclusive and address issues such as racism and discrimination. The learning programs include topics and experiences that are relevant to our students to increase engagement and connectedness to learning and the community. Diversity and cultural knowledge is recognized and valued at Minerva School.

Work Experience

The implementation of the Minerva school work skills center has enhanced the in-school work experience program across the whole school, catering specifically for the changing needs of the student clientele and providing an inclusive program for all students. Classes accessed this resource on a regular basis throughout the school
year and many sound generic work skills were taught.

10 students participated successfully in the workplace learning program outside of school. Students participated for up to 21 weeks, several progressing from one stage of the program to another at the commencement of the second semester. This included the Minerva School Supported Group Workplace Learning (SGWL) at Civic Industries, Caringbah and the Cross District Supported Work Experience Program (CDSWEP), at Bunnings Kirrawee and PetCare Taren Point.

10 students from years 10, 11 and 12 participated in ‘JOB CLUB’. This program was run at school by Nova Employment and focused on goal setting and post school options.

One student was accepted for a placement in a TVET course (TAFE delivered vocational education and training) – Discreet Primary Industries (Horticulture) at the South Western Sydney Institute, Padstow campus for 2014.

Seven students are eligible to be considered for placement in a 2015 TVET course.

A transition flow chart was further developed to improve communication to parents of students in years 10 – 12. The steps for transitioning out of school and the post school options are clearly outlined.

A submission for Additional School to Work Initiative funding was successful. ($2,500) This funding allowed Jenny Marshall in her new role as Careers teacher an opportunity for professional development, including attending the ADHC and transition Expo to network with service providers and better educate herself in the role of supporting students and their families with post school options.

This funding also provided further resources for the newly established work skills room, which provides opportunities for students who are not ready for the transition into a work site, work skills can still be developed and transferred into a work site once they are ready for that step.

Future directions

The structure of the workplace learning program must be flexible enough to meet the ever changing needs of our students. A continued focus on individualizing the workplace learning experiences of students will ensure that students’ workplace learning skills are maximized.

The Student Representative Council

The Student Representative Council plays an important role within the school community. All students are given the opportunity to run in the election. Most students were eager to be elected as they view this position as having importance within the school. The elected students were encouraged to be good role models for their peers and were provided with many opportunities to drive initiatives within the school. This year, the SRC decided to focus on running the weekly whole-school assemblies, raising money for our school, and encouraging good behaviour across the student body. The student representatives were involved in the running of an ‘SRC shop’ which was aimed at raising funds for the school. The students sold treats on Friday afternoons and were involved in the collection of money. The money went towards purchasing new equipment for the playground.

The students were also involved in a whole-school behaviour initiative which they entitled: “The SRC good choice of the week”. Each week, the SRC would decide on a behaviour focus and display this on posters around the school. They would then choose a class to receive an award at assembly based on their adherence to this rule.

On top of that, the students were also expected to host school assemblies and attend weekly meetings. The students should be very proud of their efforts this year.
Sensory Garden

The main focus for the sensory garden in 2013 was to create an outdoor learning space for the student’s that was not only engaging but also interactive. The Minerva School Engagement team, in liaison with a local landscaper from ‘Edible Kids Gardens,’ developed a concept plan for the improvements to be made to the sensory garden. (Refer to below plan)

These elements are starting to be put into place and will hopefully be finalized by the end of 2014.

The Minerva school sensory garden has had much therapeutic value to our students, it has been designed to stimulate all five senses and also provide opportunities and quiet spaces for students to self-regulate their behaviour. By having regular access to the sensory garden the students can re-engage successfully with their individual learning programs. It has, and continues to be of immense value to our students.

Volunteer programs

Minerva School provides opportunities for individuals and groups to support student learning programs. Throughout 2013, Minerva hosted students completing their tertiary studies in certificate courses, undergraduate degrees and post graduate studies from TAFE NSW and Universities.

Two volunteers from the local community continued to provide their services to support students. One volunteer provides an art program and the other provides music lessons and general classroom support.

Students from the local Catholic High School, St Patrick’s College, have continued their regular soccer matches with our students providing an opportunity for students to socialize and interact with their mainstream peers.

National partnerships and significant Commonwealth initiatives

As part of the 2013 EVERY STUDENT EVERY SCHOOL initiative Minerva SSP entered into a partnership with a consortium of 5 other SSP Schools; St George SSP, Wairoa SSP, Cairnsfoot SSP, and Bates Drive SSP to produce a package of resources to assist schools and staff in the former Sydney Region.

The project titled “BUILDING SCHOOL CAPACITY TO SUPPORT STUDENTS WITH DISABILITIES” was developed in response to a needs analysis survey from principals (primary and secondary), executives, school learning support teams, school learning and support teachers, support class teachers, support class executives, school counsellors, early career teachers and school learning support officers.

The project is an online product with seven learning and support modules to assist K-12 schools and staff to support students with disabilities in the areas of; Student Wellbeing, Technology, Curriculum Literacy and Numeracy, Curriculum- Life Skills, Behaviour and Autism. The project will be finalised and ready for use at the end of 2014.

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:

- Formal and informal feedback from staff surveys, discussion at staff meetings, teacher and SASS meetings.
• Maintaining yearly student assessment of reading and numeracy outcomes

• Parent community and school staff continue to work together to achieve 2012-2014 School Plan targets in technology and sensory integration programs.

• Increased funding from the business community.

• Reporting to the P&C at meetings each term providing information on school matters and discussion on matters raised.

• Continued professional development and accreditation for teaching and SASS staff.

School planning 2012—2014: progress in 2013

School priority 1

Literacy, Numeracy and Aboriginal Education

Outcomes from 2012–2014

• All students achieving appropriate outcomes in accordance with their individual learning plans.

• Improved outcomes for all students in terms of their understanding of Aboriginal Australia

Evidence of progress towards outcomes in 2013:

• Documented data reflected continued growth in reading and comprehension skill for 51% of the student population

• One third of the student population increased a level in spelling

• Reading Eggs, Spellodrome and Mathletics subscriptions continued across the school. Several students received accomplishment certificates acknowledging from these programs external to school data collection.

• ‘Count me in too’ resources -created and implemented in classrooms

• Whole school incursion zoo-mobile

• Presentation of Aboriginal language at school assembly.

• Aboriginal art and stories displayed throughout the school.

• Professional development in the new English Curriculum

Strategies to achieve these outcomes in 2014

• Streamed reading classes continued

• Teachers reflecting the new curriculum in their programs and classroom content.

• Supervisor teams accessing program builder to create programs and units

• Purchase of ipads and their implementation across the school

• Increase student access to a wider variety of school incursions.

School priority 2

Improved student engagement and attainment

Outcomes from 2012–2014

• Increased student participation and engagement levels across all KLAs including school centered work skills.

Evidence of progress towards outcomes in 2013:

• Completion of Stage 2 in the Sensory Garden

• 3 additional Interactive White boards installed in classrooms. All classrooms now equipped with an Interactive Whiteboard.

• Daily use of technology in classrooms by staff and students

• Reduction in classroom incidents.

• Dramatic increase in community funding.

• SRC fundraising to purchase additional playground equipment to support appropriate play and social skills

• An increase of students receiving interagency support.
Strategies to achieve these outcomes in 2014:

- Stage 3 of the Sensory Garden due for completion end of term 2 2014
- P&C to support purchase of ipads
- Introduction of ipads for teaching and learning across the school
- Budget set to support set up, maintenance, implementation and professional learning
- In school work skills activities expanded to increase capacity to develop student work skills.
- Relocate existing sensory room and refurbish with additional resources.
- Restructure of playgrounds and provision of activities which focus on turn taking, communication and play skills
- Support to families in use of ipads.

School priority 3
Leadership and Management

Improved leadership capacity across school staff to build sustainable improvement and succession

Outcomes from 2012–2014

- Quality teaching framework used to strengthen teacher capacity to improve student learning and engagement across all curriculum areas
- Increased opportunities for teacher promotion

Evidence of progress towards outcomes in 2013:

- Permanent appointment of librarian and Careers advisor after having completed Teacher Librarian Course
- 2 classroom teachers relieved in Assistant Principal Position
- 2 new scheme teachers successfully supported though their New Scheme Teacher Accreditation.
- Participation in Every Student Every School Initiative with 5 other SSP’s
- Increased funding from community grants for sensory room, sensory garden and technology

Strategies to achieve these outcomes in 2014:

- Ongoing sharing of roles and responsibilities across the staff to increase capacity of leadership, organisation and management skills
- Staff Professional Learning aligned to Every Student Every School.
- Two teachers recognized by NEITA.
- One teacher awarded state finalist
- 3 New Scheme Teachers supported and achieving accreditation with Institute of Teachers.
- Every Student Every School project titled ‘Building School Capacity to Support Students with Disabilities’ will be made accessible as an online resource for other schools.
- Focus on Great Teaching, Inspired Learning and the National Teaching Standards.
- New scheme teachers supported to attain next stage of accreditation.
- Define and develop Learning and Support Team procedures

Professional learning

Professional learning at Minerva School has been enriched by offering more courses under the Department of Education and Communities priority areas. Both teachers and SASS staff attended professional learning sessions within the school and external to the school.

Staff participated gaining professional learning through training in:

- CPR and First Aid.
- Child protection.
- e-Emergency.
- Familiarisation of the new Syllabus documents English vs Literacy.
- Understanding the Developing Brain.
• National Professional Standards for Teachers.
• Disability Standards,
• Every Student Every School.
• Positive Partnerships.
• Understanding Prada Willi Syndrome.
• Librarian Network Meetings
• ADHC Psychologists Behaviour Management presentation.
• Rebound Therapy.
• Epilepsy and Midazolam administration.
• Spectronics; Inclusive Learning Technologies training in Proloquo2go on iPads for Autistic and non-verbal students.
• Cash Flow Budgeting
• Accrual Accounting
• Intermediate Microsoft Excel
• SAAS staff completed mandatory online learning modules in e-Emergency care and e-Administration of Medication and an introductory course in iPad use.
• SAM Network Meetings
• In addition to:
  • Weekly staff meetings, teachers & SASS staff.
  • Weekly team meetings that support the School Plan.
  • Ongoing mentoring by Executive staff.

Parent/caregiver, student, and teacher satisfaction

In order for teachers and parents to work together for a child’s education, communication plays a very important role. In 2013, the school sought the opinions of parents about communication from the school with 50% of families responding to the survey. Parents were asked a variety of questions regarding the frequency and different types of communication between school, teacher and parent. Overall the comments from parents were positive with 75% responding that the staff were always friendly, informative, helpful, polite and professional.

A sample of survey questions and responses follow;

**Q: What type of communication do you prefer the most from your child’s teacher?**

![Communication Preferences Chart]

Communication regarding the school website was one area of interest in the survey.

**Q: Information was readily available and easily found on the website.**

75% of respondents agreed

75% stated the website was very good.

**Overall impression of website was good.**

Feedback from the survey highlighted an area where parents felt the school website could be improved. This was in the form of excursion notes to be placed on the website. The school has agreed to upload excursion notes in the future.

Program evaluations

Background

Providing access to holistic, appropriate and stimulating programs for our students is always at the forefront of what we do. The year 2013 saw the completion of significant long term projects set in the 2012-2014 school plan, a dramatic increase in community awareness and subsequent funding for additional resources.

Findings and conclusions

The evaluation used a broad range of data to formulate the findings, including school attendance, school reports, staff and parent feedback and observations by school staff.
Future directions
The school community agreed the focus for 2014 would be ipad technology. The purchase and implementation of ipad technology throughout the school will support and greatly enhance student engagement, access to the curriculum and communication programs. The school will;

- Purchase ipads with funds raised by the P&C
- Purchase a Mac and hardware supports to expand the program and provide improved access for students.
- Develop a school policy for the storage, management and use of the ipads to support student learning programs.
- Continue to engage staff in professional learning of best practice use with ipads.
- Continued collaboration with parents, carers and outside support agencies to maximize the benefits and functions of ipad technology in the school and home environments.

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.

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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: