



2022 ANNUAL PERFORMANCE REPORT



Our Lady of La Vang School

CONTEXT

Our Lady of La Vang is a Catholic special school that provides a specialized educational environment for students from Reception to Year 12. The school has the capacity for an FTE enrolment of 63 students. Students have a range of disabilities including intellectual disability, autism spectrum disorder, Down Syndrome, medical conditions and multiple disabilities. Like all students, our young people have a variety of approaches to learning and preferred learning style, this is impacted by the nature of their disability.

Our Lady of La Vang is a division of Catholic Special Schools Incorporated. The other division is St Patrick's Special School. Our Lady of La Vang and St Patrick's Special School has a joint Board of Management. The school is organized around three clusters: Junior Years (5-10 years old), Middle Years (10-15 yearsold), and Senior Years Cluster (15-18 years old).

The school receives support and funding from the Australian and State Governments, via the South Australian Commission for Catholic Schools (SACCS). Funding is indexed and adjusted annually, based on student enrolment numbers. This financial security has enabled the school to operate with the necessary staffing levels and enabled students to access a curriculum specifically designed to meet the needs of the cohort of students.

The leadership is currently made up of:

Principal

Deputy Principal

Leader of Learning

Staffing consists of teachers, a Speech Pathologist, Occupational Therapist and Education Support Officers. The school's Occupational Therapist and Speech Pathologist, (allied health team) provide multi-disciplinary support for the delivery of the curriculum. Core to their work is the support of professional staff in the development of learning designed to meet the individual needs of students. The Occupational Therapist and Speech Pathologist provide personal care training to staff in each cluster.

Programs operated in 2022 included Intensive Interaction, Choir, La Vang Fresh Foods, La Vang Patch, Premiers Reading Challenge and Cooking.

Intensive Interaction

Intensive Interaction is an approach designed to assist students at early levels of development, who are unconventional communicators. Dave Hewett who developed Intensive Interaction describes it as 'working on early interaction abilities- how to enjoy being with other people, to relate, interact, know, understand and practice communication routines' It assists students to use and understand eye contact, facial expressions, vocalizations leading to speech, take turns in conversations and understand the structure of conversations. The Intensive Interaction Coordinator, Jackie Brett, facilitates regular meetings and training for staff and shares with parents videos of their child as part of Individual Education Plan meetings.

Senior Choir

A joint initiative with Nazareth Catholic Community was to establish a choir of senior students who met weekly at Our Lady of La Vang. Jesse and Hannah, choir tutors from Lift Up Voices facilitated sessions, with assistance from Connie Larizza and Taras Misiajlo (Senior teachers). The year-long session culminated in our students performing together at the Nazareth Cabaret and Song for the Season.

La Vang Fresh Foods

Repurposing the student lounge created the highlight of the year, the development of La Vang Fresh Foods. An initiative by Woolworths, Fujitsu and the school, this was proudly opened during Catholic Education Week in May. The small-scale supermarket enables all our students to participate in shopping. Our senior students have learnt money handling, operating a cash register, customer service, online ordering, stock refilling and stock taking.

La Vang Patch

We were fortunate to have funding from Catholic Charities and the City of Charles Sturt to create the

La Vang Patch. This garden area has enabled our students to develop skills in basic horticulture. Students experienced the cycle of shopping for seeds, plants and herbs, planting, harvesting and cooking food. A second focus was recycling, with senior students making posters for each class to encourage recycling.

Cooking

Six of our students extended their cooking skills by attending the Adelaide Institute of Hospitality. The students are accompanied by a teacher and ESO and are taught Kitchen Operation Skills by a teacher/chef. The commercial kitchen enables our students to extend the skills they have learnt at school. Other Senior Cluster students explored foods from around the world via a weekly topic. Each week the students researched the country and cooked a signature meal, for example, tacos for Mexico and spaghetti for Italy.

Premier's Reading Challenge

15 students participated in the annual Premier's Reading Challenge and were recognized at a Cluster Assembly in Term 4.

Additional activities included:

- Book Week
- Our Lady of La Vang Feast Day celebration
- Graduation
- Community excursions including beach walks, riverbank, ten-pin bowling
- Inclusive Sports ten-pin bowling
- Swimming
- YMCA Glengowrie and Marion Gym

CATHOLIC IDENTITY

We welcome all to our community, a core charism of the Dominican Sisters, founders of our school. Relationships are central to our work and we strive to assist our students to develop the skills and competencies that will enable them to thrive and succeed in life. Staff prayer and reflection were core to staff meetings and pupil-free days.

Our staff worked to complete an annual plan for the Religious Education, New Crossways curriculum. The process led by Ciara James, Acting Deputy Principal ensured that our teachers had ownership and a voice in the planning.

Six of our teachers completed one or more units of the Graduate Diploma in Catholic Studies. Through this work, our teachers have gained greater confidence in teaching religious education and adapting the New Crossways.

During Lent we focused on Project Compassion and Caritas, using a hot cross bun fundraiser to raise a donation from the school. Our school community collected non-perishable food items for the annual St Vincent de Paul appeal, this supported the Hindmarsh-Flinders Park Parish who collected our donations and distributed them within the parish.

In October, we hosted the Hindmarsh-Flinders Park Parish Pastoral Council meeting and continued to build our relationship with Fr Lancy, Parish Priest and Mary Hemmings (Parish Pastoral Council chairperson).

STAFFING

Based on the August 2022 Census: staff employed

Role	Number	Full-Time Equivalent
Principal	1	1.0
Acting Deputy Principal	1	1.0
Teaching Staff	12	11.2
Education Support Officers, Bus Drivers & Bus Support Staff	31	23.8

Speech Pathologist	0	0
Occupational Therapist	1	1
Administration (Including Finance Officer)	4	3
Maintenance	1	0.6
Total	51	41.6

STAFF RETENTION RATE & ATTENDANCE

80 % of teaching staff continued in service in 2022. The Deputy Principal had Long Service Leave and subsequently resigned and one permanent teacher retired during 2022. At the end of the year, one teacher transferred to a R-12 college and another retired due to ill health. Several ESO staff resigned or retired at the end of the year.

TEACHER QUALIFICATIONS

Undergraduate Degrees:

2 Diploma of Teaching (14.28%)

4 Bachelor degrees (28.57%)

Postgraduate Degrees:

9 Master's degrees (57.14%)

ENROLMENTS

There were 62 students enrolled at the school.

28 primary students (students aged 11 years and under)

34 secondary students (students aged 12 years and over)

The students are grouped into 9 classes as follows:

CLUSTER	MALE	FEMALE	TOTAL
3 Junior Classes 5-10 Years	13	15	28
3 Middle Classes 10-15 Years	12	3	15
3 Senior Classes 15-20 Years	14	5	19
TOTAL	49	13	62

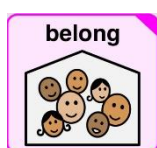
COVID-19

COVID-19 impacted the school periodically during 2022, particularly affecting community activities such as work experience, shopping, excursions and swimming. Critical to preventing the spread of COVID was frequent cleaning and sanitizing, staff were crucial in maintaining a very high level whilst continuing to teach. Our community supported the school by ensuring students did not attend school when unwell and diligently reporting cases to us. Our WHS Coordinator, Denise Ackland embedded effective COVID management plans so that we could maintain teaching and learning.

CURRICULUM

The lens of continuous improvement and collaboration led our work in 2022. We worked collaboratively as a staff to develop and implement the Heart Beats of La Vang. Focussing on the 5 values of: I belong, I am safe, I can learn, I communicate and I am kind, and explicitly teaching these to the students each week. Our Positive Behaviour in Schools (PBIS) team developed a *PBIS at La Vang Framework*, tier strategies and a process for supporting teachers to gather data about students of concern, reflect with the team and refine strategies to implement and review. This program was complemented by professional learning with Jon Martin, psychologist and fortnightly consultative visits by Carolyn Cole, psychologist with Guiding Pathways. Families were regularly provided with information about the PBIS program via the school and SPOT newsletters.

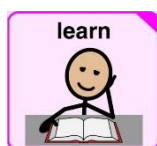
I belong



I am safe



I can learn



I communicate



I am kind



We continued the focus on literacy with our Leader of Learning, Andrea Niven supporting teachers with literacy resources and assessments. Amanda Bartram, from Lisa Burman Consultants, worked with teachers to develop an *OLOLV Literacy Tracking Tool* for students at a pre-foundation level. Andrea led the introduction of the Abilities Based Learning and Education Support (ABLES) in the school. Educators use the ABLES assessment tools to assess students through observation in everyday school and classroom contexts. With Andrea's help, teachers used the ABLES tools to map student learning. The leadership team and four teaching staff, began working with Dr Lyn Sharratt's, Clarity Learning Suite. Sessions were facilitated by Andrea, our Leader of Learning.

Professional learning for all staff focussed on two themes: Learning and Communication. The Australian Childhood Foundation provided a full-day workshop on Making Space for Learning and Michael Lincoln CESA led follow-up workshops focussing on how each staff member was embedding the learning in their context. Andrea Dahl-Johnston, speech pathologist, provided professional learning focussing on staff identifying ways in which they could model core vocabulary.

COVID provided some restrictions to accessing off-site gym facilities, so instead we accessed weekly sessions in Terms 3 and 4 with a physiotherapist from Therabees. Our Occupational Therapist provided staff with professional learning and oversaw the implementation of interoception in class programs. Our swimming program was reorganized to provide a semester of swimming to students in the Junior and Middle Clusters. Our Senior Cluster explored a range of sporting activities including sailing, beach safety, pickleball and ten-pin bowling. Two teaching staff revitalized the bike shed to become the sports shed and introduced students to ball games and athletics in preparation for our sports day via NIT.

PROFESSIONAL LEARNING & EXPENDITURE

In 2022, all teaching, curriculum support and ancillary staff (100%) participated in professional learning. The school staff were informed of professional learning via regular emails. Professional learning is aligned to the AITSL standards and staff professional learning goals. Staff undertake periodic mandatory training as specified by Child Protection requirements.

Professional learning had two integrated components designed to develop the professional and personal capacities of individual staff members and the culture of learning at La Vang, these were:

- School-based programs involving all *staff*, facilitated by staff or by external facilitators, includes mandatory WHS training, face to face and online.
- Individual professional learning focus.

Whole Staff Professional Learning:

- CPI MAPA Training, full-day and refresher sessions, CESA Consultants, Luke Inglis and Kim Harding
- Contenance Care, Manual Handling Training, Kim Harding, Occupational Therapist
- Oral Eating and Drinking Care, Stephi West, Speech Pathologist
- Positive Behaviour Support, Jon Martin, psychologist
- Intensive Interaction, 3 x 1hour sessions per term, Jackie Brett
- Protective Practices- unpacking the updated guidelines for staff in education and care facilities
- Making Space for Learning, full day, Australian Childhood Foundation
- Embedding making space for learning, planning, goal setting and feedback, 2 x 1 hour session, Michael Lincoln, CESA
- Unpacking the Literacy Tracking tool, 1 hour session with Amanda Bartram
- Communication Accessibility and Opportunity, Andrea Dahl- Johnston.

Teacher Curriculum Professional Learning

- Keeping Safe: Child Protection Curriculum
- Literacy workshop, Tracey Grice CESA
- SEQTA, NCCD and PPL sessions
- Bookmaking Coaching days, in Terms 1,2, 3, Amanda Bartram
- Clarity Introduction, 1 hour, Andrea Niven, Leader of Learning

- Interoception introduction, Ashton Grose, Occupational Therapist
- Communication Skills, Stephi West, Speech Pathologist
- ABLES, Andrea Niven, Leader of Learning
- Six teachers continued their Graduate Certificate in Catholic Studies.

Mandatory WHS training:

- WHS Yearly induction to all staff
- WHS Online Learning,
- First Aid- CPR Refresher
- Manual Handling Training
- Contact Officer Training
- Fire Warden Training

In 2022, a total of approximately \$25,124 was spent on professional learning for professional staff. In addition to this, Catholic Education SA provides professional development and consultancy services to our school. The teaching and support staff have been involved in training and development supported and funded by CESA.

STUDENT ATTENDANCE

Year Level	Term 1	Term 2	Term 3	Term 4
RE	78.3%	68.9%	85.4%	86.9%
1	89.3%	84.6%	73.5%	83.9%
2	76.2%	66.8%	74.8%	85.0%
3	69.5%	77.9%	80.0%	83.7%
4	78.0%	73.3%	89.9%	92.9%
5	62.3%	75.3%	63.4%	68.2%
6	84.9%	92.5%	92.2%	89.6%
7	83.8%	81.7%	94.1%	96.8%
8	80.9%	86.5%	83.7%	87.1%
9	78.7%	67.4%	74.2%	68.1%
10	71.2%	75.0%	69.4%	80.7%
11	86.5%	97.5%	92.9%	97.7%
12	79.6%	82.3%	91%	87.2%
Average	78.40	79.21%	81.88%	86.64%

STUDENT NON-ATTENDANCE

Parents/carers are encouraged to contact the school via email or phone if their child is not attending school and are asked to provide an explanation. This is documented each day. If a student has not arrived by 9.30 am, school personnel contact the parents/carers by phone. Parents are required to submit a request for an 'Exemption' form if they are requesting an extended absence from school for their child.

STUDENTS

New students

Eight students commenced at the school in 2022, four in the Junior Cluster, two in the Middle Cluster and two in the Senior Cluster. Two students left the school during 2022, one student transferred to a Department for Education special school and the second finished school once he had turned 18 in July. His graduation was celebrated along with three other students in November.

Graduates

Four students completed their schooling in 2022 with a graduation dinner held at the Bartley Hotel, West Lakes in November. The students' graduation was celebrated with family, friends, staff and other Senior students.

Post School Destinations

One hundred per cent (100%) of students who graduated in 2022 were successfully placed in a transition to work, Day Options program or NDIS mentoring support. One student moved into supported accommodation during 2022 and accesses a day options program, two students are participating in a combination of Novita's transition to work and day options and one student is accessing home-based NDIS mentoring.

PLANS TO SUPPORT STUDENT LEARNING

A range of plans to support student learning and well-being are incorporated into the school's practice:

- Personalised Plan for Learning
- Individualised Education Plans (IEP)
- Positive Programming: Tiers 1 and as required Tiers 2 and 3
- Moving and Handling, Transfer and Positioning
- Personal Care, Contenance Care and Oral Eating and Drinking Plans.

The Speech Pathologist and Occupational Therapist developed specialized Oral Eating and Drinking Care plans and Movement and Handling Plans. These are reviewed annually and updated with collaboration between home and school.

BENCHMARK RESULTS AND ASSESSMENT AND REPORTING

With parental consent, all eligible students were exempted from participating in the NAPLAN testing program. Individual student progress was reported via two school reports and through the collaborative development and review of Individual Education Plans (IEPs). The IEP's were developed for all students in Terms One and Three of the school year. All parent/carers were invited to a Learning Conversation with their child's class teacher in Term Three. Parents/carers were encouraged to meet with teachers throughout the year.

PROPORTION OF YEAR 9 STUDENTS RETAINED TO Year 12 or EQUIVALENT

The secondary aged students are grouped into class and cluster groupings rather than year levels. Our Lady of La Vang had a retention rate in 2022 of 50% of the students who were in the equivalent of Year 12 and were enrolled at the school since the equivalent of Year 9.

SCHOOL BUILDING & GROUNDS IMPROVEMENT

- Variety SA continued their long-standing support of the school and provided the school with a new Green Bus in Term 4.
- A donation from a grandparent and the P & F fund enabled the installation of a basketball backboard in the hall.
- Our teaching and learning have been enhanced by the installation of four more interactive screens.
- Rearrangement of two rooms provided a fourth learning space in the Middle Cluster.
- The carpet was removed from the Senior Cluster sensory room and replaced with linoleum.

SATISFACTION LEVELS

Parents are invited to meet with their child's teacher on two formal occasions during the year. Initially to collaborate on the development of the individual learning goals, via the IEP and Personalised Plan for Learning (PPL). Learning conversations are held in Term 3 and provide an opportunity to discuss the recent school report, re-establish goals for the remainder of the year and update as needed the PPL.

Parental feedback was invited during the year through a range of informal and formal ways including discussion at the community welcome evening, post-school information sessions and surveys about specific aspects of the school program e.g. graduation. Parents and Carers were invited to complete the CESA Living Learning Leading online survey. A small number of parents responded to the survey.

Community events such as the Launch of La Vang Fresh Foods, Sports Day and Christmas at La Vang offered opportunities for families to provide informal feedback. Parents expressed satisfaction with the school's

variety of educational opportunities and experiences. All parents, students and teachers are continually encouraged to raise issues or concerns with the appropriate personnel within the school in a timely manner.

Staff

Staff are provided with opportunities to meet with the leadership team, either individually or in groups. Feedback was regularly sought on a range of topics including bus support, incident reporting, WHS, the duress system and communication processes. School staff participated in the Living Learning Leading surveys in Term 3.

Students

This is not obtainable in traditional ways with our students, however, it is observed that students are happy to be at the school and look forward to going to school. The introduction of the Heartbeats of La Vang and the Zones of Regulation program supported students to communicate how they are feeling.

FINANCE

• Australian Government Recurrent funding	\$4,512,301
• Other Australian Government Funding	\$29,591
• State/Territory Government recurrent funding	\$775,674
• School Fees	\$109,504
• Other Recurrent Income	\$240,868
• Total gross income	\$5,667,938
(Excluding income from government capital grants)	

COMMUNITY

In Term 3, the Nazareth Year 12 Health and PE students organized a Sports Day for our students. This was our first sports day at Flinders Park, despite the rainy day, all students participated and their parents were delighted to see their children actively engaged in fun activities.

The City of Charles Sturt mobile library visited the school regularly during the year so that our students could borrow books.

Our Lady of La Vang continued the arrangement with Catholic Health Safety and Welfare of hosting Contenance Care training sessions. These sessions support ESOs in other Catholic schools, two sessions were held at the school during 2022. Participants who attended the sessions were provided with a tour of the school.

Our community held the annual Expo in September and invited neighbouring schools to attend. It was extended to focus on Exploring NDIS Options as well as Post School Pathways, to provide our families with a range of providers.

In November, we celebrated the Feast of Our Lady of La Vang. Each class did some research about Our Lady of La Vang and Vietnam and shared this information at a school prayer assembly before enjoying a performance from Marty McBubble.

Our families enjoyed social opportunities such as coffee mornings, the parent meet and greet and junior cluster play date. The year finished with Christmas @ La Vang, a time for all in our community to come together, the Senior Choir and Middle Cluster students sang for their families. It was lovely to welcome new families commencing at the school in 2023.

“Together we can do great things...”
Mother Teresa

Stephanie Grant
May 2023