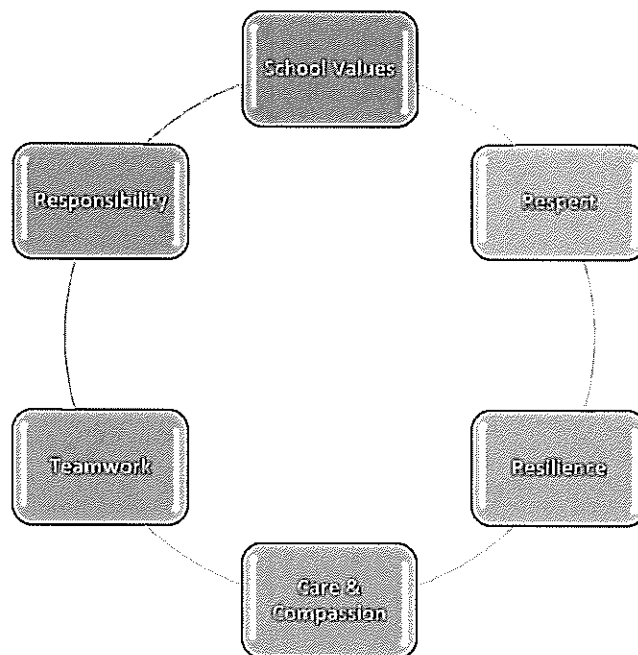
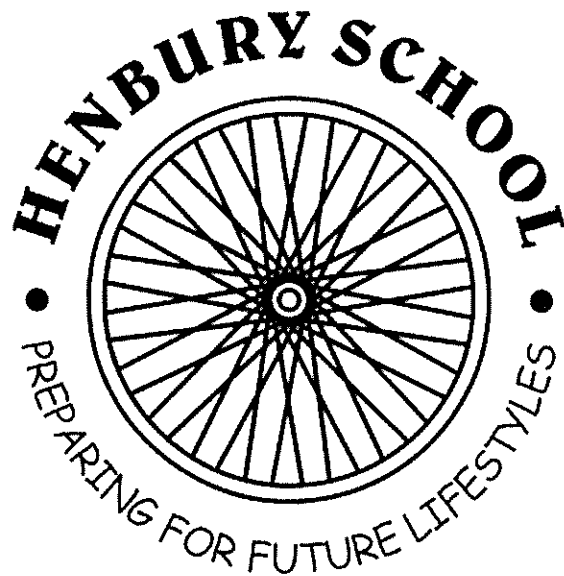




Henbury School

Annual Performance Report to the School Community

2015



School Overview

Our School

Henbury School is a purpose built comprehensive Special Needs High School located in Darwin for students from Year 7- Year 12 with a mild to severe intellectual disability. Student enrolment area is the City of Darwin. Classrooms are multi level according to how students access the curriculum, and compatibility with peers. Henbury Campus at present consists of an Administration block, 13 classrooms, indoor hall; kitchen and small library, a hydro therapy pool as well as a house in an adjoining street where programs can be offered in a real life setting. There are 7 Outreach classrooms: one at Dripstone Middle School, one at Nightcliff Middle School, one at Sanderson Middle School, two at Casuarina Senior College and two at Darwin High School. Students are taught in classrooms staffed by Henbury teachers and SESO's. Students in Outreach classrooms participate in individualised programs including accessing some mainstream programs at their school. Henbury's Op Shop, 'Opportunity Knocks' and 'Sensational Designs' are the 8th and 9th Outreach classrooms ; where students are provided with a wide variety of real work experiences and a place to develop social and work skills in a safe, supported environment. There are 4 businesses developed and implemented at Henbury School to allow our students to access a safe, supported working environment.

Our Staff:

2015 STAFF	
Principal	1
Assistant Principal	2
Senior Teachers	2
Classroom Teachers	23
Special Education Support Officers	23
Non-Contact Teachers	3.6
School Counsellor	1
Health Promoting Nurse	1
AIEW	.5
AO2	1
AO5	1
Maintenance Officer	.5

A live in caretaker also adds significantly to the running of our school. The school has an Outside School Hours Care (OSHC) and a Vacation Program which has a fulltime coordinator and approximately 10 casual staff. The Op Shop has a fulltime manager.

Our Students

To attend Henbury School, students need to meet enrolment criteria that consist of an IQ less than 70 and meet criteria in areas of the Adaptive Behaviour Scale. In 2015, we began the year with 101 students and finished the year with 100 students.

Our Community: The School Community includes our students, families and carers,

staff and School Council, as well as a wide array of community representatives that provide vocation, sporting, recreation, specialist services, further education opportunities and potential employees and post school options.

Principal's Report

New Buildings

2015 was the year of expansion and construction. At the end of Term 1 two purpose built transportables were constructed in the back yard. This was a temporary measure to cater for growing enrolments. In June work began on the new school. The new school is planned to be opened at the start of Semester 2, 2016 and will be co-located at Dripstone Middle School with entry off Henbury Avenue.

During 2015 numerous activities occurred for students to access, some highlights of the year were:

- Henbury School Youth and Disability Expo: an opportunity to have in one place a range of service providers for students whilst still at school and post school.
- PACTS, Parents As Career Transition Support: information and education workshops for parents and carers of secondary school students.
- Disability Support Pension Information session. Staff from Centrelink attended to assist with the new changes.
- ANZAC Centenary. At this commemoration assembly wreaths were laid at the school made Cenotaph, the Ode of Remembrance was read and with the Choir singing Lest we Forget.
- Henbury Climate Change Challenge Team competed in the Climate Change Challenge. The team placed third.
- Camp at Junior Police Rangers and Base Camp Wallaroo
- Science foci were through Science Fair and Kids Teaching Kids. Henbury was the only Territory school that acquired a grant and hosted the Kids Teaching Kids.
- Students participated in The Beat choir for the very first time.
- School participated in Go Blue for Autism and Footy Colours Days.

Grants

The school looks to add value to school programs by applying for various grants. Successful grants were

- \$10 000 grant from the Telstra Kids Fund to invest in eye gaze technology. The school was one of 20 across regional Australia to receive a grant to support digital inclusion projects.
- \$25 000 grant from the NT Equity Training Grants Program. The funding goes towards the Henbury School Manufacturing Enterprise, "Sense-ational Designs".
- \$10 000 Commonwealth Bank for Financial Literacy Programs

- \$500 Litter Legends
- \$500 Seed Funding Grant from Eco-Schools.
- \$450 National Science Week
- \$880 Kids Teaching Kids

Congratulations

During 2015 the following teachers were rewarded for their hard work in improving student outcomes. Sarah Corry, Darwin Region Secondary Teacher of the Year and Special Commendation for the work she does with improving pathways for students, in Teaching in The Territory Excellence Awards. Melissa Chellis was awarded the Regional and National, Commonwealth Bank 2015 Teaching Award and their Australian of the Day. This was in recognition of the financial literacy program run through the Op Shop. Joan Ocampo was awarded the Teacher Heroes Excellence Award for her work with Kids Teaching Kids Day. Joan was one of seven teachers recognised nationally by the Kids Teaching Kids organisation. Henbury received an Excellence in Innovation Award at the NT Disability Services evening, for the development of four businesses.

Halikos Group Presents Henbury Corporate Luncheon

This Luncheon was held Friday 4 December with 328 tickets were sold. At this function the school choir, band and Henbaru performed. Also performing were NT Comedian Amy Hetherington, local group Indie Road and Minister for Education who sang a song which was a secret auction item. A big thank you to Sarah Corry and Vincent Poke who led the HCL Committee all year: comprised of Alysha Tizzoni, Aminah Djumadi, Anne McClelland, Carly Horsfall, Fleur Radovic, Janet Podsiadly, Leanne Shearer, Nicole Hennessy, Rod McKay, Sarah Penney and Thalia Kouros. Total funds raised were \$66 952.

Farewells

Henbury said goodbye to Sue Woodhouse who worked for 18 years as a SESO and Janet Podsiadly who worked at Henbury for 8 1/2 years as a teacher. Anica Cormie returned to Victoria, Naomi Evans SESO interstate, Linda Tan left to undertake further study, Carly Charters went on Maternity Leave and Rahena Broughton passed away after a short illness.

I would like to take this opportunity to thank the staff at Henbury who are tireless in their efforts to provide high quality educational programs. Thank you also to parents/carers who assist their child/ren to become learners.

Carolyn Edwards
Principal

Teaching and Learning

In 2015 no students undertook NAPLAN

Vocational Education Training in Schools. The following certificate courses were completed or commenced.

- Thirteen Certificate I Retail
- Six Certificate I Retail Baking
- Three Certificate I Hospitality Cookery
- Four Certificate I Business
- Four Certificate II Business
- One Certificate I Hospitality Cooking
- Four Skill Set in Automotive
- One Certificate II Information Technology
- One Skill set in Small Construction
- Five commenced Certificate I in Conservation Land management
- Two commenced Certificate I Automotive

Five students completed one Stage 1 Modified English Pathways NTCET subject, and four completed one Stage 1 Modified Mathematics Pathways NTCET subject. Eight students completed Stage 1 NTCET Personal Learning Plan.

EAP/TEAP

Every student, parent, teacher and Senior Staff member meets at the start of the year to discuss individual students' goals and targets. Meetings are then held at the end of the year to review the progress of the students against their targets. EAP documents are for students in Year 7-9. TEAP are for students in Year 10-12, with a Future Planning section which incorporates Transition from School into goals and targets.

Student Data

Currently data is collected on every student's achievements and work placements/training and is collected on an Excel spreadsheet. The school analysed various data bases in 2015 to be used to record student data and to write EAP/TEAP's, reviews and Portfolios. The school has student individual data for the last 5 years. Accelerus was chosen as the new data collection tool and was to be trialled as the new reporting and data collection program for 2015. This data base will be in full use in 2016.

Outreach Classrooms

Thirty nine students were involved in the Outreach programs at Dripstone Middle, Sanderson Middle, Nightcliff Middle, Casuarina Senior College and Darwin High School.

2016 ASIP Priorities

- Implement a whole school approach to Numeracy- Meaningful Maths

- All staff trained at Foundation level in Augmentative communication methods, programs and tools.
- Support and promoted wellbeing of staff and students.
- To consolidate current practices and develop an overarching curriculum framework.
- By November 2016 100% of teachers will use the 4 levels of feedback, and feedback observations will show that feedback is targeted and based on the student's level of proficiency and the learning intentions and success criteria.
- By November 2016 66% of students will be able to articulate in some way their understanding of learning intentions and success criteria and demonstrate behaviours of a visible/good learner.

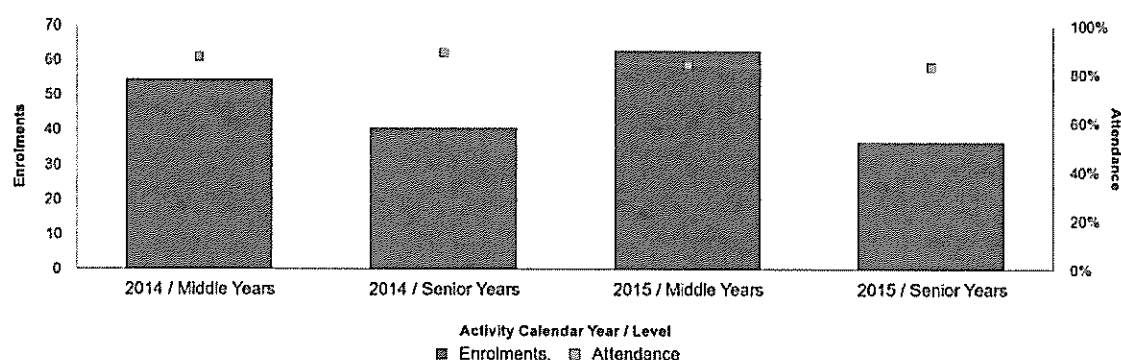
Wellbeing

Enrolment and attendance: The average school enrolment was 101 students and the average attendance was 84.5%. There was a decrease of 3.2%, compared to 2014. For Indigenous students the average enrolment was 37 with an average attendance of 80.7% there was a decrease of 1.3% compared to 2014. We had three students whose high absenteeism was due to living away from home and under Care. Students at Henbury have more appointments with specialists, therapists which often account for sanctioned by carer/parent. For the second year in a row, suspensions were down, this is a total decrease since 2012 of 4.09%.

Figure 1

Henbury School

Enrolment and Attendance



		2014				2015			
		Indigenous		All		Indigenous		All	
		Enrol	Attend	Enrol	Attend	Enrol	Attend	Enrol	Attend
Middle Years	Year 7	10	75.4%	19	84.7%	8	87.3%	18	89.3%
	Year 8	11	84.2%	21	86.9%	12	68.8%	23	79.0%
	Year 9	1	0.0%	15	90.3%	12	85.5%	22	84.9%
Senior Years	Year 10	2	90.5%	13	92.3%			14	85.4%
	Year 11	3	78.7%	11	82.3%	2	93.8%	12	83.6%
	Year 12	4	95.0%	17	90.2%	4	63.9%	11	80.5%
Total:		29	82.0%	95	87.7%	38	78.8%	99	83.8%

Student Mobility

	2014				2015			
	Arrivals	Departures	Average Enrolments	Student Turnover	Arrivals	Departures	Average Enrolments	Student Turnover
1	2	4	95	13%	7	3	100	15%
2	3	5	96	4%	1	1	99	1%
3	2	1	95	2%	2	2	100	2%
4	1	2	94	2%	2	1	99	6%
Total:	8	12	95	21%	12	7	99	25%

Last refreshed 12/02/2016

Henbury School

Reasons for Absence

	2014	2015
Cultural Activity	0.1%	0.1%
Disengagement	0.8%	6.2%
Funeral	2.3%	0.7%
Non-school Event	0.6%	0.1%
Notified as Sick	20.5%	21.4%
Sanctioned	39.1%	21.5%
Suspended	3.0%	0.9%
Unacceptable Reason	3.4%	10.9%
Un-Notified Absence	30.2%	38.3%
Transport		0.0%

During 2015, 38% of absent periods were unnotified, this represents 5.8% of all periods.

Staff Type	Classification	Staff - Week 4 Term 1 2015	Retained Staff - Week 7 Term 4 2015	Retention Rate
Non-Teacher	AO296	1	1	100.0%
	AO4	1		
	AO492	4	2	50.0%
	AO496	16	12	75.0%
	AO5	1	1	100.0%
	P3	1	1	100.0%
	PH3	1	1	100.0%
Non-Teacher		25	18	72.0%

Staff Type	Classification	Staff - Week 4 Term 1 2015	Retained Staff - Week 7 Term 4 2015	Retention Rate
Teacher	CT	23	21	91.3%
	ECPL2	1	1	100.0%
	ST1	2	1	50.0%
	ST3	1	1	100.0%
Teacher		27	24	88.9%
School Retention		52	42	80.8%

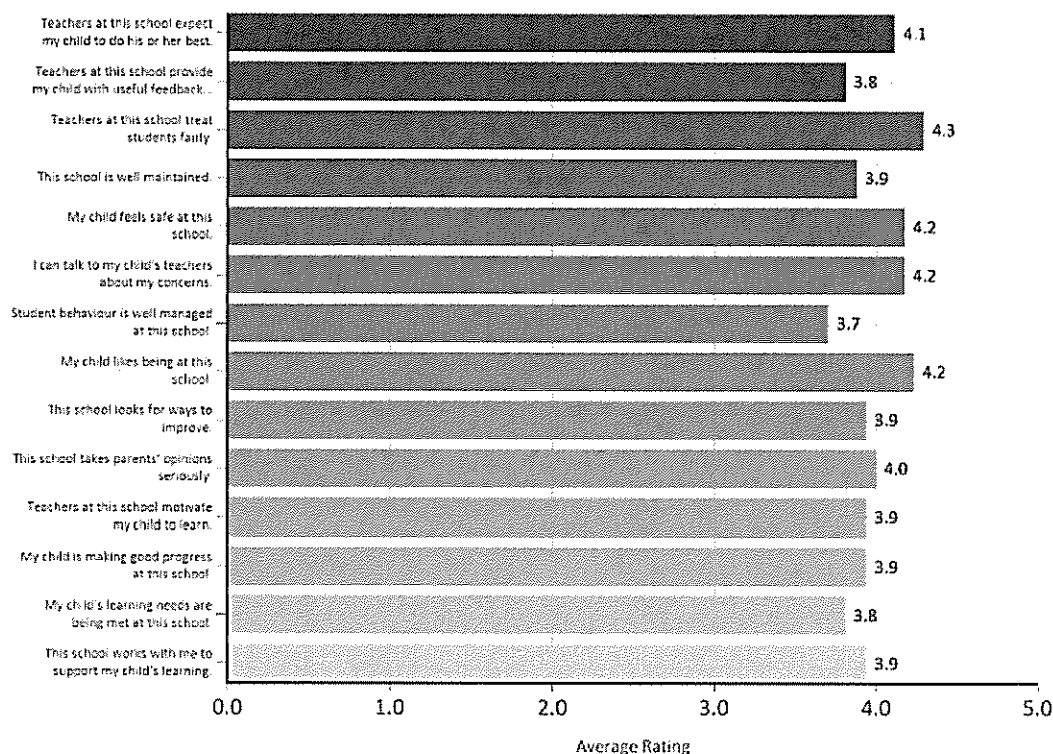
Strategies to Address Retention:

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

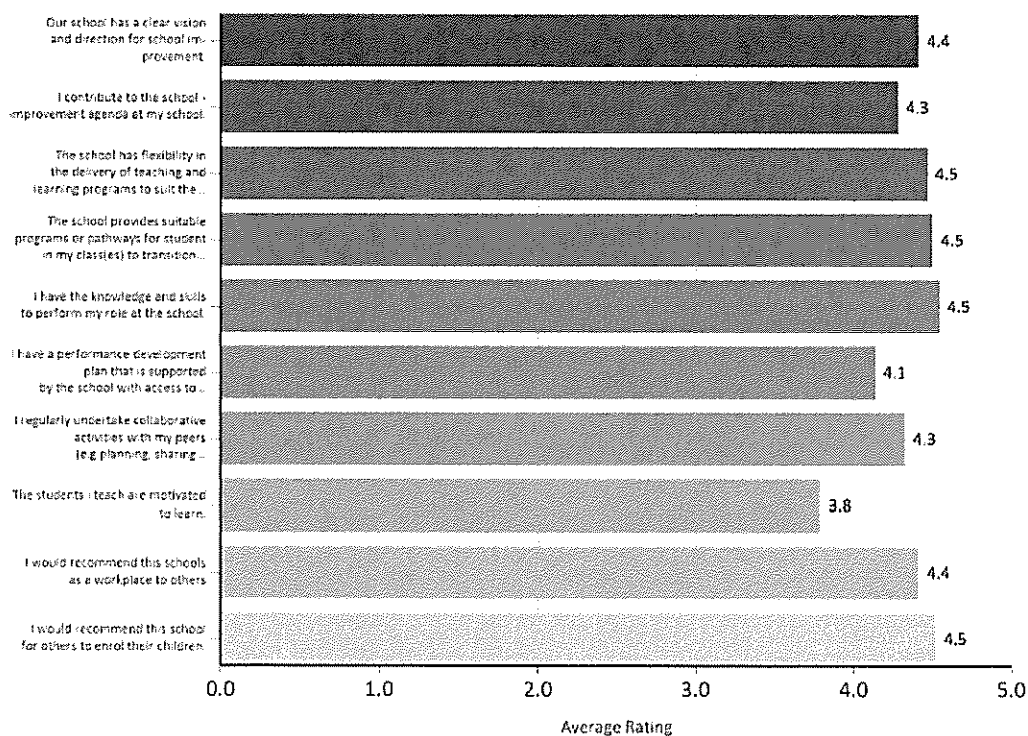
- Behaviour Management Policy that reflects School Values, Non Violent Crisis Intervention, Choice Theory and Restorative Justice
- Enterprise Education Program- cards, car washing, painting
- Business Enterprises – Sensational Designs, Gardening Crew, Opportunity Knocks Op Shop and Coffee Crew.
- Alternative Education Programs
- Outreach Program
- Possible Mainstream Workshop Classes
- Whole School Program-Human Growth and Development
- High Support Programs
- Total Recreation Sport
- Certificate Courses
- VETiS
- Music Programs-Band, drumming, guitar, choir, Drumbeat, dance
- Daily communication process (books or email) between home and school
- Clontarf at Middle and Senior Outreaches
- Work Training
- School Counsellor
- School Camp
- School Values
- School House
- Sensory Integration Program

Classroom programs reflect students T/EAP Long Term Goals and Annual Targets. Classrooms structure is based according to student's needs. Curriculum and pedagogy practices deliver high levels of rigour and student engagement.

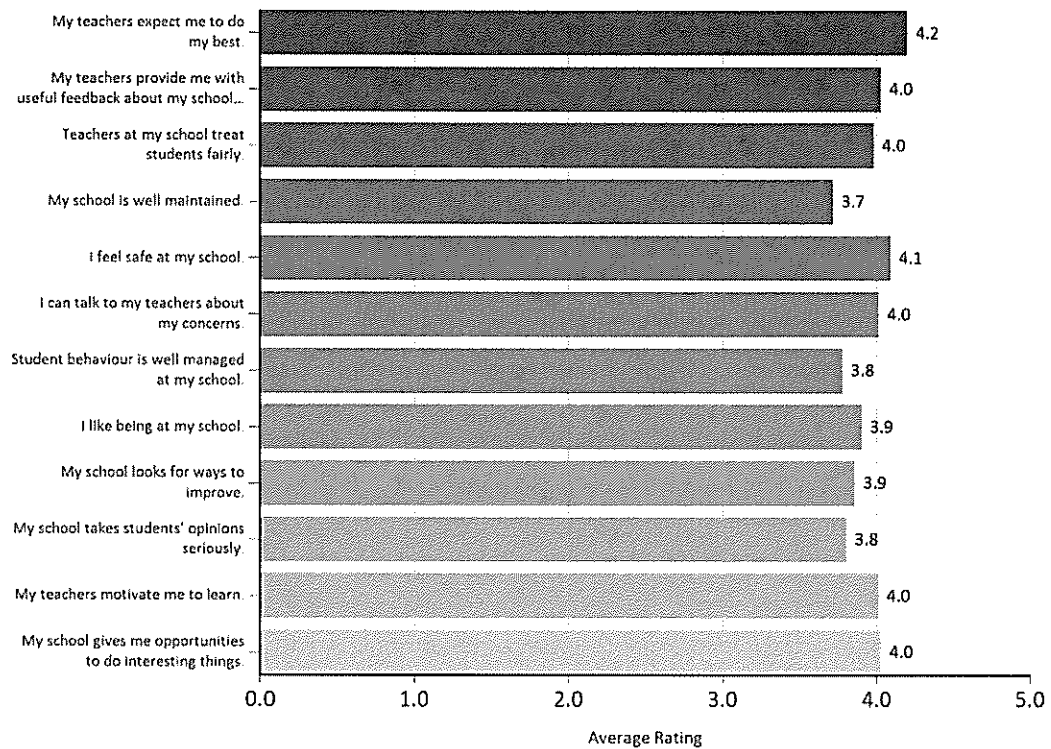
Parent Survey



Staff Survey Results



Student Survey Results



Participation, Transitions and Pathways

8 Graduands in 2015

- 2 HPA (Helping People Achieve)
- 3 CPP Community Pathways Program at Life without Barriers
- 2 Open Employment
- 1 Undecided

Transition 2 Work Program

Covers four sectors: Retail, Horticulture, Hospitality and Trade. Students have a taste of each sector with an option to revisit and focus on a chosen sector within the year. This is into its second year of a four year plan.

Since 2012 in the VETiS area there has been a continued growth, culminating in the following growth figures for 2015. Certificate II Information Technology 100%, Certificate I Retail 110%, Certificate II Business 100%, Certificate I Retail Baking 40%, Certificate I Conservation Land Management 75%, Skill Set in Small Construction 100%, Skill Set in Automotive 100%. Continued access and participation to Certificate I Hospitality, Certificate I Business, Certificate I Automotive and Certificate II Hospitality cooking. There were 40 enrolments in VETiS courses for 2015 up 10% from 2014.

There were 69 students accessing onsite work programs in 2015 and 38 students accessing offsite programs. There was a 10% increase in accessibility to work programs.

Opportunity Knocks, Opportunity Shop

Opportunity Knocks is located at Aralia Street. Our Op Shop provides a secure and safe work place for students who require the opportunity to successfully transition into a work environment. It allows them to gain a wide range of work ready and retail skills which are transferable to other work places. This program benefits our students across a broad spectrum of disabilities and provides a chance for our students to give back to their community. The Op Shop is also providing the work experience element for students that are enrolled in the VETiS Certificate I and II in Retail. A fulltime Manager, three part time employees and there are 3 regular volunteers.

Horticulture

This was done through the following activities: The school operates a Henbury Gardening Crew which was offered to students from years 7-9 who ventured into the community offering services to community members. The school also used the community garden, and The Patch as another site.

Henbury Café

In 2014 a new enterprise was launched, the Henbury café (selling coffee and other café food to staff and invited guests out of the school canteen). In 2015 the business expanded with training of students becoming the Coffee Crew where students were introduced to the skills of and knowledge required to gain employment in a café or coffee shop. The Coffee Crew works every Friday and has eight members rotating every term.

Sense-ational Designs

Is a textile and screen printing business which was launched in 2015. This has been an extremely successful and innovative business allowing 13 of our students to access skills in Textiles, with 2 of our graduands gaining employment at HPA's AusDesigns in 2016. Contracts have been made with three associations for production of particular items. Sense-ational designs works one day a week to produce their products.

School House, Stepping Stones

Stepping Stones program operated. The school house was used by on campus classes during the day and for students in Year 10-12 as an overnight life skills program.

Work Training

Work training programs continued to be a major strategy in preparing students for future lifestyles. In 2015 100% of students undertook some type of work training either on campus or off. Students worked at various work training locations including Opportunity Knocks, Crocodylis Park, HPA-Kokoda Industries and AusDesigns, Furry Godmother, RDH Laundry, Bunnings Palmerston, City Beach, Coles Bradshaw, McDonalds Bagot Road, Office Works, RSPCA, The Toy Library, The Trailer Boat Club, Casuarina Public Library, Regis Tiwi Gardens Aged Care and The Patch.

2016 ASIP Priorities

- Improve transition of students across all transition points
- Grow opportunities for students to develop individual work skills that support goals through existing and new enterprises, education and training partnerships
- Be recognised as an exemplary provider of education for special needs with the NT, Australia and Internationally
- Developing brilliant community relationships

Partnerships

Henbury School is fortunate to have a School Council that is invested in and wants to be involved in School Life. The School Council met 8 times over the year. They were active in progressing the building of the new School by Halikos and aware that the growing enrolments necessitated the continued need to ensure the school building began on time.

Henbury's focus in 2015 was to continue to raise the profile of our students, programs, staff, and our school in general and to have more families engaged in school life. The school hosted or participated in the following school/community events:

- Halikos Group presents Henbury Corporate Luncheon at the Convention Centre, Friday 4 December. We had 328 guests and sponsors in attendance. We were very pleased to have Halikos Group along as our first Diamond sponsor, securing naming rights of this event until 2017. Mr John 'Foxy' Robinson committed to sponsoring Henbury School for the next three years giving an incredibly generous donation. This particular event raised over \$67 337 in cash funds for the school to further invest in Work Training equipment and Transition 2 Work programs.
- Henbury School Youth and Disability Expo and PACTS with 25 community partners who provided parents with information to support options for students preparing for future lifestyles.
- Science and Sustainability – Kids teaching Kids. Over 100 students from around Darwin came to our Kids Teaching Kids program hosted by Henbury students. These students attended a series of workshops throughout the day taught by our students.
- Christmas Craft Fair
- Yearbook
- Count Me in Too performance at Casuarina Shopping centre.
- Wellbeing and Happiness Market.
- Family Night – Film and Music Night at Henbury
- V8 Supercar invited guests.
- Footy Colours Day fundraising, with Parramatta Eels
- Excellence in Teaching Achievements. Senior Teacher Sarah Corry awarded Northern Territory Senior Secondary Teacher of the Year (Darwin Region). Melissa Chellis awarded the Regional and National Commonwealth Bank Teaching Award and Australian of the Day award. Joan Ocampo received a Kids Teaching Kids certificate of Excellence for all her hard work organising a third Kids Teaching Kids award.
- Halikos Group our first Diamond sponsors of HCL and the builders of our new school.
- Telstra gave Henbury School a grant of \$10000 to expand the Eye gaze program.
- Darwin Convention Centre is a major supporter of the Annual Henbury Corporate luncheon

- Life Without Barriers(LWB)- This partnership provides care and support to our school leavers.
- Carpentaria Disability Services- This partnership provides care and support to our school leavers.
- HPA- Provides initial work placements for students when they transition from school and in some cases employment.
- We sponsor Starfish Swim School by enabling them to use the pool to teach young children with a disability water safety and swimming.

2016 ASIP Priorities

- Grow opportunities for students to develop individual work skills that support goals through existing and new enterprises, education and training partnerships.
- Be recognised as an exemplary provider of education for special needs with the NT, Australia and Internationally
- Develop brilliant community relationships
- Provide regular access to a wide range of specialists that support student development and learning

Leadership

Teachers met with team leaders in focus groups on a fortnightly basis in Term 3 and 4. This was a change from whole school meetings the previous 2 terms. This allowed smaller focus groups to share pedagogy, develop and refine programs and build professional relationships. All staff met twice a term in AOP Working Groups to work collaboratively on Annual Operation Plan Outcomes by, designing, constructing and reflecting upon whole school programs and planning future directions. School meetings were restructured with a greater emphasis on Professional Development aligned with AOP.

Each Senior Teacher is responsible (where possible) for an Outreach Class and on Campus class for all coaching/mentoring, leading EAP/TEAP meetings, reading programs/notes and as the Performance Development Leader.

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

Professional Development Days

Day 1- Visible Learning Foundations Day

Performance Development: All staff undertook this process from Term 1- 4 in accordance with the Henbury Performance Management Policy.

New SESO Performance Developments proforma and process developed by AOP Working Group. Teacher used online Professional Development tool.

Professional Development

This was delivered by

- In-house 'specialists'
- Visible Learner Impact coaches
- corporate staff
- Outside providers.

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