



# 2023 ANNUAL PERFORMANCE REPORT

## Our Lady of La Vang School



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

It is my pleasure to present to you the Annual General Meeting (AGM ) report for Our Lady of La Vang School. The report documents our journey, achievements, and challenges throughout 2023 and summarizes the key highlights, learning, achievements and initiatives undertaken to enhance the overall experience and educational outcomes for all students.

The year 2023 marked the 10th year of the establishment of Our Lady of La Vang at Flinders Park. The staff began the year reflecting on the journey since 2013, acknowledging fourteen foundation staff members and 6 students who were in the school when it started. A community birthday celebration was held in November close to the Feast Day of Our Lady of la Vang. This featured a photo story, a PowerPoint of the timeline and a journey wall for past and present students and staff to map their time at La Vang.

This report celebrates our successes, acknowledges areas for growth and reaffirms our commitment to providing the best possible education for every student entrusted in our care.

## CONTEXT

Our Lady of La Vang is a Catholic special school that provides a specialized educational environment for students from Reception to Year 12. 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 styles, this is impacted by the nature of their disability. The school is organized around three clusters: Junior Years (5-10 years old), Middle Years (10-15 years old), 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.

In 2023, the speech pathologist undertook additional parenting leave, one occupational therapist went on parenting leave and a second returned part time from parenting leave. Replacing allied health professionals was difficult as many practitioners are fully engaged working privately and providing NDIS services. We were fortunate to secure a speech pathologist to work on a casual part-time basis in mid-2023. Other supports were provided by Novita Children's Services, and Andrea Dahl-Johnson, a private practitioner

## CATHOLIC IDENTITY & FORMATION

Our Lady of La Vang School is guided by a clear mission and vision statement that reflects Catholic values and principles. The mission emphasizes the holistic development of students, integrating faith, learning and relationships with others. The curriculum includes Religious Education, opportunities for prayer, reflection and social justice. In 2023, four of our students celebrated the Sacrament of Reconciliation. Three students also received the Sacraments of First Eucharist and Confirmation. Ciara James supported their families to engage in their child’s learning and preparation utilizing a modified program. Fr Lancy Di Silva celebrated Mass with them in the Our Lady of the Sacred Heart Church, Hindmarsh.

The Catholic identity of Our Lady of La Vang school remains strong, thanks to the dedication of the staff, students and families. Students participated in activities for Project Compassion, Catholic Charities and Vinnies. They celebrated Our Lady of La Vang Day in November and a group attended the Catholic Charities mass in December.

Staff formation was a focus, deepening our engagement in the leadership and sharing of prayer. Teaching staff engaged in professional learning on the New Crossways and a scope and sequence was developed. This was aligned to the Heartbeats of La Vang, bringing the RE curriculum and values to our students in a meaningful way. Three staff completed the Graduate Certificate in Catholic Studies, a further two completed units and will complete the certificate in 2024. The CESA RE Team who delivered the course commented on how the inclusion of our staff enhanced the learning of all in terms of including students with disabilities in religious education.

## STAFFING

**Based on the August 2023 Census: staff employed**

Role	Number	Full-Time Equivalent
Principal	1	1.0
Acting Deputy Principal	1	1.0
Teaching Staff	14	11.8
Education Support Officers, Bus Drivers & Bus Support Staff	36	23.58
Speech Pathologist	0	0
Occupational Therapist	1	0.4
Administration (Including Finance Officer)	4	2.9
Maintenance	0	0
<b>Total</b>	<b>57</b>	<b>41.16</b>

### **STAFF RETENTION RATE & ATTENDANCE**

Eighty-seven percent of teaching staff continued in service in 2023. Several ESO staff resigned or retired at the end of the year.

## TEACHER QUALIFICATIONS

### Undergraduate Degrees:

1 Diploma of Teaching (7%)

7 Bachelor degrees (50%)

### Postgraduate Degrees:

6 Master's degrees (43%)

## ENROLMENTS

There were 67 students enrolled at the school.

37 primary students (students aged 11 years and under)

30 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	21	3	24
3 Middle Classes 10-15 Years	16	8	24
3 Senior Classes 15-20 Years	16	3	19
<b>TOTAL</b>	<b>53</b>	<b>14</b>	<b>67</b>

## STUDENT ATTENDANCE

Year Level	Term 1	Term 2	Term 3	Term 4
<b>RE</b>	88.0%	84.2%	95.3%	91.0%
<b>1</b>	84.0%	83.4%	74.3%	83.8%
<b>2</b>	71.5%	64.0%	44.1%	71.6%
<b>3</b>	89.9%	72.2%	78.9%	79.5%
<b>4</b>	88.6%	84.7%	84.5%	89.3%
<b>5</b>	94.2%	90.1%	89.3%	91.7%
<b>6</b>	70.6%	58.8%	44.3%	41.5%
<b>7</b>	83.6%	81.0%	85.3%	86.4%
<b>8</b>	92.5%	94.7%	95.6%	89.6%
<b>9</b>	88.1%	82.2%	79.6%	77.1%
<b>10</b>	89.1%	84.2%	87.5%	82.8%
<b>11</b>	79.9%	68.1%	80.4%	93.1%
<b>12</b>	88.7%	97.2%	93.6%	92.4%
<b>Average</b>	86.6%	81.4%	83.2%	84.1%

## **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**

Eleven students commenced at the school in 2023, seven in the Junior Cluster and four in the Middle Cluster. Three students left the school during 2023, one to attend an Education Department school while the other two had attained the school leaving age of 17.

### **Graduates**

Four students completed their schooling in 2023 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.

### **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 2023 of 66% of the students who were in the equivalent of Year 12 and were enrolled at the school since the equivalent of Year 9.

### **Post School Destinations**

One hundred percent (100%) of students who graduated in 2023 were successfully placed in a transition to work, Day Options program or NDIS mentoring support. Two students have transitioned to a full-time day options program, one student is part of a transition-to-work program with Novita and the fourth student has a combination of individual supports, day options and work skills program.

## **QUALITY TEACHING, QUALITY LEARNING**

### **CLARITY: What matters most in Learning, Teaching and Leading.**

For the past 18 months our Clarity team consisting of Anita Lewis, Jane Bamford, Jess Flint, Andrea Niven, Ciara James and I met fortnightly to engage with the work of Dr Lyn Sharratt through completing the Clarity Learning Suite. The focus has been on improving the teaching and learning at Our Lady of La Vang. Initially, we did an audit of the data we currently collect. We evaluated how we collect, analyse and use data to improve our teaching practice. Data focused on student learning was displayed on a data wall. Student profiling across the domains of communication, motor skills and personal care were mapped by the allied health team and teaching staff utilized the ABLES to chart literacy, numeracy and personal social development for all students.

We were very excited to have Lyn Sharratt visit our school in September, undertaking a *learning walk and talk* with our Clarity Team and unpack some ideas for a *bump it up wall*. Our team shared with Lyn the work they had been doing on using the 5 critical questions to ask students during the learning walks and how this could be modified to simpler levels of questioning and accompanied by visual supports.

Marie Robertson, CESA Literacy Coach worked intensively fortnightly with Andrea Niven, Leader of Learning. Together they developed a draft plan for an intentional, frequent, intensive structured model of support, referencing the Clarity 14 parameters. The focus areas identified were the morning

literacy block, developing a Literacy and Numeracy agreement and agreed curriculum planning templates. The scope and sequence for MITIOG and draft commenced for maths.

We continued to build teacher capacity in utilizing SEQTA to collect data for the Nationally Consistent Collection of Data on students with disability (NCCD), student attendance and pastoral care notes.

## **CURRICULUM**

The lens of continuous improvement and collaboration led our work in 2023. 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.

Andrea Niven, Leader of Learning continued to support teaching staff in implementing 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. Teachers used the ABLES tools to map student learning.

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.

Other programs operated in 2023 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**

Students from the Senior Cluster joined with students from Nazareth College for music/choir each week. In 2023, this was facilitated by Nazareth College Music staff and held at Nazareth. Our students adapted quickly to the music suite and a new larger school environment. The joint work culminated in our students performing together at the Nazareth Cabaret in September.

### **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 learned at school.

### **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

10<sup>th</sup> Birthday Celebration

Graduation

Community excursions

Inclusive Sports

Swimming

YMCA Glengowrie and Marion Gym

We Rock the Spectrum -wellbeing focus -sensory students.

**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. In 2023, Novita Children's Services assisted in the annual review of all student OEDC plans which provided support to the speech pathologist.

**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.

**PROFESSIONAL LEARNING & EXPENDITURE**

In 2023, 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.**

Professional learning for all staff focussed on two themes: Learning and Communication. Andrea Dahl-Johnston, speech pathologist, provided professional learning focussing on staff identifying ways in which they could model core vocabulary.

### **Whole Staff Professional Learning:**

- CPI MAPA Training, full-day and refresher sessions, CESA Consultants, Luke Inglis and Kim Harding
- Contingence Care, Manual Handling Training, Ashton Howe, Occupational Therapist
- Oral Eating and Drinking Care, Novita, Speech Pathologists
- Intensive Interaction, 3 x 1hour sessions per term, Jackie Brett
- Protective Practices- unpacking the updated guidelines for staff in education and care facilities
- Communication skills, Andrea Dahl-Johnson
- Key word signing, Felicia Putney, ORANA.

### **Teacher Curriculum Professional Learning**

- Keeping Safe: Child Protection Curriculum
- SEQTA, NCCD and PPL sessions
- 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

### **Mandatory WHS training:**

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

In 2023, a total of approximately \$15,702 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.



## STEWARDSHIP

### SCHOOL BUILDING & GROUNDS IMPROVEMENT

Significant infrastructure works at the school included

- 4 more interactive screens (donviews)
- Replacement of the main yard trampoline
- Replacement of the junior cluster swing set
- New Gym/Hall new AV system
- 13 new iPads for classrooms
- New server
- LED lights in classroom (junior)
- Replacement of 2 x Hot water units

Variety SA has been a long-term supporter of our school, providing buses to replace our aging fleet. In recognition of this, our buses and students participated in the Vailo Hot Lap at the Vailo Adelaide 500 to highlight the work of Variety SA.

As part of the accountability process, auditing of the school finances occurs each year. Financial reports are forwarded to Catholic Education SA, which has responsibility for reporting on the expenditure of government funding. La Vang receives both State and Commonwealth government funding. We received a positive report from KPMG who completed our financial audit.

Our finance team, Stella Li our Business Manager and Chris Collins, CESA worked to streamline our payroll, HR and personal leave entitlements. The finance committee reports to the Board of Management and are jointly responsible for approving the school fees, school budget and signing off the annual financial statements.

## SATISFACTION LEVELS

### Parents

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 were held in Term 3 and provided 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. 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 Heartbeats of La Vang supported students to develop an understanding of the values of the school. Our Occupational therapist, Kim Harding who returned from parental leave commenced work on the How My Body Feels framework, which will replace the Zones of Regulation program. Recognising and communicating how their body feels will further enhance the capacity of students to reflect on how they feel about their learning and being at school.

## The Heart Beat of La Vang


**belong**




**safe**




**communi-  
cate**



**learn**

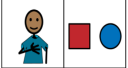


**kind**




I belong. I am safe. I communicate. I can learn. I am kind.

My Body Feels




**My Body Feels**


hungry



thirsty



toilet

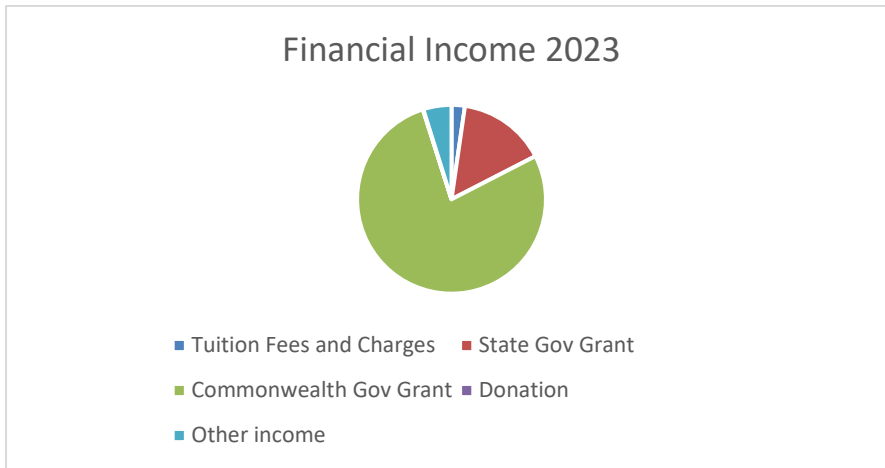


slow		ready		fast		very fast	
sad	bored	happy	calm	angry	scared	very angry	very scared
sick	tired	focused	OK	silly	excited	very silly	very excited
relaxed	disappointed	alert	curious	frustrated	surprised	overwhelmed	out of control

# FINANCE

## **Financial Income 2023**

Tuition Fees	\$130,967
State Gov Grant	\$868,852
Commonwealth Gov Grant	\$4,449,144
Donation	\$5,028
Other income	\$276,900



## THRIVING COMMUNITY

Families at La Vang continue to have opportunities to meet via community morning teas, the parent meet and greet, Book Week, sports day, Mothers' and Fathers' Day celebrations. Christmas at La Vang in 2023 was our biggest ever with a crowd of more than 150 people enjoying music and seeing their child singing with the band.

In August, six of our senior students participated in the Nazareth Cabaret, performing on stage with students from Nazareth in front of a large audience. A new joint initiative with Nazareth was the Exploring NDIS Options & Post school Pathways Expo, held at the Nazareth Flinders Park campus. Twenty-five NDIS providers came to share their service provisions with families from Catholic schools in the western region. This was an outstanding success and drew families and staff from six other local Catholic schools.

Sports Day was another collaborative activity with Nazareth, the Year 12 PE students organizing the nine activity stations. Before the day, the Nazareth students visited and met our students to introduce some of the activities that helped make the day a success. We were delighted to have so many parents and friends join us and be part of the day.

All teachers, ESOs and families were once again invited to take part in the CESA Living Learning Leading survey which collects perception data to assist schools in rating their performance and progress toward meeting the intent of the CESA Living Learning Leading Framework- Catholic Identity; Curriculum and co-constructed learning and assessment design; Student agency, identity, learning and leadership; Community engagement.

Graduation is a special event for our students and needs to reflect their choice of how and when this occurs. We celebrated Jack's graduation at school, with him planning the event and writing and delivering a speech. The graduation dinner at the end of the year was a wonderful success for Georgia, Toby and Antwone, who celebrated at the Bartley Tavern with family and staff. Many thanks to Gaynor Dorrell, Emma Hudson, Paul Ryan and Taras Misiajlo for their collaboration in planning the evening.

Stephanie Grant  
May 2024