ADELAIDE WEST SPECIAL EDUCATION CENTRE

DELIVERING QUALITY EDUCATION AND CARE FOR STUDENTS WITH DISABILITIES
INTRODUCTION

PRINCIPAL’S REPORT

Working in schools is demanding. We are constantly changing in response to a changing society and expectations as well as embracing knowledge gained through research. We are committed to continuous improvement. Each and every day we have the opportunity to make a difference in people’s lives. And it carries a great deal of responsibility. However working with our students is our passion and our joy. And it is a privilege.

It is vital that we pause at the end of the year to reflect on the distance covered, the progress that we have made and celebrate our achievements.

Through the MOVE program students have increased the use of standers and walkers in the outside play areas as well as walking from the gym in the morning and throughout the day. This has led to an improvement in skill levels and overall well-being.

During 2015 there has been a steady improvement in communication for students, regardless of the system that is being used. We celebrate successes in the use of iPads and Proloquo2go and the success of some students using eye-gaze technology. There has been increased use of PODD, head switches and “yes/no” responses.

The increased ability to move and communicate led to new friendships between students in other classes. Students are able to seek each other out.

The continuation of the Four Blocks of Literacy has meant increased letter recognition and phonological awareness for many students. We have appreciated the continued mentoring and professional development that Jane Farrall has provided us. Our work with Jane will continue next year.

One class implemented a program called structured teaching. It meant changing methodology, the class environment and expectations of students. This has made a difference to learning for students with autism in particular.

Across the school we implemented the Australian Curriculum and tailored it to suit the needs of our students.

Our relationship with Ocean View College (OVC) has meant that students from OVC spend time playing with our students and also come here for work placement, Sports Day and Book Week.

We celebrated many special events, including participating in the local communities reconciliation relay and being chosen to make the final presentation to the elders. It was very moving. We held a special day for siblings and an exciting Alphabet disco.

The Link programs and the Statewide Outreach service are both other successful aspects of our school. Students with Complex Communication needs around the SA are supported by the Outreach team.

As this is my final year as the principal of this school, I would like to thank the students, families and staff for the collective way in which we have embraced learning.

Many changes have been made and will no doubt continue to be made as we strive to meet DECD and student priorities. Change needs to be based on research and evidence. I would like to acknowledge Jamie Campbell, Governing Council Chairperson and members of the Governing Council for their advice, guidance and support. And I thank and farewell Mark Hoppo, Treasurer, for the ten years that he has contributed to the Council. I wish Mark and his family all the best for their future.

Thank you to the staff who have trusted my leadership and been prepared to change and learn for the benefit of the students. The incoming principal, Lorna Fenech, is an excellent leader and I look forward to hearing about future developments.

And finally, to our families…Thank you for entrusting the care and education of your children to us. It has been a privilege!

Sylvia Flato
CHAIRPERSON’S REPORT

It is with great pleasure that I write my first report as Chairperson of the Adelaide West Special Education Centre Governing Council.

Firstly, I would like to thank Sylvia Flato for her expertise and achievements in taking the school forward over the past 10 years including the transition to our new site. Sylvia has decided to retire as Principal and the Governing Council wish her well in her future endeavours.

It is with great pleasure that we welcome Lorna Fenech who has been appointed as the new Principal for the next five years and Eileen Dowler who has been appointed Deputy Principal for the ensuing year.

I would like to acknowledge Sonja Touli for her many years on Governing Council, most recently as Chairperson and Mark Hoppo who both retired from Governing Council.

Some highlights for 2015 I would like to acknowledge are:

- the work with Jane Farrall to continue the focus on communication and literacy
- the measured improvement in communication via the use of Pragmatic Organised Dynamic Display (PODD) communication book
- the introduction of the Novita Vacation Care program
- the social inclusion with students from Ocean View College

A special moment for us all was the presentation by Susan Close MP, Minister for Education, to Bella Rogers (pictured) who was awarded ‘Student of the Year’ for outstanding achievement in 2015. This is the first time this award has been presented and it will be continued in future years. Well done Bella!

I would like to thank school staff, council members, parents, families and students for a wonderful year.

Jamie Campbell

OUR VISION

- Adelaide West Special Education Centre is a nationally recognised education facility for the teaching and education of students with physical and associated disabilities
- Students are accepted, appreciated and valued for who they are. Students feel empowered, supported and included by the community
- Students are encouraged to do their best in order to reach their potential
- Students learn in a positive environment
- Student engagement, wellbeing and happiness are our primary focus.
**CONTEXT**

Adelaide West Special Education Centre caters for the specific educational needs of students with physical and associated disabilities. Students range from 5 to 19 years of age. Students travel from across the greater metropolitan area to attend the school.

There were 77 students enrolled across 4 sites. The Adelaide West site is the largest with 58 students. Link programs are at Mitcham Primary School, Roma Mitchell Secondary College and Unley High School.

Due to the complex nature of our students we develop strong partnerships with families and relevant agencies. Adelaide West Special Education Centre coordinates transport, equipment, transition, swimming, therapy and health needs.

Adelaide West Special Education Centre offers a Statewide Outreach Service for students with physical disabilities and complex communication needs who attend public and private mainstream schools across the state. This service provides information and training to ensure the successful integration of students into their local school.

### Student Profile

<table>
<thead>
<tr>
<th>Adelaide West Site</th>
<th>Number</th>
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<tbody>
<tr>
<td>Primary</td>
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</tr>
<tr>
<td>Secondary</td>
<td>15</td>
</tr>
<tr>
<td><strong>Link Programs</strong></td>
<td></td>
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<tr>
<td>Mitcham Primary School</td>
<td>10</td>
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<tr>
<td>Roma Mitchell Secondary College</td>
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<tr>
<td>Unley High School</td>
<td>6</td>
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<tr>
<td><strong>Total</strong></td>
<td>77</td>
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**OUR GUIDING PRINCIPLES**

**OUR COMMITMENT TO EXCELLENCE IN TEACHING AND LEARNING IS UNDERPINNED BY THE FOLLOWING:**

- All students have individual ability and worth
- All students have something to offer the community and society
- Strong partnerships with families, carers and inter-agencies are developed and valued.
- Wellbeing of students and staff is integral to a successful education program
FINANCE REPORT

In 2015 the Resource Entitlement Statement for Adelaide West Special Education Centre was $3,336,433.95. Of this $3,164,147.23 was allocated for salaries.

EXPENDITURE

**MAJOR ITEMS**

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<td>Technology/Equipment</td>
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<td>Technology/Consultancy</td>
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<td>Consultancy / Four Blocks</td>
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<td>Minor Works</td>
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**TOTAL** $126,073.54

**GRANTS**

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<tr>
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<tr>
<td>Early Literacy Learning Strategy</td>
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<td>ICT Support</td>
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<td>Award Supplementation</td>
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<td>School Operating Grant</td>
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<td>Specialist Schools</td>
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</table>

**TOTAL GRANTS** $235,109.04

SITE IMPROVEMENT PLANNING

The site improvement plan for 2015 was developed in consultation with teachers. The following pages describe achievements for the year relating to specific goals from the Site Improvement Plan. In November 2015 a pupil free day included time for teachers to reflect on the year and to revisit the plan with a view to revising the goals for 2016. Key recommendations for 2016 include:

- **Numeracy and literacy teaching is informed by whole site data collection.** This ensures that information gained from regular literacy assessments (UAELB and BRI) and the school’s participation in the trial of the Abilities Based Learning and Education Support (ABLES) program is used by teachers to inform their planning for individual student's learning.

- **Every student at Adelaide West Special Education Centre will have a functional communication system.** The ability to communicate effectively is one of the fundamental joys and needs of being a human being. People without a functional communication system are not only deprived of these but are also exposed to greater risks of abuse and failing to meet their potential than those who can communicate. As a school specialising in the education of students with complex communication needs, Adelaide West Special Education Centre staff support all students to develop more effective and efficient means of communication.

- **Increased demand for visits by Outreach.** Staff who work with students with complex communication needs and/or physical disabilities attending other South Australian schools can access the services of the Adelaide West Outreach team to support students’ access, participation and engagement in their learning.

- **Mutually supportive relationship between Adelaide West and tertiary education institutions.** Work with university staff and other experts in the field of education for students with complex communication needs, physical disabilities and other disabilities will build staff capacity to deliver high quality learning opportunities for our students.
By 2017 the Adelaide West curriculum delivery will be defined by the Australian Curriculum and SACE

Goals:

- By 2016 a whole school curriculum plan will detail the delivery of the Australian Curriculum at Adelaide West including adaptations made for the unique and personal needs of our students.
- (The previous goal was—In 2014 a one year plan will incorporate Maths, English, History and Science. At the end of 2014 this plan will be reviewed and revised for 2015).

The whole school curriculum plan that was trialled in 2014 was modified and extended by the teaching staff and used across the whole school in 2015. The teaching and learning in all classes was based in the requirements of the Australian Curriculum or SACE and all students followed the ‘Keeping Safe: Child Protection Curriculum’.

Hearing opportunities in many learning areas provides our students with experiences that enhance their personal goals: communication, social and academic. Two whole school assemblies showcased the work that each class had done in different learning areas: in term 2 the focus for Special Person’s day was History—in particular personal and family histories and in term 3 the focus was Science.

Goal:

- All assessment and reporting, planning and programming aligns with the requirement of the Australian Curriculum or SACE

Learning for all students at Adelaide West is informed by their Negotiated Education Plans (NEPs). Following the development of the NEPs in term 1, students work towards their own individual goals. For students in years R-9 these goals are written within the Australian Curriculum General Capabilities of Literacy, Numeracy, Personal and Social and ICT. For older students their goals reflect their work within the SACE. Achievement against individual student’s NEP goals is recorded in their end of year reports. A graph summarising the achievements of students in 2015 is to be found on page 13. Reporting to individual student’s NEP goals provides feedback of a highly personalised nature but these goals are not moderated nor do they necessarily follow a developmental continuum. Using the Universally Accessible Emergent Language Battery (UAELB) and other literacy assessments has enabled us to assess specific aspects of literacy, particularly alphabet knowledge, phonological awareness and concepts about print. During 2015, the staff at Adelaide West became involved in a state-wide trial of the Abilities Based Learning and Education Support (ABLES) program that has been developed by the Victorian Department of Education and Training in conjunction with the University of Melbourne. This enables us to see student achievements on a universally moderated continuum (see example on left).

Lorna Fenech
Deputy Principal

SACE (South Australian Certificate of Education)

In 2015 four year 10 students began SACE. They completed the modified subject of a Personal Learning Plan in which they plan goals about their final school years and reflect on their strengths and challenges.

In 2015 six new SACE Learning and Assessment Plans (LAP’s) were submitted so that students studying SACE subjects could be board assessed and credited to complete SACE approved subjects. All LAP’s were approved and will be rolled over to 2016.

In 2015 students at the Adelaide West Taperoo site achieved complete credits in all enrolled SACE: Modified subjects. They participated in many interesting and varied class activities and extra curricular excursions. Students participated in gardening, cooking, planning a school disco, interclass soccer tournament, papier mache water cycle diorama. They had a failed worm farm experiment and a successful strawberry production.
Students went on excursions to Port Adelaide, The Maritime Museum, ‘Come Out’ Festival, the Botanic Gardens, Tutti Arts, West Lakes Shopping Centre, recycling, Adelaide Zoo, local beach walks, Ladies of Variety parties and disco. In 2015 the three year SACE schedule was trialled with Year 11 students. The schedule will be continued in 2016. All students will be able to enter Year 11 and begin achieving SACE credits that accumulate each year until they have the 200 credits required to graduate with a SACE certificate by the end of Year 13. This plan allows all students to be compliant in completing Australian Curriculum subjects up to Year 10. All Year 11-13 students at the Taperoo site will be enrolled in modified subjects with the SACE Board in all subjects for the correlating year. If they have already received credit for a stage 1 subject they will be enrolled in the stage 2 versions. If there is no alternate version they will study the specific Stage 1 or 2 version regardless of their actual year level. All SACE in years 11-13 students studied Stage 1 and Stage 2 SACE modified subjects. In addition to the Personal Learning Plan and the Research project, subjects studied are shown in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Yr A</td>
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<td></td>
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<tr>
<td>Yr 11-13</td>
<td>English Pathways</td>
<td>Y</td>
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<tr>
<td></td>
<td>Health</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Scientific Studies</td>
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<td>Sub total</td>
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<td>Yr B</td>
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<td>Yr 11-13</td>
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<td></td>
<td>Health</td>
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<tr>
<td></td>
<td>Mathematics Pathways</td>
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<td></td>
<td>Sub total</td>
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<tr>
<td>Yr C</td>
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<tr>
<td>Yr 11-13</td>
<td>Mathematics Pathways</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td></td>
<td>Creative Arts</td>
<td>Y</td>
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<tr>
<td></td>
<td>Language and Culture</td>
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<td>Y</td>
</tr>
<tr>
<td></td>
<td>Sub total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Quality Teaching and Learning**

**Goal:**
- Teachers at Adelaide West are part of a professional community supporting each other to become highly accomplished and lead teachers.

During 2015 Dee Vojnovic, the Teaching and Learning Co-ordinator, worked with teachers as a professional learning community considering the application of the Teaching for Effective Learning (TfEL) Framework. Teachers attended professional learning team meetings each term that were delivered in line with the South Australian TfEL Framework which is a world-leading training tool and reflects two key concepts: Learning for effective teaching and Teaching for effective learning. Teachers voluntarily attended modules 1.3 Participate in professional learning communities and networks; Create safe conditions for rigorous learning 2.2 Build a community of learners, 2.3 Negotiate learning; Develop expert learners 3.1 Teach students how to learn; Personalise and connect learning 4.1 Build on learners understandings, 4.3 Apply and assess learning in authentic contexts.

Teacher attendance contributed to a strengthening of the whole school approach to teaching and learning, through building common language, shared meaning and collective commitment to action. Teachers shared resources, lesson outcomes, assessment ideas and student work. It is recommended that this model of professional learning community be extended to 2016.
ADELAIDE WEST IMPROVEMENT PLAN

Since 2013, Jane Farrall has provided training, both in the form of workshops for staff and also by coming into Adelaide West regularly (five times in 2015) and working side by side with staff to trouble shoot issues for individual students and classes.

The work that everyone at Adelaide West has done in providing students with a balanced literacy program through the Four Blocks of Guided Reading, Writing, Working with Words and Self-selected Reading has provided students with a predictable structure of their literacy learning. As part of our balanced literacy students are assessed using either the Universally Accessible Emergent Literacy Battery (UAELB) or the Basic Reading Inventory (BRI). Analysing data from students who were assessed in 2014 and 2015 indicates that 12% of students achieved all requirements of the UAELB and are now assessed using the BRI which means that they are now described as ‘early conventional readers’ - a great achievement in itself. Of the students who were assessed using the UAELB 70% had made progress in at least one of the areas assessed. Jane Farrall has also provided staff with professional advice and training around communication systems, collaborating with Novita during this process. In order for students to continue to make progress with their ability to communicate they need access to (and many opportunities to learn how to use) a specific communication system. For teachers and SSOs, a communication plan relating to the individual students communication systems assists in the classroom planning. At the end of 2015 an audit of individual student communication systems indicated that there are still some students who need more detailed communication plans.

Lorna Fenech
Deputy Principal

Goal:
- Teachers will ensure that multi modal communication systems are embedded into their curriculum delivery

One of the major innovations of the year was the use of Eye Gaze systems. A “Come and Try Eye Gaze Day” was organised through Zyteq Assistive Technology. Through the generosity of community donors the school was able to purchase five Eye Gaze systems. Each system is mounted using a Rehadapt floor mount, a Microsoft Surface tablet, Alea Eye Gaze camera and Look to Learn software. Karyn Muscat, from Zyteq Assistive Technologies, provided the staff with professional development, during which each class team had the opportunity to interact with the systems and ask questions.

Staff were offered training in how to operate the systems before they went into classrooms. Teachers identified 15 potential students they felt would benefit by accessing the Eye Gaze systems. Adelaide West engaged the services of Annabelle Tillbrook, a Novita Children’s Services Assistive Technology Occupational Therapist. Annabelle assessed the identified students using the Eye Gaze systems and created the Eye Gaze summary sheet for each student. This sheet contains specific information relating to room set up, student positioning, Eye Gaze device positioning, support person positioning, activities of interest to the student and any prompts required. Further professional development was provided to classroom teams and it became an expectation that the identified students accessed the Eye Gaze system at least three times a week. The students have developed early interaction Eye Gaze skills by using the choice making and cause and effect activities. They have used these activities to improve their accuracy, focus and selection skills in preparation for using communication and curriculum software. Adelaide West has recently purchased the Grid 3 with PODD 15 page sets communication software, which will offer students the opportunity to make choices, access curriculum activities and begin their communication journey, all utilising the power of their eyes.

Jodie Whitford

ADENALIDE WEST 7
2015 ANNUAL REPORT
Adelaide West is recognised as a national/international centre of expertise in curriculum, communication and Mobility Opportunities Via Education (MOVE).

Goals:
- CCNET: National partnership targets are met
- Create 3 regional hubs for CCNET
- Increased demand for visits by Outreach

Specialist Communication School

Adelaide West Special Education Centre was fortunate to be awarded a $50,000 grant in 2015 to support our work towards becoming a specialist communication school. This grant enabled us to:
- acquire extra software for the Eye Gaze systems which will be used to support students who have developed skills in using the system to begin to utilise specialised communication programs
- plan a program of professional development for 2016
- plan for parent workshops around the use of individual communication systems
- consider improvements to the school website
- join organisations that support users of AAC, their families and educators. These organisations provide specialist learning in the field of complex communication needs (CCN), which is a vital component in ensuring that Adelaide West maintains and further consolidates its position as a specialist communication school.

The school is committed to continue to follow the latest research and developments in the field of CCN and AAC in order to give our students the best support that we can in the development of their communication and literacy. As such, we have begun to explore possible partnerships with Flinders University researchers who can support both the staff and students in the pursuit of excellence in AAC learning at our school.

Outreach

The Adelaide West Statewide Outreach Service supports educators to enable learners with a physical disability and learners with complex communication needs (CCN) to access, participate and engage in the school curriculum and community.

At the conclusion of the National Partnership More Support for Students with Disabilities initiative: Complex Communication Needs using Emerging Technologies Project in December 2014, the Adelaide West Special Education Centre Outreach Service was identified as the most suitable service to continue providing support for children and young people with CCN.

During terms one and two of 2015 a temporary extension of the project added the service of a 0.5 FTE speech pathologist and 1.0 FTE teacher to the Adelaide West Special Education Centre Statewide Outreach Service to provide support for children with complex communication needs with support from DECD.

This resulted in the restructuring of the Outreach Service to include targeted support for students with CCN and provision of professional learning to support educators. Twenty four new referrals were received for students with CCN. The Outreach team is facilitating the development of mini hubs between a number of the sites that participated in the CCNET project.

The Outreach team - Jennifer, Rob and Leanne visited 61 sites, seven more than in 2014 and the type of support provided is shown below:

<table>
<thead>
<tr>
<th>Support Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum support</td>
<td>36</td>
</tr>
<tr>
<td>Professional learning</td>
<td>17</td>
</tr>
<tr>
<td>Demonstration lessons</td>
<td>16</td>
</tr>
<tr>
<td>Disability Awareness lessons</td>
<td>226</td>
</tr>
<tr>
<td>CCN Support visits</td>
<td>40</td>
</tr>
</tbody>
</table>
Outreach cont..

In some cases, there were two or more visits to a site depending on the level of support required or number of sessions requested. Visits to Adelaide West Special Education Centre were also organised to share our specialist knowledge, skills and experience in order to build the capacity of others to support learners with CCN or a physical disability.

Examples of feedback from schools visited include:

Disability Awareness Lessons/Curriculum Support Session:
“A big thank you for your time at MPS. Everyone has told me how much they enjoyed your sessions – all teachers involved, the principal and of course the children. Staff commented that your presentation was just right – interesting, thought provoking info and lots of activities. The children loved having a try at everything and showed amazing perseverance. The librarian is doing a page for our annual magazine.

Karyn Eckert, Teacher, Monash Primary School

Professional Learning Session:
“Thank you so much for the PD session yesterday at Elizabeth South PS. You both did a fantastic job. All the information was really useful. You both obviously know your stuff so well, the session just felt so relaxed and you both could answer any question we asked.

Sophie Seekamp, DECD Speech-Language Pathologist

Jennifer Young, Rob McKinnon and Leanne Shane

Mobility Opportunities Via Education (MOVE)

Goals:
- Objective validation of practice at this site confirms expertise.
- Establish MOVE Australia - facilitate MIT training and recertification every 3 years, host Basic Provider training annually.

The staff at Adelaide West would like to congratulate all of the MOVE students who achieved their goals or who have improvements towards their goals in 2015.

The MOVE celebration was held in November and was a huge success. The presentations were incredible and moved many to tears! Thank you to all staff for your dedication to the program.

Below are some MOVE highlights for 2015.

Room 7 - Bella is able to walk around the class, walk to the library and music therapy without her walker. Bella will sometimes hold the rail along the corridor to help her with her balance. Congratulations Bella!

Room 1 - Kayleb walks in his forward leaning walker during recess and lunch playtimes. More recently he has begun playing ‘chasey’ with his ambulant peers. This is a big achievement for Kayleb!

Room 5 - Seth is taking reciprocal steps in a forward leaning walker. He sprints out the classroom given any opportunity and often heads towards room 7 to see what the students are doing for the day. Seth also enjoys walking outside to access the playground to engage with his friends.

Room 3 - Aidan has made remarkable progress with his walking goal. At the beginning of the year Aidan was taking a few steps in a forward leaning walker. Now, Aidan is walking reciprocally around the playground in a posterior walker. He enjoys walking up the steep ramp in the playground area and then letting himself fly down the ramp. Scary but he loves it!

Room 6 - Mason A. has achieved above and beyond his goals to walk to the classroom from the bus bay and the music room. He delights in his independent mobility and has become a regular Adelaide West socialite in the mornings. People greet and encourage Mason as he moves up and down the corridor.

Room 2 - James B. endeavoured to walk at least 200 steps each day in the Rifton Walker. He achieved much more on days when he walked the length of the school to the class garden. James enjoyed the freedom the walker provided him.

In 2015 22 students achieved their MOVE goals compared to 8 students working towards their goal.
Form strategic and mutually beneficial partnerships

Goals:
- To be a recognised part of the Le Fevre Peninsula community
- Strong networks and wide connections inform practice
- Investigate opportunities to involve siblings in the life of Adelaide West to acknowledge and recognise the support that they give to our students

Adelaide West Special Education Centre is part of the Le Fevre Peninsula Partnership, a coalition of schools from the local area that was brought together in 2014. Sylvia Flato was a member of the partnership executive group and helped to plan much of the focus of the Partnership during 2015. Other staff from Adelaide West assisted in planning a pupil free day, hosted by Adelaide West and Ocean View College in April 2015. At this event, around 400 educators from all of the schools and preschools in the Partnership came together for a day dedicated to sharing and improving our work in the classroom. This day gave many staff the chance to interact with their colleagues from mainstream schools and learn from their experiences.

Although the Le Fevre Peninsula Partnership provides Adelaide West with many local connections, it is still important for the best education opportunities for our student to maintain strong relationships with other special schools. We enjoyed a day of learning with Adelaide North Special School in June 2015 around literacy and MOVE. There are many similarities between the students at Adelaide West and Adelaide North and the staff have worked together around MOVE for a few years so this was a good chance to catch up with old friends!

Brothers and sisters are important members of all children’s trusted networks and this is no different for the students at Adelaide West. Staff wished to acknowledge the importance of siblings in the lives of our students and did this at our Special Person’s assembly in July. The History curriculum at Adelaide West includes much discussion of personal and family histories and, obviously, brothers and sisters are included in this. It was a pleasure to see that some of the students siblings had worked with them on a performance related to their history learning and loved performing with them at the assembly.

We were also privileged to have one of our students’ sisters come into school for a week of work experience this year. We have a number of school students who request to come into Adelaide West for work experience during the school year and many of these prove to have skills that our students benefit from. It is, however, always very special to see the siblings of our students using the knowledge and understanding that they have acquired during their home lives, to benefit other students and we really enjoy being able to provide this experience to our students brothers and sisters.

Friendships are another important part of all children’s social development. For many of our Adelaide West students, the opportunity to interact with and develop relationships with students from the Ocean View College community is a great way to support their social skills whilst having lots of fun. The ongoing presence of Ocean View College students during lunch play times is a pleasure to see and the role modelling that they provide in the areas of play and language development are invaluable. The participation of students from Ocean View College in our Sports Day and the student discos were highlights from 2015.

Lorna Fenech  
Deputy Principal
The Link Programs are collaborative partnerships between Adelaide West Special Education Centre and the host schools. The programs aim to support students with a physical disability or a physical degenerative disorder to access, participate and engage in the host schools’ curriculum.

**Mitcham Primary School Link Program**

It has been an exciting year for the Link Program as we welcomed 3 new Reception students to the program at the beginning of 2015. It didn’t take long for Ella, Ryan & Tom to settle into their new school routine and make friends along the way with the dedicated support of their respective teachers. This meant that we had 10 students in the Link Program ranging from Reception to Year 6.

Besides participating in all the many classroom activities and excursions, we have continued our weekly Friday swimming sessions at the Minda Aquatic Centre, Brighton. This is a particularly valuable part of the Link students’ PE program, especially for those who have limited mobility.

Other school activities and personal achievements include:
- Jay & Ella Noble being SRC representatives for their respective classes
- Amin learning violin & acoustic guitar
- Cooper attending the Year 2 Camp at Aldinga
- Amin & Jay participating in the NAPLAN Assessments
- Liam S. participating in the basketball match with the Adelaide 36’ers
- Link ‘Boccery’ stall at the Mitcham School fete
- Liam S., Jay & Cooper participating in the ICAS assessments

I feel very fortunate to have worked with such a great team of SSOs. Their combined expertise and passion for their role makes a big difference to our students’ learning and well-being.

I extend special thanks to Mitcham Primary School and the classroom teachers for their outstanding support and commitment to the Link students’ needs. The program highly values the on-going collaboration between Mitcham Primary School and Adelaide West Special Education Centre in assisting students with physical and associated disabilities to build much needed self-confidence within such a positive learning environment.

*Rosemary Moorhouse, Mitcham Primary School Link Program teacher*

**Roma Mitchell Secondary College Link Program**

Roma Mitchell Link program accommodates 3 students with a physical disability within the Co-education Campus. Link students attend RMSC and access the school curriculum but are enrolled with Adelaide West Special Education Centre.

In 2015 Jasmine and Nicolette satisfactorily completed their Year 11 SACE subjects. With the assistance of 2 School Support Officers, all students have learning support in a range of subjects such as English, Maths, Child Studies, Research Project and Personal Learning Plan.

Academic highlights for the year included:
- The insight Nicolette provided re the issue of Post School Employment for individuals with physical disabilities and the limitations they face in an ambulant world. She confidently presented her finding to the students of the Special Education Campus in a special assembly. The feedback was thoughtful with students and staff alike thanking her for bringing these challenges to their attention.
- Jasmine completed Stage 1 Child Studies and was equally challenged by having to care for a virtual baby for two weeks. Like Nicolette, she discovered the limitations and challenges faced by people with physical disabilities and was able to present a thoughtful assessment on the extra support this community of new parents would need to succeed.
- As a Yr10 drama student Kaitlyn wrote and participated in a satirical drama performance of Romeo and Juliet. Kaitlyn played many parts with the audience responding favourably to her composure as the police officer and then the judge. Kaitlyn also successfully completed a Tech and Design project. She had to investigate a need that could be fixed with a design solution. She designed and built a coffee table with a drawer for her laptop and remotes at home. Kaitlyn received an ‘A’ grade for this project.

*Dee Vojnovic*

*Teaching & Learning Co-ordinator*
Link students and staff have had an eventful and successful year with all students working hard to complete their respective subject requirements. In January we welcomed two Year 8 students, Ethan and Amanda, who have had a successful transition to high school, forging new friendships and discovering topics to study. In 2015 we had 6 students in the program, Ethan and Amanda in Year 8, Ethan in Year 10, Charlie, Callum and Liam in Year 11.

With three students in Year 11 it has been a full on year of study. Liam commenced a VET course and is working towards a Certificate III in IT at Hamilton Secondary College in conjunction with his UHS studies. Callum is pursuing his interest in English and Drama. He performed a major part in the Year 11 drama production of ‘To Kill A Mockingbird’ receiving excellent reviews. Charlie, despite health issues, has continued admirably with his academic studies. All senior students are working towards creating pathways to future study and employment opportunities.

In Year 10, Ethan completed an exciting work experience at Mighty Kingdom, an app developing company, where he provided an idea for a future app for people with physical disabilities. He will be continuing to work with the company to develop this app as part of his Year 11 studies in 2016. Ethan explored new topics in Health, such as yoga, and was elated to be able to physically join in the exercises with his peers – a wonderful achievement! He also performed in the Year 10 drama performance, ‘The Magical Mechanicals’.

In sport, Liam was selected for the SA National Boccia team and travelled to Sydney to compete in the National Titles. Liam raised funds for this trip and won a medal for his efforts.

Link Program students flourish through the exceptional support of the staff and students at UHS. Unley High School’s technology rich, inclusive environment is an ideal place for students with physical disabilities and the Link Program is a valued part of the school.

Lynn Roberts, Unley High School Link Program teacher
Parent Satisfaction Survey

Teachers at Adelaide West expect my child to do his or her best
Strongly agree 11  Agree 8  Don’t know 1  Disagree 1  Strongly disagree

Teachers at Adelaide West treat students fairly
Strongly agree 11  Agree 8  Don’t know 2  Disagree 1  Strongly disagree

My child feels safe at school
Strongly agree 10  Agree 8  Don’t know 1  Disagree 1  Strongly disagree

I can talk to my child’s teachers about my concerns
Strongly agree 13  Agree 7  Don’t know 2  Disagree 4  Strongly disagree

Student behaviour is well managed at Adelaide West
Strongly agree 8  Agree 7  Don’t know 4  Disagree 1  Strongly disagree

My child likes being at school
Strongly agree 11  Agree 12  Don’t know 6  Disagree 1  Strongly disagree

Adelaide West staff look for ways to improve
Strongly agree 9  Agree 7  Don’t know 3  Disagree 1  Strongly disagree

Adelaide West staff take families opinions seriously
Strongly agree 11  Agree 10  Don’t know 7  Disagree 3  Strongly disagree

Teachers at Adelaide West motivate my child to learn
Strongly agree 12  Agree 6  Don’t know 1  Disagree 1  Strongly disagree

My child’s learning needs are being met at school
Strongly agree 7  Agree 11  Don’t know 3  Disagree 1  Strongly disagree

Adelaide West staff work with me to support my child’s learning
Strongly agree 11  Agree 7  Don’t know 1  Disagree 1  Strongly disagree

Student diaries are an useful means of communication
Strongly agree 10  Agree 8  Don’t know 1  Disagree 1  Strongly disagree

All questions were not answered by all respondents.

Parent Comments

- Great school, wonderful staff, couldn’t be happier.
- It’s nice to have the communication with staff teachers about (student name) - discussed health, behaviour at school.
- Adelaide West cares about my child’s learning and makes him feel comfortable with his needs, thank you Adelaide West.
- I can only speak for my child’s class as I have no involvement with other classes. I am extremely happy with the teacher and her passion for teaching. My child is going extremely well in class.
- Although my child isn’t always happy, teachers and SSOs help her. I think she has come a long way this year even thought she has had a lot off time off school.
- Very happy with programs.
- My child’s team is great.
- My child has come so far in one year of attendance, I thank the whole staff for their support and for finding my child’s best way that he learns.
- My agree opinions are based on assumptions, my disagree opinions are based on poor communication and inadequate use of diaries or any form of communication.
Teacher Qualifications

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<thead>
<tr>
<th>Qualification Level</th>
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<td>Bachelor Degrees or Diplomas</td>
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<td>Post Graduate Qualifications</td>
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Workforce Composition including Indigenous staff

<table>
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<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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<tr>
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<td>Indigenous</td>
<td>Non Indigenous</td>
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<tr>
<td>Full-time Equivalents</td>
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<tr>
<td>Persons</td>
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Student Achievement

Most students are exempt from NAPLAN. Data is collected around achievement in relation to individual NEP goals.

Attendance Statistics

Attendance at Adelaide West is usually influenced mainly by the health of students. An concerns about absences are addressed by the Principal in consultation with the DECD Student Attendance Officers.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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</thead>
<tbody>
<tr>
<td>Primary Other</td>
<td>84.9</td>
<td>82.5</td>
<td>85.0</td>
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<tr>
<td>Secondary Other</td>
<td>85.5</td>
<td>87.1</td>
<td>86.9</td>
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<tr>
<td>Total All Year Levels</td>
<td>85.2</td>
<td>84.3</td>
<td>85.7</td>
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</table>

National Attendance Rates Semester 1
We Remember

Mason Spearman-Yeing

ADELAIDE WEST SPECIAL EDUCATION CENTRE

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Principal

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