



# Adelaide West Special Education Centre

## 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Adelaide West Special Education Centre Number: 1414

Partnership: Le Fevre Peninsula

**Name of School Principal:**

Lorna Fenech

**Name of Governing Council Chair:**

Jamie Campbell

**Date of Endorsement:**

13th February 2017

## School Context and Highlights

Adelaide West Special Education Centre caters for the specific educational needs of students with complex communication needs, 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 82 students enrolled across 4 sites during 2016. The Adelaide West site in Taperoo is the largest with 63 and is a specialist communication school and an internationally accredited MOVE site. Link programs are located at Mitcham Primary School, Roma Mitchell Secondary College and Unley High School, providing support to students with significant physical disabilities to participate in the host school curriculum with their mainstream peers, thanks to the host school teachers who include the Link students in their classes. The 20 year anniversary celebration of the Unley Link in 2016 highlighted the programs and promoted their successes in inclusion and acceptance. Attendees included invited guests from DECD, Novita and WCHN staff, former and current Link staff, students and parents. Guest speakers included an SA Parliamentarian, a Link graduate, and a current student. The official proceedings culminated in a morning tea and cake cutting ceremony. Highlights from the Mitcham Link include students attending the Aldinga Camp, Canberra Camp, Zoo Snooze and visits to Old Tailem Town, Road Safety Centre, Monarto Zoo, Carrick Hill, local Council and Library. The Taperoo site mantra for 2016 was "AAC All day, every day." (AAC = Augmentative and Alternative Communication) With a student cohort who all have complex communication needs, staff need to model and encourage the use of AAC at every possible opportunity, not just during lesson time. To support this, school staff were supplied with their own personal Pragmatic Organised Dynamic Display communication books (PODDs). Staff can now use AAC to interact with students anywhere in school at anytime. This modelling supports student understanding that AAC can and should be used to communicate in all sorts of situations. 21 students were enrolled in the MOVE program in 2016.

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.

## Governing Council Report

Lorna Fenech completed her first year as Principal in 2016. Families are grateful to Lorna and all of the dedicated team of teachers and SSOs for the work that they do to support teaching and learning at Adelaide West.

In the middle of 2016, three additional enrolments meant that the school was able to introduce an eighth class. Although the school has always had eight classrooms, enrolments were not sufficient to have a class in every room. The mid-year enrolments meant that an additional class could be accommodated, reducing class sizes in some of the other rooms.

Governing Council were pleased to support this and look forward to maintaining eight classes at the school into the future.

The Hon Susan Close, MP, attended a Governing Council meeting in August and listened to the views of staff and families about the possibility of having a swimming pool between Adelaide West and Ocean View College. The Minister agreed that there was merit in the idea and asked the two schools to work with the Infrastructure division of DECD to create a Business Plan. This plan was delayed due to the appointment of a new Principal At Ocean View College but will proceed early in 2017.

At the end of year family barbeque and Graduation ceremony, the school farewelled three students who have been long term pupils at Adelaide West Special Education Centre – Georga Ranaldo, Siaea Touli and Adriana Vink. A representative from Mark Butler's office presented them with their graduation certificates and leaving gifts. Teachers had spent much time debating which students should be nominated for achievement awards in 2016. At the barbeque, two students; Owen Hutchinson and Riley Fossey received gifts and certificates as Student Achievement Awards.

Nicollette Nedelcev and Jasmine Bailey graduated from the Link program at Roma Mitchell receiving their certificates in a ceremony at Bonython Hall.

Vale: the school community remembers with love Val Trowbridge, one of the school SSOs and Jade Lewis, a student, both of whom died in 2016.

## Improvement Planning and Outcomes

Goals for the whole school in 2016 included:

Numeracy and literacy teaching is informed by whole site data collection.

By the end of 2016, the school had collected literacy assessment data on many students for three years. This gives the teaching staff the ability to reflect on the success of their intervention strategies and focus very clearly on individual students achievements in planning future teaching and learning programs.

Numeracy assessments that can be used for our school cohort have been more difficult to locate. Class teachers all use a Maths checklist to record students' current skills and understandings but finding a whole school assessment system that is appropriate for use with all of the Adelaide West Special Education Centre students continues to be a focus for 2017.

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. 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.

Because speech pathology support for students across the school is a service delivered mainly by non-DECD service providers, there were several students who did not have a personalised system of communication during 2016 and therefore found it difficult to participate in the curriculum to the best of their ability. School staff worked with Jane Farrall, who in addition to being our literacy coach and critical friend, is also a qualified speech pathologist, to ensure that staff were all aware of appropriate communication systems for those students. Knowing that all students have a recommended system for communication helps all class staff to work with that system to model communication to the students and to give them explicit teaching in the use of communication to access, engage and participate in the learning experiences offered to them at school and to transfer these skills to life outside school.

Increased demand for visits by Outreach.

Staff working with students with complex communication needs and/or physical disabilities attending other South Australian schools access the services of the Adelaide West Outreach team to support students' access, participation and engagement in their learning. During 2016, the Adelaide West Statewide Outreach service supported 34 sites, providing disability awareness sessions, support for educators of students with CCN, professional learning sessions to staff groups and advice about modification of physical education programs and curriculum. Some sites have ongoing support due to increased complexity in student needs. Rob McKinnon who had been a member of the Outreach team for over 20 years retired at the end of 2015.

Mutually supportive relationship between Adelaide West and tertiary education institutions.

The school wishes to build relationships with university staff and other experts in the field of education for students with complex communication needs, physical disabilities and other disabilities in order to build staff capacity to deliver high quality learning opportunities for our students. 2016 began with a consideration of ways in which Flinders University staff could support the school's work on communication by considering the assessment of student interactions. However, this is a time consuming process and, without funding, the university was unable to continue supporting this initiative. The school will continue to seek grant funding to support this as staff would appreciate an objective way to assess students development in the area of communication.

## School Performance Comment

As is the norm at Adelaide West, all students had a Negotiated Education Plan (NEP) in 2016. Reporting to families related to the individual goals set at NEP planning meetings held in term 1. By the end of the year; 34% of goals set for students across the entire school had been achieved, 21% were being consolidated, 27% were developing, 11% were emerging and only 3% were still at the beginning stage.

3 forms of moderated assessment are used by teachers to assess students' learning: the Universally Accessible Emergent Literacy Battery (UAELB), the Basic Reading Inventory (BRI) and the Abilities Based Learnings and Education Support (ABLES) program.

ABLES Assessments were carried out twice in 2016 for 40 students. Of these, 33 showed progress in one or more domains.

UAELB assessments were carried out across the school. For those who had previous assessments in this area 17% showed no improvement, 24% showed improvement in one area of literacy, 38% showed improvement in 2 areas and 21% showed improvement in three areas. Staff will continue to work with these assessments in 2017 to ensure consistency across the school.

There are six conventional readers in the school whose assessments were carried out using the BRI. These students have reading comprehension scores in the Reception - Year 2 but some of them have word recognition skills better than their age peers.

## Attendance

Year level	2014	2015	2016
Primary Other	81.8%	79.4%	82.2%
Secondary Other	81.9%	81.6%	82.5%
Total	84.3%	85.7%	85.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

For many of the students whose attendance was inconsistent in 2016, the fragility of their health resulted in extended periods spent in hospital or at home recuperating from chronic health conditions or sickness. Common colds or flu can result in serious consequences from students with reduced immunity or particular disabilities.

A very small number of students had attendance issues unrelated to their health. The Principal, the ACEO and class teachers maintained regular communication with the families concerned to try to maintain school attendance for these individuals.

## Behaviour Management Comment

At Adelaide West Special Education Centre, some students engage in inappropriate behaviours that may impact adversely on other students or staff members. For many of these students, such behaviours are a form of communication or behaviour related to their disability rather than bullying behaviours. Many students at Adelaide West do not have the cognitive understanding of interpersonal relationships for their behaviours to be defined as bullying. In these circumstances, the behaviour is managed by providing students with alternative more appropriate behaviours through individual behaviour management plans that are documented and agreed with parents. The school will only suspend students for extreme behaviours - there was one suspension during 2016.

## Client Opinion Summary

A Family survey was distributed to all families whose children attend the Taperoo site in November 2016. 15 responses were received. The majority of responses were positive with comments like:

"E has been thriving this year, she is learning so much, happy at school and I know she feels safe and comfortable – I am thrilled! Thanks to teacher and SSOs you are all amazing!"

Detailed results were:

10 respondents strongly agreed and five agreed with the statement: "Teachers at Adelaide West expect my child to do his or her best."

11 respondents strongly agreed and 4 agreed with the statement: "Teachers at Adelaide West motivate my child to learn."

For the statements "My child's learning needs are being met at school," 9 respondents strongly agreed, 5 agreed and 1 disagreed.

10 respondents strongly agreed and five agreed with the statement: "Adelaide West staff work with me to support my child's learning."

9 respondents strongly agreed and 6 agreed that "Adelaide West staff take families' opinions seriously."

10 respondents strongly agreed and five agreed with the statement: "I can talk to my child's teachers about any concerns."

9 respondents strongly agreed, 5 agreed and 1 disagreed with the statement "Teachers at Adelaide West treat students fairly. One comment was made about "some favouritism"

8 respondents strongly agreed, 6 agreed and one did not know in response to the statement: "Student behaviour is well managed at Adelaide West." A comment was made that; "You don't seem to have enough staff for these students and Is there enough being done to stop challenging behaviours?"

9 respondents strongly agreed 4 agreed and 2 did not know in response to the statement: "My child feels safe at school."

9 respondents strongly agreed 4 agreed and 2 did not know in response to the statement: My child likes being at school. comment was made that "he can't tell me if anything bothers him"

11 respondents strongly agreed that Adelaide West is well maintained and 2 agreed. Not all respondents completed this section.

The annual Psychological Health survey carried out with staff at Taperoo indicated that the only significant concerns in this area were in individual and group morale and distress. This is an ongoing issue reflecting the grief and anger that accompanies our work with students with fragile health and reduced life expectancy. School leadership ensure staff are given access to counselling as required.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	28.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	2	28.6%
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	2	28.6%
Unknown	1	14.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

The Principal and the Finance Officer regularly check the certification of SSOs at Adelaide West. On receipt of the first email from DECD to indicate that a staff member needs to renew their DCSI Child Related Employment Screening, the Principal initiates the online process for re-screening. Staff therefore receive up-to-date screening clearance well before the due date of their previous screening.

## Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	30
Post Graduate Qualifications	12

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	14.2	0.6	25.3
Persons	0	16	1	41

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	3,599,723.87
Grants: Commonwealth	NIL
Parent Contributions	34,237.13
Fund Raising	3,541.20
Other	20,089.36

Data Source: Data Source: Education Department School Administration System (EDSAS).

## 2016 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities		
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Funding received to support the implementation of the Australian Curriculum was used for: - staff training - a whole school conference on AAC and literacy held in week 0 in January and all staff attending a Le Fevre Peninsula Partnership Pupil Free Day. - Numeracy resources: the acquisition of Numicon resources to be used across the whole school	
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	This money was used to support explicit teaching of communication by: - purchasing PODD communication books for all staff - purchasing licences for Proloquo2go for use on classroom iPads to model the use of this app.	
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		