



Adelaide West Special Education Centre

2017 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:

12/2/2018

School Context and Highlights

Adelaide West Special Education Centre (Adelaide West) is a specialist communication school that caters for the specific educational needs of students with complex communication needs and a range of other disabilities. Students range from 5 to 19 years of age. Students travel from across the greater metropolitan area to attend the school. There were 80 students enrolled across 4 sites during 2016. The Adelaide West site in Taperoo is the largest with 61 students enrolled in 2017: this is the specialist communication site and is also an internationally accredited Mobility Opportunities Via Education (MOVE) site. Link programs were 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.

As part of the Le Fevre Peninsula Partnership, staff attended a full day of training with Lee Crockett early in 2017. The Solutions Fluency approach to problem solving that Lee presented accommodated the learning needs of students at Adelaide West. Dee Vojnovic implemented this strategy very successfully with one of the senior classes to address two separate problems; birds making a mess on the trampoline and a consideration of excessive plastic packaging. Dee's work and that of the students was acknowledged by Lee as inspirational and was incorporated into a 'Thinking Carnival' held by three partnerships in term 4. The Adelaide West State-wide Outreach Service supports educators to enable learners with disabilities or complex communication needs (CCN) to access, participate in and engage with the school curriculum. During 2017, the Outreach service supported 39 sites. The team provided; individualised support and consultancy for educators and therapists of students, disability awareness sessions, professional learning sessions to staff, families and peer groups and advice about modification of physical education programs and curriculum.

Two teachers; Jennifer Young and Jodie Whitford, spent 2017 undergoing the process to become accredited as Lead teachers under the National Certification scheme. This was a lengthy process but the skills of both teachers were acknowledged as they were both successful and are now recognised as being at the 'Leading' stage of their career as teachers.

Governing Council Report

As ever, thanks are due to the members of the school community who joined the Governing Council in 2017: Jamie Campbell - Chair, Angela Johns - Vice Chair, Janice Renfrey - Secretary, Sharon Carthew – Treasurer, Zina Mansueto – staff rep, Sheila Cooper, Michelle McLaren, Father John Choraitis and Belinda Geue.

In addition to the regular items for discussion by Governing Council two main topics were considered in 2017:

Camp:

In previous years, individual class teachers had decided whether or not to offer the opportunity for the students in their classes to go to camp. In 2017 the school supported all students over the age of 8 years to attend camp with a family member if they wished. The camp was enjoyed greatly by the students who attended and their families. Members of Governing Council actively supported this initiative, particularly through a range of fundraising projects, organized by Sheila Cooper and the other members of the fundraising Committee. The Council also wishes to thank Nat Armitstead for her fantastic support for Mothers Day, Fathers Day and Christmas stalls at the school.

Transport:

The Council has had ongoing correspondence with Ian May, Director of the DECD Disability Policy and Planning concerning the department's policy on transport for students with disabilities. This was mainly due to the resignation of one of the bus drivers who had driven a yellow bus. On his resignation the department replaced the bus with two taxi runs. Council is concerned about how transport will be organised once the initial two years from the implementation of the NDIS expires at the end of 2018 and intends to raise this with Kelly Vincent, MLC in 2018.

The school requested a change in student dismissal time one day per week to allow for staff training. A survey of the school community was carried out. 33 responses were in favour of the change and 10 against. Following this, it was agreed that the students will finish school early on a Tuesday in 2018.

The Governing Council wishes to acknowledge the excellent work of the teachers and SSOs from Adelaide West during 2017.

Vale: The school community remembers with love Sophia Nisco, a student from Adelaide West who died during 2017.

Improvement Planning and Outcomes

Four priorities were identified in the 2017 Site Improvement Plan:

1. Adelaide West will demonstrate innovative and exemplary practice in the use of Augmentative and Alternative Communication (AAC).

Jodie Whitford and Leanne Shane presented two workshops at the biennial AGOSCI Conference which was held in Melbourne in 2017. The workshops were titled 'Multimodal approach for students with complex communication needs' and 'Implementing eye gaze technology to empower diverse learners.' Feedback was overwhelmingly positive, with speech pathologists in particular commenting on the fact that Adelaide West is modelling the multimodal approach to the use of AAC, which is recommended practice.

Three other staff members attended the AGOSCI conference and provided training based on this to all staff at the pupil free day held on 9th June.

2. As an accredited MOVE Model site we will continue to be leaders in the delivery of Mobility Opportunities Via Education (MOVE).

Twenty students who attend the Taperoo site are actively involved in the MOVE program and have MOVE goals set as part of their Negotiated Education plans every year. To support the staff working with them across the school, Adelaide West has two MOVE International trainers; Jackie Butler and Zina Mansueto who provided refresher training to staff around MOVE in 2017.

3. Adelaide West educators are a student centred team that teaches numeracy and literacy across the curriculum.

In 2016, teachers identified a need to investigate the teaching of numeracy for our students, linked to assessments that provide data about student achievement in this area. The staff felt that we had useful data about literacy learning to inform teaching but that this was not the case with numeracy. This was addressed across the whole school in 2017. Professional development at a pupil free day in February focussed on the use of Numicon to teach numeracy. This was led by Michelle Grocke and Dee Vojnovic. Use of Numicon was observed across the school following this PD and teachers reported an increase in their ability to provide numeracy teaching appropriate to their students' needs. A number based assessment was introduced at the same pupil free day by Jodie Whitford and Melissa Campbell and staff trialed this with all students during 2017. The school was also able to be part of the ABLES trial of the new Mathematics assessment. Use of these two assessments meant that there was a wealth of data concerning students' numeracy learning available to teachers by the end of 2017. This data meant that it was possible to consider specific and accurate data about academic achievement and learning styles when considering class placements for 2018.

4. Create a safe and nurturing environment to promote well-being and resilience of staff and students.

Discussion with school staff indicated the need for a consistent model of behaviour management to be adopted across all classes at Adelaide West. It was agreed to investigate strategies and models that would be appropriate. After investigation, input at the SASEPLA residential conference and further whole school discussion, the Positive Behaviour Intervention and Support (PBIS) model appeared to be the best available. Mary McLennan, from SERU provided support to Adelaide West at a pupil free day in November to develop three school expectations to frame the language of behaviour support in 2018; 'I am safe', 'I am friendly' and 'I am respectful'. In order to support the communication necessary to support the implementation of PBIS in 2018, pages will be developed to add to all staff and group PODDs and the version of Proloquo2Go used on all school iPads.

School Performance Comment

Students at the Taperoo site do not do NAPLAN. The three Link program students who did sit NAPLAN tests all achieved at least the minimum standard in their age groups.

Assessments used by the Taperoo school in 2017 consisted of:

Literacy - Emergent Literacy Assessment (ELA) for emergent readers, Basic Reading Inventory (BRI) for transitional and conventional readers, ABLES Speaking and Listening and ABLES Reading and Writing.

Numeracy - Number assessment and ABLES Mathematics.

Analysis of achievement data:

The ELA is used for students who are learning about concepts about print, letter identification and writing. Of the 37 students who were assessed using the ELA who have previous data; 20 students demonstrated progress in one area of their literacy learning, 8 had made progress in two areas and three students had made progress in all three areas assessed. It is pleasing that we now have eight students who have made sufficient progress with their literacy learning that they are now 'transitional' or 'conventional' readers and were assessed using the BRI in 2017.

ABLES assessments enable teachers to monitor the performance and progress of students whose learning is below that assessed by the Australian Curriculum in literacy and numeracy. The data collected indicated that fifteen of the students who attend Adelaide West have achievements in some areas of their learning equivalent to a Reception age student or older. These students will have this information included in their Negotiated Education Planning in 2018.

ABLES assessments in literacy were carried out across the whole school. In the ABLES Literacy assessments; 16 students who had previous data had made progress in 1 area and another 16 had made progress in both areas of the assessment.

Variations in students achievements in both the ELA and ABLES literacy assessments were discussed by teachers. Some students had experienced setbacks in their learning due to health reasons and having been absent from school for significant periods of time during 2017 (Two students spent more than three months in hospital). This obviously impacted their learning.

Because 2017 was the first year that whole school achievement data was collected for students at Adelaide West in numeracy progress will only be demonstrated when 2018's data is collected.

All students at Adelaide West have Negotiated Education plans. These include goals which are set in negotiation with families. Of the 484 goals that were set for students in their NEPs in 2017:

- 129 were achieved
- 132 were at the consolidating stage
- 148 were developing
- 49 were still at the emerging stage
- 26 were at the beginning stage.

Two students from Taperoo; Michael Goldfinch and Jordyn Salotti, achieved their modified SACE in 2017 and graduated from school. In 2018, Michael will be attending SCOSA day options and Jordyn will be attending COMREC day options.

Attendance

Year level	2014	2015	2016	2017
Primary Other	82.5%	85.0%	82.7%	83.6%
Secondary Other	87.1%	86.9%	91.7%	84.5%
Total	84.3%	85.7%	85.6%	83.9%

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

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

Attendance Comment

Many of our students have fragile health and, inevitably, this is reflected in their school attendance. Seventeen of our students (over 20%) spent significant periods of time in hospital in 2017 with the winter proving to be a particularly bad season for illness. A very small number of students had attendance issues unrelated to their health. In accordance with the school attendance policy, school staff maintained regular communication with the families of these students, through phone calls and home visits, 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 were no suspensions during 2017.

Client Opinion Summary

Two surveys were carried out at the end of 2017; one for families and one for staff:

Family survey

Paper surveys were sent out to all families in October 2017. 34 completed surveys were received (55% of those sent out). The results were overwhelmingly positive:

21 respondents strongly agreed, 12 agreed and one did not know with: "Teachers at Adelaide West expect my child to do his or her best."

23 respondents strongly agreed, 10 agreed and one did not know with: "Teachers at Adelaide West motivate my child to learn." For the statements "My child's learning needs are being met at school," 22 respondents strongly agreed, 6 agreed, 1 strongly disagreed and one did not know.

22 respondents strongly agreed, 10 agreed and 1 disagreed with the statement: "Adelaide West staff work with me to support my child's learning."

22 respondents strongly agreed, 9 agreed, 1 disagreed and one did not know that "Adelaide West staff take families' opinions seriously."

24 respondents strongly agreed and 8 agreed with the statement: "I can talk to my child's teachers about any concerns."

In response to the statement; "Teachers at Adelaide West treat students fairly," 22 strongly agreed, 7 agreed, 1 disagreed, 1 strongly disagreed and one did not know.

19 respondents strongly agreed, 12 agreed and three did not know in response to the statement: "Student behaviour is well managed at Adelaide West."

22 respondents strongly agreed, 7 agreed and 4 did not know in response to the statement: "My child feels safe at school."

24 respondents strongly agreed 3 agreed and 6 did not know in response to the statement: My child likes being at school.

25 respondents strongly agreed that Adelaide West is well maintained and 7 agreed.

Staff survey

26 staff members responded to an online survey with questions about a variety of things. Within the survey a 1 is Rarely, a 3 is Sometimes and a 5 is Always:

80% of respondents replied with a 5 and 20% with a 4 that they 'love their jobs and love coming to work.'

15% responded with a 3, 54% with a 4 and 31% with a 5 that 'I am able to connect well with all staff to form healthy working relationships.'

4% responded with a 2, 31% with a 3, 34% with a 4 and 31% with a 5 to the statement; "I feel strongly supported by other staff members at school."

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	2	18.2%
Transfer to Non-Govt School	1	9.1%
Transfer to SA Govt School	5	45.5%
Unknown	3	27.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Teachers are screened during their registration process. SSOs and non-DECD service providers (e.g. therapists) are not permitted to work on site without an up-to-date screening clearance. The Principal and the Finance Officer regularly check the certification of SSOs at Adelaide West. On receipt of the first email from DCSI to indicate that a staff member needs to renew their DCSI Child Related Employment Screening, the Principal initiates the online process for re-screening. Most 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	31
Post Graduate Qualifications	14

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	25.8
Persons	0	15	1	40

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	3,737,636.42
Grants: Commonwealth	6,093.68
Parent Contributions	14,814.00
Fund Raising	5,387.10
Other	15,200.00

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

2017 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 2017 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	Used to provide extra SSO hours to support students who need 1:1 support for communication, mobility, curriculum access and participation in all school activities.	
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		
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Used to support communication through the purchase of PODDs and Proloquo2go for student iPads.	AAC use across the school supported student achievement of
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		