



Adelaide West Special Education Centre 2018 annual report to the school community



**Government
of South Australia**
Department for Education

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:

11th February 2019

School context and highlights

Adelaide West Special Education Centre (Adelaide West) is a specialist communication school catering 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 students enrolled across 3 sites during 2018. The Adelaide West site in Taperoo is the largest with students enrolled in 2018: 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 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.

During 2018, Adelaide West underwent two external assessments. The first was a re-accreditation by MOVE International and the second was an External School Review (ESR) by the Department for Education. Both were extremely positive about the teaching and learning at our school:

The MOVE accreditation summary said that "Adelaide West certainly deserves the distinction of being a MOVE model site. Everything I saw was exceptional. The entire staff should be proud of the environment they have created for their students and themselves."

The summary paragraph from the ESR reads:

"Adelaide West Special Education Centre is to be commended for their tireless commitment to excellence. The school looks for every possible way to deliver an accessible curriculum for every student. The staff work and find a 'voice' for every student. The school has provided comprehensive evidence of a very strong culture for learning."

Debbie Marshall, SSO, received a state-wide exemplary ancillary award from SASEPLA, for her outstanding work in the library.

The Adelaide West State-wide Outreach Team supports educators at other sites to enable learners with disabilities or complex communication needs (CCN) to access, participate and engage in the school curriculum. In 2018, the Outreach service supported 66 sites, through 106 visits including 13 visits to country schools. An increase in the complexity of requests for support for students with disabilities and CCN, particularly in pre-schools and special schools resulted in some sites requiring multiple visits and ongoing support.

Governing council report

As ever, thanks are due to the members of the school community who formed the Governing Council in 2018: Jamie Campbell - Chair, Janice Renfrey - Vice Chair, Jody Reynolds - Secretary, Sharon Carthew - Treasurer, Zina Mansueto - staff rep, Sheila Cooper, Belinda Geue, Emily Jakas, Angela Johns, Michelle McLaren, Father John Choraitis and Alison Young

Attending camp is a highlight of the school year for many students and the Governing Council support this through fundraising. All upper primary and high school age students at Taperoo were offered the chance to attend one of three camps at Victor Harbor in 2018. 20 students, each accompanied by a family member went on camp and enjoyed the local facilities including riding the Cockle train, walking to Granite Island and visiting the wildlife park. Everyone made themselves a camp t-shirt using tie dye techniques and a good time was had by all! The learning opportunities supported by camps are numerous and books created back at school afterwards supported literacy lessons as well as reminding students of the fun they had! Students from Mitcham and Unley also attended camps, visiting Canberra, Narnu Farm and Aldinga.

Three students graduated from Adelaide West in 2018; one had spent much of term 4 in hospital and his post school options were not yet established. The other two will be attending programs at Minda and Comrec.

The Governing Council wishes to acknowledge the excellent work of the teachers and SSOs from Adelaide West during 2018.

Vale: The school community remembers with love Mikayla Campbell, a student from Adelaide West who died in January 2019.

Improvement planning and outcomes

There were five aims set within the 2018 site improvement plan:

1. Communication - students demonstrate improved ability to use their AAC systems for functional communication within the school curriculum and in a range of social situations within and outside school.

During 2018 staff attended the international ISAAC conference, which specifically addresses the needs of people using AAC and reported back their learning to the whole school staff during a pupil free day. Induction processes were identified as an area for improvement, ensuring that all staff have skills in AAC to support student learning and these were refined to include basic AAC in 2018. Anecdotal evidence indicates that students are improving their communication, but, during the review of the year, teaching staff identified the need for an assessment of students' communicative abilities. This will be addressed in 2019.

2. Curriculum – All students can access varied learning opportunities designed to provide them with the chance to achieve ambitious learning outcomes. Assessment is a necessary precursor to ensuring that students access learning that is tailored to meet their individual needs. In 2018, two teachers, Jennifer Young and Lesley Coy were trained to deliver professional development around the use of ABLES. They then supported teachers to use data from ABLES assessments to inform their planning. Teachers' programming highlights the rich variety of learning opportunities provided to the students at Adelaide West. During 2018, teachers worked with staff from Errington Special School to develop units of work using Learning Design.

Adelaide West teachers took leadership at these training sessions and shared the great work that they do. Teachers value the opportunity to collaborate around their planning and a whole school review of 2018 indicated that a curriculum committee should be formed to investigate further ways to allow sharing of teachers plans and programs. This will happen in 2019.

3. MOVE – that students in the MOVE program achieve the goals in the development of their physical skills set by the MOVE team at the beginning of 2018. As evidenced by the excellent re-accreditation report from MOVE International, MOVE is embedded in the school programming at Adelaide West and the 18 students in the MOVE program benefit from this.

4. Positive Learning Environment – All students develop an understanding of appropriate behaviour expectations in a range of locations. Positive Behaviour Intervention and Support (PBIS) was introduced at the Taperoo site in 2018. PBIS supports the development of appropriate student behaviour through the use of positive language and specific teaching. PBIS language was incorporated into communication systems with purposefully constructed pages added to PODD communication books and Proloquo2Go on school iPads. Each week, a focus statement was taught across the whole school and immediate improvements in student behaviour resulted.

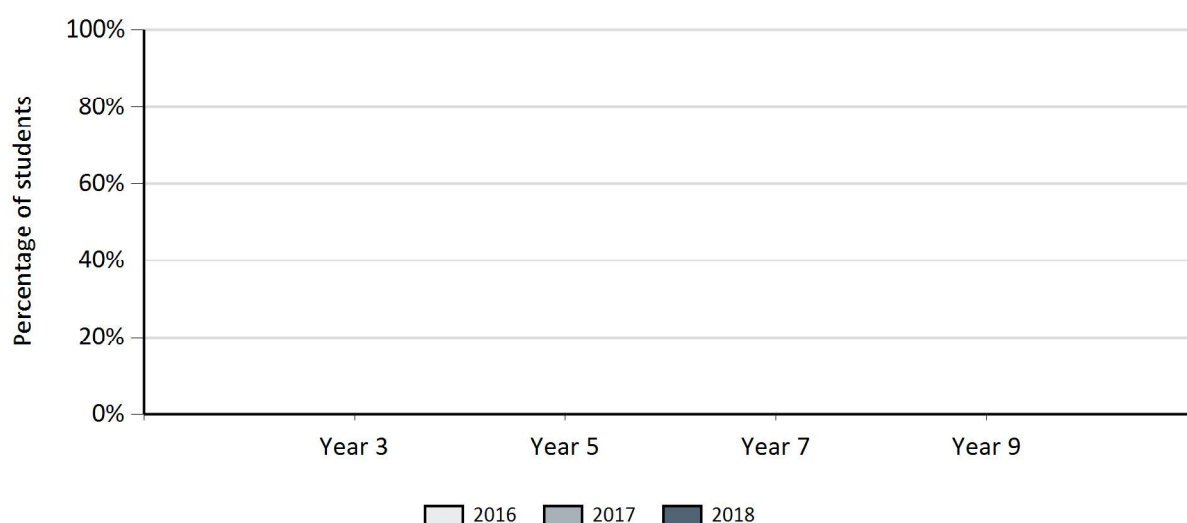
5. Partnerships – Students can use their AAC to communicate in community settings. Adelaide West worked with medical practitioners at the Women's and Children's Hospital during 2018 to promote the use of AAC at the hospital. This involved the doctors, nurses and other staff from the WCH visiting our school and two staff presenting to a 'Grand Round' of all staff at the hospital (through the use of video technology). Debbie Marshal designed context-specific communication boards for WCH staff. The hope is that this partnership will not only support students from Adelaide West when they are admitted to the hospital, but will also support the many other students who require AAC to communicate. Parents reported a much more open approach to student communication systems following the presentations.

Performance Summary

NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

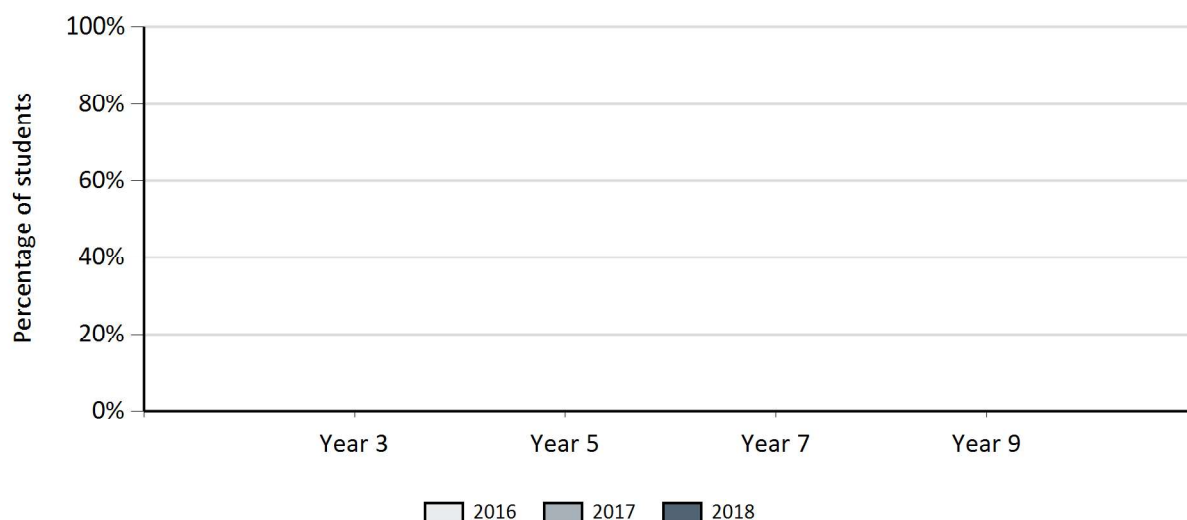
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

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NAPLAN progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	*	*	*	50%
Lower progress group	*	*	*	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

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NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2018	*	*	*	*	*	*
Year 3 2016-18 average	*	*	*	*	*	*
Year 5 2018	*	*	*	*	*	*
Year 5 2016-18 average	*	*	*	*	*	*
Year 7 2018	*	*	*	*	*	*
Year 7 2016-18 average	*	*	*	*	*	*
Year 9 2018	*	*	*	*	*	*
Year 9 2016-18 average	*	*	*	*	*	*

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]Includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 grades – percentage of grades that are C- or above for attempted SACE subjects (SEA)

2018

Data Source: SACE Schools Data reports, extracted February 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	*	*	*	
A	*	*	*	
A-	*	*	*	
B+	*	*	*	
B	*	*	*	
B-	*	*	*	
C+	*	*	*	
C	*	*	*	
C-	*	*	*	
D+	*	*	*	
D	*	*	*	
D-	*	*	*	
E+	*	*	*	
E	*	*	*	
E-	*	*	*	
N	*	*	*	

Data Source: SACE Schools Data reports, extracted February 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE completion - percentage of completers out of those students who had the potential to complete their SACE in October that year

2015	2016	2017	2018
*	*	*	

Data Source: SACE Schools Data reports, extracted February 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training				
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				

School performance comment

Adelaide West uses a number of assessment tools to monitor student progress. Literacy learning for students who have not yet mastered the alphabet and concepts about print is assessed using the Emergent Literacy Assessment (ELA) and more conventionally literate students are assessed using the Basic Reading Index (BRI). In 2018 some conventional students trialled the use of PAT-R tests (a tool that is used across department schools).

In 2018 20 of the 25 students who had been tested with the ELA for more than one year had made progress in one or more areas of their literacy with a number of students making significant gains in their alphabet knowledge. However, it became clear that many students are not progressing their understanding of concepts about print (knowing where to start reading, knowing what the front cover is, recognising that print is what tells the story etc). This will be a focus for Adelaide West in 2019.

The PAT-R tests that were trialled with 7 students showed that 5 students are operating comfortably within the expectations of year 1 but that further teaching of comprehension strategies will help them progress in 2019.

Abilities Based Learning and Education Support (ABLES) is used to assess student learning in Literacy and Numeracy. 2018 was the second year in which ABLES data was collected for Mathematics at Adelaide West. Staff have been using a number of strategies to support student learning in numeracy and it was good to see 54% of students made progress in this area. In English, 51% of students made progress in the area of Speaking and Listening (communication) and 45% in Reading and Writing. Teachers have become concerned about variations in ABLES scores and this resulted in staff collaborating in class teams to use the ABLES tool to assess students, providing a level of moderation that has been absent in previous years.

All students enrolled at Adelaide West have individual Negotiated Education Plans (NEPs). For students attending Taperoo, these plans include individual learning goals in the areas of literacy, numeracy, Personal and Social Learning and ICT. Progress towards achieving these goals is summarised at the end of the year as beginning, emerging, developing, consolidating or achieved. This information forms part of the end of year reports that are sent home to families. In 2018 471 goals were set for students across the school. Of these, 38% were achieved, 24% were consolidating, 23% were developing, 11% were emerging and 4% were beginning.

Students at the Link programs participate in NAPLAN and SACE with their mainstream peers. Those that participated in NAPLAN in 2018 achieved at National Minimum Standard level for their year levels.

Attendance

Year level	2015	2016	2017	2018
Year 2		60.0%		
Primary other	85.9%	83.7%	83.0%	83.0%
Secondary other	88.1%	91.8%	81.7%	78.2%
Total	86.6%	86.3%	82.5%	81.2%

Data Source: Site Performance Reporting System (SPER), 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. A number of our students were absent due to long term hospital admissions during 2018 – a number were in hospital for over a month – one student had almost continual hospital admissions for terms 1 – 3.

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 their school attendance.

Behaviour management comment

During 2018 Positive Behaviour Intervention and Support (PBIS) was used at the Taperoo site. PBIS supports the development of appropriate student behaviour through the use of positive language and the specific teaching of expectations around appropriate behaviour. Students responded extremely well to the PBIS statements and their learning was supported across the whole school.

Students with high levels of inappropriate behaviours have individual behaviour plans that are developed in collaboration with families and therapists. Staff follow the strategies in these plans to ensure the safety of all students and staff. The school will only suspend students for extreme behaviours - there were no suspensions during 2018.

Client opinion summary

Paper surveys were sent out to all families in term 4 2018. 16 completed surveys were received (27% of those sent out). The results were very positive (0.5 represents replies that had ticked on the line between two boxes):

12 respondents strongly agreed, 2.5 agreed and 1.5 disagreed that: "Teachers at Adelaide West expect my child to do his or her best."

13 respondents strongly agreed and 3 agreed with: "Teachers at Adelaide West motivate my child to learn."

For the statements "My child's learning needs are being met at school," 13 respondents strongly agreed, 2.5 agreed and 0.5 disagreed.

13 respondents strongly agreed, 2.5 agreed and 0.5 disagreed with the statement: "Adelaide West staff work with me to support my child's learning."

12 respondents strongly agreed and 4 agreed that "Adelaide West staff take families' opinions seriously."

12 respondents strongly agreed, 3 agreed and 1 strongly disagreed 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," 12 strongly agreed and 4 agreed.

12 respondents strongly agreed, 2 agreed and 2 disagreed in response to the statement: "Student behaviour is well managed at Adelaide West."

12 respondents strongly agreed, 1 agreed, 1 disagreed and 1 did not know in response to the statement: "My child feels safe at school."

11 respondents strongly agreed, 3 agreed and 1 did not know in response to the statement: My child likes being at school.

15 respondents strongly agreed that Adelaide West is well maintained and 1 agreed.

Some comments from the survey:

"All the staff need a medal, they have done a great job with my son."

"Since starting there my boy is growing every day; communication, independence etc. His SSOs and teacher, all staff are fantastic caring and only too happy to help you. If I was to give score out of 100 it would be 200+. They amazing."(sic)

"Diaries not always filled in. Needs more info on what child is learning for the day/week so we can help child outside of school."

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	1	12.5%
Seeking Employment	1	12.5%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	1	12.5%
Unknown	5	62.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

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 SSOs 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	26
Post Graduate Qualifications	11

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	15.7	0.6	26.6
Persons	0	17	1	43

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	\$3,138,852.20
Grants: Commonwealth	\$8,306.59
Parent Contributions	\$17,405.00
Fund Raising	\$2,444.40
Other	\$15,200

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

2018 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 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made 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 <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy First language maintenance and development Students taking alternative pathways Students with learning difficulties grant		
	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	Used to support augmentative and alternative communication (AAC) through the purchase of PODDs and whole school site licences for PODD, Proloquo2GO, and Grid.	Individual students' communication supported through modelling of various AAC
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		