



SCHOOL CONTEXT STATEMENT

School number: 1414

School name: Adelaide West Special Education Centre

School Profile:

At Adelaide West Special Education Centre our vision is to maximize our students' potential through partnerships with families, carers and community. We provide a positive learning environment; focusing on communication, Movement Opportunities via Education (MOVE) and a high quality curriculum. Adelaide West Special Education Centre caters for students from Reception-Year 12, specialising in the education of students with complex communication needs (CCN) and/or physical disabilities. Many students have complex health needs and are dependent on staff for their personal care needs.

Students who attend the main Taperoo site need significant adaptations to the curriculum and learning programs to accommodate physical disabilities, CCN, intellectual disability, global developmental delay, autism and a range of other disabilities. In 2022 the site Improvement plan aims to improve every student's achievement in literacy and numeracy. All students have a One Plan which contains individual education goals that are agreed in collaboration with families, reviewed regularly and reported on twice yearly. Achievement of One Plan goals is used to track and monitor student achievement. Communication is at the core of all teaching at Adelaide West and a range of AAC, including PODD communication books, Proloquo2Go and eye gaze systems are seen in regular use every day.

The school curriculum is informed by the Australian Curriculum and the ABLES SA curriculum, allowing for a broad range of learning experiences with the needs of individual students central to all curriculum planning. Teachers plan implement their classroom learning programs to meet those needs. A comprehensive literacy program provides all students with daily opportunities to develop the skills of using expressive and receptive language and reading and writing across all learning areas.

Adelaide West Special Education Centre is one of two Australian schools accredited to deliver the Movement Opportunities via Education (MOVE) program. This program involves school staff working in close partnership with families to support students to develop mobility programs, particularly focusing on the skills needed to sit, stand, walk and transition.

Adelaide West Special Education Centre provides a Statewide Outreach service to government and non-government schools supporting students with CCN and physical and associated disabilities. The Outreach service offers professional development, curriculum support, disability awareness, assistive technologies hardware and software information and support. The team offers advice and strategies for staff working with students with CCN and physical and associated disabilities. This service provides support, information and training for the successful inclusion of students attending mainstream schools.

We have a Link program at Unley High School and our staff support students who have significant physical disabilities to access and participate in mainstream classes with their peers. Link staff ensure the student's One Plans identify the necessary adjustments and accommodations for the students.

School staff contribute to the field of education of students with CCN, physical and/or associated disabilities by delivering professional development and training in Information Communication Technology (ICT), communication and physical development. The Adelaide West Special Education Centre at Taperoo was built as a Private Public Partnership.

1. General information

- School Principal name: Lillian Murphy
- Deputy Principal's name: Michelle Grocke
- Year of opening:2010
- Postal Address: 12-20 Moldavia Walk, Taperoo, SA 5017
- Location Address: 12-20 Moldavia Walk, Taperoo, SA 5017
- Partnership: Le Fevre Peninsula
- Distance from Adelaide GPO – 22 km
- Telephone number: (08) 8248 9100
- Fax Number: (08) 8248 9150
- School website address: <http://www.adwest.sa.edu.au>
- School e-mail address: dl.1414info@adwest.sa.edu.au
- A Child Parent Centre (CPC) is located adjacent at Ocean View College(OVC)

February FTE student enrolment:

February FTE	2019	2020	2021	2021	2022
Primary R-6 Special, N.A.P. Ungraded	46	47	47	42	40
Secondary (7-12) Special, NAP, Ungraded	30	29	32	40	42
Total	76	76	79	80	82

- Student enrolment trends: Remain steady

Staffing numbers (as at February census):

- Total teacher allocation for 2022 was 13.2 F.T. E.

- Total ancillary hours / week: 1,149 hours per week. Principal (1.0)
- Deputy Principal (1.0)
- Co-ordinator – Teaching and Learning (1.0)

Public transport access: Taperoo - Train to Midlunga railway station or bus to Military Road, Stop 57

2. Students (and their welfare)

- General characteristics

Adelaide West Special Education Centre is a school for students with physical and/or associated disabilities and/or CCN. Students travel from across the greater metropolitan area to attend the school.

The age range of students is from 5 –19 years.

All students have a documented One Plan which is reviewed in formal meetings with parents annually in Term 1.

On average classes have 7 or 8 students per class group. The classes are formed according to age and skill, physical and communication development and literacy levels. Classes have a teacher and School Services Officers (SSOs) are allocated according to student needs. Currently all classes have at least two SSOs. Health Support Officers (HSOs) provide health care support for students as required through the Access Assistant Program.

Adelaide West Special Education Centre has two Link Programs, located at Mitcham Primary School and Unley High School.

The school operates a Statewide Outreach Service.

- Student well-being programs

Underlying the school's practices is the development of positive self-esteem and student empowerment. The school fosters this through the provision of a supportive environment, effective communication between staff and families, working collaboratively with other agencies and advocating for students. The Department for Education and Child Development (DFE) Keeping Safe: Child Protection Curriculum is delivered across the whole school, modified in ways that suit the individual student's needs and abilities.

Staff provide students with a high level duty of care. All staff working at Adelaide West Special Education Centre and its Link programs are expected to, where necessary, assist with personal care of students.

Staff employed at the school receive specific training in MOVE, Augmentative and Alternative Communication (AAC), comprehensive literacy, safe transfer and positioning techniques, safe mealtime management procedures, medication management, Health Support Plan management and Basic Emergency Life Support.

Student support offered

The number of SSOs employed across the school means that students receive support for curriculum access as well as personal care. Classroom teachers are responsible for day-to-day communication with parents and carers. This occurs through use of diaries, SeeSaw app, e-mail and telephone

The Co-ordinator (Teaching and Learning) together with class teachers supports students, parents/carers and families to explore post school options. These may include day options, supported or open employment and/or further education. This process occurs through the transition planning section of the One Plan.

- Student management

The school adheres to the Department for Education Behaviour Support Policy in relation to student behaviour management. Adelaide West Special Education staff are mindful at all times that behaviour is a form of communication and needs to be addressed in ways that assist students to communicate their wants and needs appropriately. Individual students who exhibit inappropriate behaviours have specific behaviour management plans in place. These plans are agreed in collaboration between school staff, families and other agencies. In 2020, Positive Behaviour Implementation and Support (PBIS) was implemented across the whole Taperoo site to support students to learn in the most positive environment possible. The Positive Behaviour Support Policy was reviewed in 2021 to ensure it is inclusive for all students, with a focus on explicating teaching of skills and strategies. As part of PBIS, appropriate behaviour is taught explicitly in a whole school approach every day

- Special programmes

Augmentative and Alternative Communication (AAC) is used to assist students in developing their communication skills – most students use Pragmatic Organisation Dynamic Display communication books (PODDs) or AAC apps on iPads. These are used in combination with other modes of communication including aided language displays, keyword signing, graphic symbols and verbalisation to support independent communication across the school day.

The school is committed to providing extensive physical activity to students through the Mobility Opportunities Via Education Program (MOVE). MOVE is a top down activity based curriculum designed to teach students basic functional motor skills needed for life in home and community environments. It combines natural body mechanics with an instructional process designed to help students acquire increased amounts of independence necessary to sit, stand and walk in a safe and supportive environment. MOVE is designed to help families, educators and therapists work together towards goals specific to the child's needs and in return, moving people with disabilities from a restrictive environment to a more inclusive lifestyle. MOVE is designed to help families, educators and therapists work together toward goals, specific to the child's needs and in turn, moving people with disabilities from a restrictive environment to a more inclusive lifestyle.

The school continues to collaborate with UniSA to run a Sports United program that delivers inclusive physical movement and social learning opportunities each week.

Statewide Outreach Service

The Adelaide West Statewide Outreach Service supports teachers, SSOs and Integrated Support Services staff to enable learners with physical, intellectual or multiple disabilities or complex communication needs to access, participate and engage in the school curriculum.

Government and non-government schools and preschools are eligible for support from the Statewide Outreach Service.

The Outreach team can provide professional development sessions or support with assessing the needs of individual students and implementing strategies to support learning and communication.

The Statewide Outreach Service is staffed by 2 teachers and a SSO with extensive knowledge and experience in teaching/supporting learners with disabilities and/or CCN. The Outreach team can provide support in the following areas:

Curriculum Support

- Support with planning and implementing curriculum differentiation
- Formulating achievable learning goals
- Incorporating goals into the class program
- Providing support in the use of specialised equipment and assistive technologies
- Modifying physical education programs
- MOVE

Assistance with Transition

- Advice about transition of students between all levels of schooling
- Support with identifying suitable sites
- Staff induction
- Access considerations

Disability Awareness

Workshop-style sessions for staff or student groups, designed to raise awareness and understanding of challenges faced by students with disabilities. These sessions are tailored to suit different age groups and disabilities

CCN:

- Advice with goal setting and implementing strategies to support communication and participation at school
- Advice regarding communication apps and speech generating devices
- Liaison with speech pathologists regarding use of student's AAC in the classroom

Professional Development:

- Sessions on topics related to the above areas
- Sessions on inclusive practices to enable learners to become fully participating members of the school/preschool community
- Sessions on the role of support staff
- Sessions on specific disabilities and their impact on learning

Referral Process

Referrals can be made by school principals, preschool directors, other school representatives or Department for Education and Child Development Integrated Support Services staff.

Please direct any enquiries to adwest.outreach611@schools.sa.edu.au.

Link Programs

The Link Program at Mitcham Primary School finished in 2021 as the students moved into High School.

The Link Program at Unley High School has 11 7 full time students enrolled in 2022. The major focus is on empowering students to become confident, independent learners and responsible citizens. Through the ongoing review of NEPs, transition planning and Personal Learning Plans, all students are engaged in determining their future pathways, encouraged to reach their full potential with SACE, and prepared for their transition to further education and/or the work place.

Unley High School is a technology rich school and continual emphasis is placed on integrating new and emerging technologies and initiatives to enhance learning. Students have access to the internet, online teacher notes and worksheets and are encouraged to use email to contact their teachers at any time. Link students are also provided with opportunities to become confident with specialised software and applications which enhance their experience with and access to the mainstream curriculum, as well including digital voice recorders, iPads, Livescribe Pens and other emerging technologies. Students requiring augmentative and alternative communication devices are supported to develop independent communication for social and academic purposes.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

There are two main focus areas in the Adelaide West Strategic 2022 site improvement plan:

- Literacy
- Numeracy

Adelaide West regularly hosts local, interstate and overseas visitors who are seeking specialist support relating to current practice in teaching strategies for students with CCN and physical and associated disabilities.

Adelaide West staff continually research, maintain and improve our knowledge, skills and understandings of the best strategies to use to support students with CCN and a range of disabilities by attending professional development, conferences, workshops and online training.

Recent key outcomes:

As part of literacy teaching at our school we assess students into three groups when considering literacy:

- Emergent - students who are still learning the names of all the letters of the alphabet and 13 concepts about print and whose writing takes the form of 'scribble,'
- Transitional - students who know the letters of the alphabet and concepts about print, and who are learning letter sounds, phoneme awareness and strategies to decode simple words. Transitional students' writing includes intelligible words.
- Conventional - students who read with fluency and comprehension and use a range of strategies to decode unfamiliar words. Their writing contains one or more complete sentences.

4. Curriculum

Subject offerings:

The school provides learning programs using the Australian Curriculum, for students in years R-9 and SACE for senior students. Teachers need to adapt educational resources and programs to suit students' needs; a process that requires creativity and innovation. Staff use their knowledge, skills and awareness of educational practises, information technologies and resources available to support the education

of students with disabilities in adapting the teaching and learning activities delivered to students at Adelaide West.

Special needs:

All students at the school have special needs. These are documented through One Plans and Health Support Plans. These documents are reviewed and updated annually in consultation with parents/carers.

Special curriculum features:

Adelaide West Special Education Centre is building on existing strengths to become a specialist school for students with CCN. The school has a strong focus on providing opportunities for communication throughout the school day. In consultation and collaboration with families and speech pathologists, all students are provided with a personalised communication system using AAC which may include:

- graphic symbols, as in PODD communication books
- iPads using speech generation apps like Proloquo2Go
- eye gaze technology
- signing, switches and aided language displays.

Students with complex communication needs are supported by:

- providing emerging assistive learning and communication technologies to support the learning of students with complex communication needs
- training and support for teachers, SSOs, parents and school communities

Senior students undertake a Modified SACE program and transition programs to post-school options.

Students participate in swimming, physical development and MOVE programs

Literacy program

The introduction of a whole school comprehensive literacy program began in 2013 supported by Jane Farrall. This has resulted in significant improvements in student communication skills, improved focus on literacy in all classrooms, increase engagement of students and demonstrable gains in literacy learning for the students at Adelaide West Special Education Centre.

Teaching methodology

Students range widely in their abilities and learning styles. Teaching methodologies vary according to students' needs. Explicit teaching occurs on a 1:1 basis and in small groups. Collaborative learning methodologies are used where possible.

Each class has SSO support to assist students to access and participate in learning programs. Some classes and programs have additional support provided and, when their health needs require it, students can be accompanied by Registered Nurses.

Information Technology is used extensively across the curriculum by all classes.

Students access and use a variety of technologies ranging from simple equipment to more sophisticated communication devices.

Classrooms are equipped with interactive white boards and laptop computers. All computers are networked. Technical ICT support and training are available to teachers and staff to support student learning.

Student assessment procedures and reporting:

Procedures used for student assessment and reporting include specific literacy and numeracy testing, the use of the ABLES assessment system, work samples, student portfolios, observation, digital photos, videos and test results. Continuous monitoring and evaluation occurs to determine if students are meeting their negotiated individual

learning goals. Informal reporting occurs regularly through student diaries. Formal reporting processes occur throughout the year.

During Term 1, parents have the opportunity to meet with teachers and discuss their child's One Plan. A report is sent to parents in Term 2 focusing on the work that students are doing towards their individual goals. A parent teacher meeting may be held in Term 3 to discuss students' progress. Comprehensive written reports are provided to parents at the conclusion of Term 4 together with a collection of photos of their child at school during the year.

- Joint programmes

Adelaide West has established links with students and staff of OVC. Students from both schools participate in combined activities around special events such as: Reconciliation Week, Book Week, Science Week and Sports Day. Students from the two schools have opportunities to play and interact during lunch times. Adelaide West Special Education Centre students can attend OVC classes to support their learning if this complements their individualised program.

5. Sporting Activities

All students participate in regular modified physical development or MOVE sessions and a weekly swimming session. Students participate in the school's annual sports day. In 2022, students from Unit SA will be providing a Sports United program to all students weekly.

6. Other Co-Curricular Activities

Students participate in whole school special celebrations that are closely linked to the curriculum. These include Reconciliation Week, Science Week and Book Week, where students attend a variety of activities or performances and are involved in a wide range of experiences.

Staff profile

There are 13 (FTE) teachers, 1 full time SSO and 41 part time SSO staff employed across the three school sites. Staff work across these sites as necessary.

- Leadership structure

The leadership is comprised of the Principal, Deputy Principal and the Co-ordinator (Teaching and Learning). Two Lead Teachers began working as part of an AAction project in 2020. One teacher achieved accreditation as a Highly Accomplished Teacher during Term 1 2020.

- Staff support systems

The leadership team of Principal and Deputy Principal, together with the Co-ordinator, provide support in the areas of curriculum planning, team building and provision of professional learning opportunities through formal and informal meetings. Performance development, planning meetings and Step 9 evaluation and review are the responsibility of the leadership team. The Principal and Deputy Principal provide support to Link Program staff and class teams.

Sound working relationships exist between the WHS representatives, PAC, AEU Sub-Branch secretary and the administration of the school.

The school has 4 staff trained in Merit Selection and Equal Opportunity.

Staff are provided with extensive opportunities for school based professional learning in balanced literacy, safe transfer and positioning of students, mealtime management and

procedures, disability awareness, information communication technology, augmentative and alternative communication (AAC), Basic Emergency Life Support (BELS) and other areas identified by the staff and the leadership team.

Access to special staff

Specialist support services are available through DfE e.g. Kilparrin Teaching and Assessment Statewide Support Services teachers, the Special Education Resource Unit and Support Services including Psychologists, Social Workers, Counsellors, Speech Pathology and Behaviour Coaching. Other support services may include non DFE service providers such as Novita Children's Services, Autism SA, Disability Services, Adult Therapy Services and Child, Youth and Women's Health Service.

Other

Staff must have a commitment to and empathy for the students and their families. Physical, emotional and intellectual demands on staff are high. Staff work in a team situation with teachers providing the leadership for the classroom team consisting of SSOs and Health Support Officers (HSOs) and Registered Nurses (when necessary). They work in collaboration with therapists employed a range of disability agencies supported by individual students' NDIS funding.

Staff are expected to familiarise themselves with the nature of their students' disabilities and the impact on learning. There is a need to support students using AAC devices and assistive technologies. Developing and maintaining the skills and understandings in this area requires a commitment to out of school hours professional learning. School staff often provide professional development to their colleagues. The need to constantly modify educational resources and programs to suit students' needs requires creativity and innovation. Staff must commit to constantly increasing their knowledge, skills and awareness of educational practises, information technologies and resources available to support the education of students with disabilities.

8. Incentives, support and award conditions for Staff

- Complexity placement points

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- Designated schools benefits

Teachers receive a Special Education allowance.

Teachers and SSOs who work with students over 50% of their time are eligible for an annual clothing allowance.

SSOs who support students' personal care receive student toileting allowance.

Medical expenses

Staff are entitled to free Hepatitis A and B and subsidised Influenza vaccinations.

Travel allowances are provided for Statewide Outreach Service staff.

9. School Facilities

Buildings and grounds

The Adelaide West Special Education Centre was opened in November 2010. The school comprises nine classroom teaching areas; purpose built toilet and hygiene areas, First aid room, 2 sensory rooms, an Information Resource Centre, Gym, and Administration building.

Heating and cooling

Reverse cycle Air conditioning exists in all classroom and admin areas of the school. The Gym has gas heating and evaporative cooling.

Specialist facilities and equipment

The school building has been designed for wheelchair users with wide corridors, adapted hygiene/toilet facilities and a bus bay to accommodate buses and taxis with hoists.

Classrooms have interactive white boards, access to internet and computer technology.

The classrooms, toilet/hygiene and sensory room areas are equipped with a ceiling lift system enabling students to be transferred in a comfortable and dignified way. This easy-to-operate system minimises manual handling.

Student facilities

The school has a bright and extensive playground area designed for wheelchair users, with direct access from classrooms. The school has a specifically designed shaded playground area with accessible sandpit, activity & play stations and wheelchair swing. There are two sensory rooms with specific multi-modal sensory equipment designed to cater for students with severe and multiple disabilities.

Staff facilities

Staff have a separate staff room, meeting room and off road parking.

Staff have access to internet, e-mail and other ICT facilities.

Access for students and staff with disabilities

All facilities are fully accessible to wheelchair users.

Access to bus transport

Most students travel to and from school in buses and taxis adapted for wheelchair access. The school has access to 2 yellow department buses (adapted for wheelchair access) for school excursions.

10. School Operations

Decision making structures

The school uses a participatory decision making model ensuring students, staff and parents have the opportunity to be involved at all stages.

The school has an active and participatory Governing Council.

Regular leadership, staff, SSO and class team group meetings are held to inform decision making within the school. A number of committees and interest groups are involved in decision making within the school. These include: Personal Advisory Committee, WHS, Finance and Curriculum focus committees.

Regular publications

The school's website has relevant information, a calendar of school events and activities and school Newsletters. The school has a daily notice book, weekly staff bulletin and a school newsletter (also distributed to students' families).

Other communication

Regular communication between staff and families occurs through diary entries phone calls, emails, Seesaw and face to face meetings. Email, and phone calls are the main form of regular communication with staff at the Link Programs. Further communication of the expectations of staff at Adelaide West Special Education Centre occurs through Professional Learning, SSO and staff meetings, notes and e-mails.

School financial position

The school is in a sound financial situation. Each classroom is allocated a classroom budget. The budget is monitored by the Finance Committee which meets regularly for this purpose.

11. Local Community

Adelaide West Special Education Centre - Taperoo

General characteristics

The community is predominantly English speaking living in privately owned or rented housing. The North Haven community was built in the late 1970's. Many students attending nearby schools come from the older suburbs of Osborne and Taperoo where there is a large community of ex Housing Trust houses. The area is undergoing some rebuilding and growth of small housing developments.

Parent and community involvement

The students travel from the greater metropolitan area to the school. The school has an active Governing Council.

Other local care and educational facilities

Ocean View College and Ocean View College Child Parent Centre are located adjacent to Adelaide West Special Education Centre.

Commercial/industrial and shopping facilities

There are a variety of industries in the area – mainly along the Port River – Australian Submarine Corporation, Penrice Soda Products, Outer Harbour Container Depot and the Australian National Power Station.

Local facilities include the North Haven Marina, Cruising Yacht Club, Royal SA Yacht Squadron and North Haven Golf Club. The North Haven shopping centre and restaurants are nearby.

Semaphore beach and the Semaphore Road shopping precinct is located 6 km from the school.

Port Adelaide town and shopping centre is located 9.5 km from the school site.

Local Government body

City of Port Adelaide Enfield – Local Member of Parliament is the Honourable, Ms. Susan Close.