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INTRODUCTION

PRINCIPAL’S REPORT

2011 was the first complete year that our school was open.

There were many highlights and important milestones.

The successful implementation of the Mobility Opportunities Via Education (MOVE) program meant that many students were able to move independently in the classroom, the playground and gym. Students spent less time in wheelchairs and were encouraged to use specialised Rifton walkers to learn how to literally put one foot in front of the other and move forwards (and sometimes backwards). A number of students were able to do away with walkers and now walk and explore their learning environment. The implementation of this program has had significant health and wellbeing benefits for students.

My congratulations to the students, key staff; Jackie Butler, Sue Heywood, and Chris Innes Wong and the families and staff who took part in this program. In 2012 we will seek accreditation to become a recognised MOVE International school.

Dr Mark Barber educated staff about the Intensive Interaction program; a program which encourages students who are very early communicators to connect with others. This program was successfully implemented with some students now actively seeking input from and connecting with others.

Professor Barry Carpenter (OBE) visited our school for 2 days and then presented to over 500 special educators in Adelaide. Professor Carpenter’s research into student engagement and brain function provided staff with insights into some of their students and deepened our understanding of how our students learn. Many questions remain though.

Interaction with students and staff from Ocean View College increased in 2011. Classes and individual students visited both schools regularly. A number of common events were held, including Science Week and Reconciliation Week activities.

It is with great sadness that I acknowledge the passing of three students in 2011. They were Josh Hauptman, Bryce Colbert-Daley and Dakota Browning. Our thoughts continue to be with the families and we remember these children fondly.

I would sincerely like to thank the Governing Council members, in particular Leon Morrish, Chairperson, for their ongoing advice and support.

I sincerely thank the staff with whom I have the pleasure of working with for their continuing commitment to their own learning in order to better teach our students. Our students are complex and we strive to be specialist teachers and SSOs.

To our families – Thank you for allowing us into your lives and entrusting us with the education of your children. We are privileged.

Sylvia Flato
Principal
CHAIRPERSON’S REPORT

How quickly time passes, we have now been in our new premises over twelve months. During that time a tremendous amount of work has been carried out by Sylvia and her very dedicated staff finalising improvements and alterations to the building and in particular the playground area and equipment.

It is very pleasing to see how quickly the students, teachers and SSOs have settled into their new environment, utilising all of the new equipment and facilities now available.

Like all previous years there have been a great number of achievements and changes throughout the year which our principal has covered in her report, however some of the highlights I would like to mention are:

- The grand opening on 8th April 2011 by now Premier, Jay Weatherill (Minister for Education), accompanied by a number of dignitaries including the Hon. Kelly Vincent, Member of the Legislative Council.

- First Anniversary Celebrations on the 1st November 2011. It was very pleasing to see the large attendance of families and carers celebrating this occasion with their children. A special thanks to Christopher Graham and the students from Ocean View College who very ably assisted with the days activities.

- Annual Sports Day - again a great day was had by all, and we certainly appreciated our new large hall and general facilities.

In closing I would like to thank all members of the Governing Council along with Sylvia and staff for their time and dedication in their continuing commitment to making Adelaide West Special Education Centre a special place to be.

Leon Morrish
Chairperson

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

OUR PURPOSE

To acknowledge and cater for the individual
To proudly focus on student abilities while maximising potential in all learning opportunities
To provide the best possible curriculum, using effective teaching practices
To enable positive experiences for students on the same basis as those of their mainstream peers
To acknowledge, support and encourage staff learning and achievement
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 are 81 students enrolled across 4 sites. The Adelaide West site is the largest with 60 students. Link programs are at Mitcham Primary, Roma Mitchell Secondary College and Unley High Schools.

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 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>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
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<tr>
<td>Secondary</td>
<td>29</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td>Link Programs</td>
<td></td>
</tr>
<tr>
<td>Mitcham Primary School</td>
<td>6</td>
</tr>
<tr>
<td>Roma Mitchell Secondary College</td>
<td>8</td>
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<tr>
<td>Unley High School</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>81</td>
</tr>
</tbody>
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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 agencies are developed and valued
- Wellbeing of students and staff is integral to a successful education program
FINANCE REPORT

In 2011 the Resource Entitlement Statement total funding for Adelaide West Special Education Centre was $3,621,745.19. Of this $3,170,918.20 was allocated for staffing.

Expenditure

Major items:

Conferences:
- Mark Barber 2268.40
- Barry Carpenter 2750.00
- MOVE equipment 11531.50
- Consultancy for MOVE program 8356.20
- Equipment for Sensory Room 8612.73
- Uniforms for students 2258.68
- iPads 10078.17
- Outreach Program 13545.91

Total $59401.59

Grants

- ICT support 13059.20
- Award Supplementation 121630.01
- School Support grant 50159.54
- Furniture replacement 977.61
- Training and Development 5564.63
- Early Assistance grant 1689.69
- Early Years Literacy grant 4138.64
- Primary Maths and Science 7638.68

Total of Grants $204,858.00

A full report is available on request.

STATEWIDE OUTREACH SERVICE

2011 has been a busy year again for the Outreach Teachers, Rob McKinnon and Rose Williams.

A summary of schools visited and support provided is listed below:

- Schools visited: 58
- Curriculum Support sessions provided to staff: 38
- Staff in-service sessions provided on Disability Information: 121 sessions
- Disability Awareness lessons delivered to schools: 299 lessons
Students will be supported in a range of communication and language options to access the curriculum

**TARGET**
Increased use of emerging technology

**Strategies**
2011 has been an exciting year of new Information Communication Technology (ICT) initiatives at Adelaide West Special Education Centre. Height adjustable Hitachi Star Board Interactive Whiteboards and projectors were installed in every classroom.

With the vision of implementing the use of iPads throughout our school, the principal, ICT support SSO and ICT focus teacher visited Warringa Park School in Victoria where iPads were trialled and integrated as a part of a Victorian Government Project. It was obvious that the iPads were making a real difference to student learning at Warringa Park and that iPads would have applications suited to the students at Adelaide West. The research then began in setting up iPads and finding the relevant iPad applications for our students. Each class teacher was initially given one iPad with which to familiarise themselves.

Training and development was organised through the Special Education Resource Unit (SERU) about iPad apps related to communication and learning. This has had a major influence on classroom practice as teachers have been using their iPads in creative ways to engage students and improve their communication.

Towards the end of the year a second iPad was allocated to each classroom and iPads were also given to Mitcham Primary and Unley High School Link Programs. Roma Mitchell Secondary College Link Program procured an iPad through a grant application. Different iPad cases were trialled in classes as well as a new digital camera to record student learning and achievements.

ICT and emerging technologies will be an increasing focus throughout 2012 in student learning and learner outcomes.

*Jenny Young*
TARGET
Intensive Interaction practices will be regularly documented, reviewed and revised to reflect the developing communication needs of students.

Strategies
Intensive Interaction is an approach to teaching the pre-speech fundamentals of communication to children and adults who have severe learning difficulties and/or Autism and who are at an early stage of communication development. The approach was developed during the 1980’s by the staff team working at Harperbury Hospital School, UK. Harperbury is a school for people who have severe learning difficulties and is on the campus of a large long-stay hospital in southern England. The developments followed the work of the late Geraint Eophraim Ph.D., a psychologist who worked in the Hertfordshire long-stay hospitals. The approach has been rigorously researched.

Intensive Interaction was introduced into Australia in 2005 by Dr. Mark Barber. Many schools in Australia and New Zealand now use Intensive Interaction as a methodology in their communication programs.

In 2011 our school hosted an in-service day with Dr Mark Barber for our staff and for some staff from the agencies that support our students. Mark then spent two days in the school working with staff and students.

In 2012 we are intending to further develop our skills in the methodology and to document student progress.

Complex Communication Needs (CCN) is one of the school’s major focuses for 2012 and Intensive Interaction will be one component of the work in that area. Intensive Interaction is recognised by the SACE Board as a valid facet of studies in English for our students.

Even though Intensive Interaction is at the early stages of implementation, it has made a huge and positive difference to participating students connection with others, concentration and emotional wellbeing.

Teachers have had good practice validated and a structure for curriculum delivery for early communication development. Student interactions were videoed and reviewed by staff.

It is an exciting methodology to be involved in.

Mike Parker
The physical and emotional wellbeing of students will be central in curriculum design and delivery

TARGET
The Mobility Opportunities Via Education (MOVE) program is implemented with identified students. Students progress at least one level toward their goal. Families are inducted and supported.

Strategies
Jackie Butler and Megan Palmer (MOVE International Trainers), trained the staff at Adelaide West and Elizabeth Special School in a 2-day MOVE basic training course. Approximately 98% of Adelaide West staff are now MOVE basic providers.
The school purchased a second support station. The support stations are located in two separate hygiene rooms. Currently 12 students use the toilet assisted support stations. With the support station, the students can assist in the sit-to-stand transfer, using their own strength and skills to participate in their care. Over time, the students using the support station will improve their standing and toileting skills – paving the way for greater independence and better health.
Students are continuing to use the Rifton equipment which was purchased with the SERU grant money. Students walk to class or deliver a message using their gait trainers, or self-propelling themselves in a dynamic stander.
Many goals were achieved or are close to being achieved.
Many difficulties that families experience in everyday care have been identified and highlighted for follow up.

Owen Hutchinson was awarded the Novita Pauline McGregor Award. The award recognises Owen’s outstanding achievements. Last year, Owen began to take independent steps in the classroom, initially by letting go of furniture momentarily and then stepping towards staff members or toys. With great determination Owen practised this every day. As a result, his walking has steadily increased. He is now able to walk 10 metres. Owen’s balance and the distance he is able to walk independently increases each day. He is able to explore and investigate his environment with greater ease providing new and exciting opportunities for him to learn.

We would also like to congratulate Tom Lock who is now able to walk independently. Tom’s family are very proud of his accomplishments.
I so often find myself marveling at the effects of MOVE. MOVE has changed so many lives. Each week at Adelaide West I see and hear of students who are improving their skills in the MOVE Program. Some students have graduating skills on their current level and are moving towards the next skill, others have graduated to the next level and others have made small increments while working toward a skill.

Jackie Butler
The Active Learning Approach

An Active Learning program encourages all students to participate in sensory and physical play, exploratory play, social play and pretend/symbolic play. It is based on a social constructivist theory of learning and is characterised by a balance of student and educator initiated activity. Following observations of students to determine their interests they are then provided with toys/objects/materials of interest to them and are encouraged to initiate movement to discover, explore, manipulate, transform or combine materials. As activities are developmentally sound, students are usually fully engaged and satisfied by their ‘work’ which promotes social and emotional wellbeing. Through many repetitions of their movements and explorations students learn about textures, properties, object permanence, basic maths concepts and cause and effect.

Rosemary Colebatch

Focus for 2012

Students benefit from programs that encourage them to initiate movement and exploration.

Adelaide West will achieve (MOVE): Mobility Opportunities Via Education International accreditation in 2012.

Adelaide West will provide T&D to assist students not eligible for the MOVE program to increase their physical wellbeing and access to the curriculum.
Student learning outcomes will be enhanced by increased collaboration with the wider community

**TARGET**
Student curriculum and social experiences are enriched through involvement/engagement with students at Ocean View College, other community schools and organisations.

**Strategies**
Throughout 2011 Adelaide West has established links with students and staff of Ocean View College. Reconciliation Week saw students from both schools attend a traditional musical performance by local Aboriginal performers. During Science Week, year 10 students participated in activities with our students and on our first Sports Day at Adelaide West site, Ocean View College students were invaluable in their contribution to making the day successful by assisting students in events. The Roving Clowning group entertained our classes. Students from Ocean View were very much a part of our first birthday celebrations. Two of our junior students have regularly participated in weekly classes, whilst other class groups have attended school performances and assemblies. It has been wonderful to see students interacting and developing a broader understanding of our school communities.

The school has continued its links with TAFE Colleges in being an education facility where students undertaking Certificate 3 and 4 in Disability Studies have chosen to undertake their practical work placement. This has been of benefit to our school as many TAFE students have become part of our relief SSO staff as a result.
Transition and SACE

TARGET
Curriculum patterns and delivery will be informed by student need and support transition planning for positive outcomes.

Strategies
2011 saw the first students in our link programs at Unley High School and Roma Mitchell Secondary College (formerly at Ross Smith Secondary School) complete the SACE Certificate using credits from curriculum studied within the new SACE. There were issues that arose particular to our students because our modified curriculum is offered over four years and our Link program students completed the SACE over three or four years rather than the usual two years. Improved access to subject counselling services in mainstream settings will ensure subject choices match SACE board and tertiary education entry requirements. Adelaide West staff are further adapting the Modified SACE Curriculum delivery and teaching the Modified Research Project in 2012. This means that the full Modified SACE curriculum at Stage 1 and 2 is available to Adelaide West students. 2012 will see Adelaide West students gain the SACE certificate for the first time.

There were four students who completed their secondary education at the Adelaide West site in 2011. Three of these students are now accessing Day Option programs at SCOSA hubs. The other student’s family is supporting him to access the community. Three Link program students completed their secondary education in 2011. One is now studying at university, another is accessing a TAFE course and the third is exploring options with the support of Multiple Solutions. The protocols were jointly developed by SCOSA and Adelaide West staff to ensure students’ smooth transition to SCOSA Day Options. 2011 also saw the introduction of the Better Pathways program, a state government initiative to improve the post school outcomes and lives of people with disabilities and their families. Adelaide West is part of the pilot for this program, supporting students in year 10 and later extended to students in year 11. Better Pathways workers case manage students in liaison with key agencies during the senior years and for the year after school has finished. This program promises to provide future students and their families with much needed support once school has finished.

Focus for 2012
To strengthen ties with community organisations.
Clarify transition processes with organisations and families.
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**

There were 6 students (all boys) in the Mitcham Link Program in 2011.

We had a very busy and exciting year including visits from the Deputy Director for International Relations together with Government officials from East Java, 9 Japanese teachers from the Himeji Special Needs School, and students from Flinders University. We were also lucky enough to take part in the Boccia Australia Program run by the Australian Paralympic Committee. The students enjoyed the challenges, strategies and skills these sessions offered.

As a consequence, Charlie Rowland was one of four athletes from SA to be selected to participate in the Boccia NSW Junior Titles held in Sydney.

Three of our students joined their classmates on school camps in Term 3. Alexander and Charlie joined 90 other students on a trip to Canberra as part of the Yr 7 Civics and Citizenship and Discovering Democracy Program. Liam had a terrific time with 85 other Yr 2 students learning about Aboriginal Studies and social skills at the Aldinga Holiday Camp.

Amongst the many personal achievements of the Link Program students, I would like to make special mention of Charlie participating in the Festival of Music Choir on stage at the Festival Theatre and Alexander who was very successful with the Mitcham Debating Team whilst also being an active member of the school’s Media and Year Book Committee. Both boys graduated from Mitcham Primary School at the end of the year after having been members of the Link Program since Reception.

We look forward to 2012 with energy and optimism. We value the ongoing collaboration between Mitcham Schools and the Adelaide West Special Education Centre in assisting the Link students to build much needed self confidence within such a positive learning environment.

*Rosemary Moorhouse, Mitcham Link Program Teacher*

**Unley High School Link Program**

2011 has been a challenging but exciting year. Technology has played a major role in the daily lives of students empowering them with the same learning opportunities as their peers. Armed with their personal laptop computers and select software students have been connected to the wider world through the Unley High wireless network with access to programs both on and off-site. This has enabled students to engage in the curriculum, communicate easily with teachers and demonstrate their learning capabilities. For one student technology enabled her to develop a speech and present at the biennial Australian Group for Severe Communication Impairment (AGOSCI) conference using her voice output device while gaining valuable SACE points at the same time. With five students in their senior years working towards completing SACE, the flexibilities within SACE and these vital technological developments have meant Link students have been able to work towards realistic and relevant educational outcomes.

Three senior students have worked on the Research Project giving them an opportunity to direct their own learning and develop their researching, analysing and communication skills. Staff and students have tackled this new SACE subject together exploring the expectations, capabilities and assessment requirements to ensure...
The Research Project in itself has been a huge learning curve for all involved. New exciting developments have included three students being accepted into the Better Pathways initiative which will provide them with professional mentoring through the challenging transition years from school to tertiary education or the workplace. Another student has successfully completed a work experience placement within a law firm, resulting in the possibility of future casual work, and two students have successfully graduated to further education with one studying Accounting for Business at UniSA and another having applied to study a Diploma of Digital and Interactive Games at TAFE.

The 2011 Link students should be acknowledged for their good humour, perseverance and resilience. It is through their daily experiences that they learn about their rights as people with a disability, and grow in maturity, identity and independence. As a consequence the Link Program has a two-fold effect on Unley High School. Firstly, it promotes disability awareness amongst the general school community by fostering attitudes of inclusion, acceptance and understanding for people with disabilities. Secondly, it encourages students with disabilities to develop strategies and skills required to become responsible and resourceful community members.

Lynn Roberts, Unley High School Link Program teacher

Ross Smith Secondary College Link Program

2011 has been an exciting year for the Link Program. We prepared for the move to the new Roma Mitchell Secondary College Campus and finally arrived at our “new home” in Term 3. The students have continued to engage in all their learning with enthusiasm as well as bringing their own distinctive features into the new school. Students are making use of the new gymnasium facilities to continue their participation in wheelchair soccer and regularly use the outdoor playing fields for wheelchair rugby. This year all the students in the program have been undertaking SACE studies across an array of subjects. Matt Clarke just earned the Year 12 Visual Arts - Design Subject Award, which is a great accomplishment. Students have also participated in a variety of extra-curricula activities. For Community Access Program for Students (CAPS), the students each focussed on areas of interest that would help them with school and/or post school options. Several of the students organised guest speakers. All students have participated in the Duke of Edinburgh Award this year. Travis recently completed his Silver Award and we are all extremely proud of him. We also had a Quiz Event and raised money for Beyond Blue. The students from the program continue to participate in a range of extra-curricula activities. Push and Powered Sports and National Electric Wheelchair Sports (NEWS) continue to be a strong focus for many students. Matt and Sam represented the State at the NEWS Competition in Sydney. Nathan has continued his gym visits and Travis continues to be involved in Judo and has participated in a number of exhibition bouts including a demonstration at the Disability & Ageing Expo. Niki and Helen successfully obtained money from the AASE SA Innovative Grant for an iPad2 and an Echo Smartpen (digital pen) for the Program. They also wrote an article for SERUpdate about the technology that is used as part of the Link Program.

We are all looking forward to the new experiences we will have next year and beyond!

Niki Baratosy & Helen Hanwitt-Arney, Roma Mitchell Secondary College Link Program Teachers
A new SRC structure was introduced this year where students from Class 6 represented an allocated class in the school. Students from class 6 would ask the class they were representing for any ideas or feedback to take to SRC meetings. Class 6 representatives would then meet during lunch on Wednesdays to share their SRC feedback which included fundraising ideas and ideas for whole school events.

As a result, Adelaide West supported the following charities:

- Epilepsy Action Australia by wearing ‘purple’
- Childhood Cancer by participating in Hairlarious Day
- Cora Barclay Centre for Hearing Impaired by wearing our ‘Loud Shirts’
- Canteen by participating in Bandanna Day

In total SRC raised $396 for these charities.
We Remember

Dakota Browning

Bryce Colbert-Daley

Joshua Hauptman
ADELAIDE WEST SPECIAL EDUCATION CENTRE

Sylvia Flato
Principal

12 Moldavia Walk, Taperoo, South Australia, 5017

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