ADELAIDE WEST SPECIAL EDUCATION CENTRE

DELIVERING QUALITY EDUCATION AND CARE FOR STUDENTS WITH DISABILITIES
EMPOWERMENT

ACHIEVEMENT

RESPECT

CARING

FUN
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL’S REPORT</td>
<td>2</td>
</tr>
<tr>
<td>CHAIRPERSON’S REPORT</td>
<td>3</td>
</tr>
<tr>
<td>OUR VISION</td>
<td>3</td>
</tr>
<tr>
<td>CONTEXT</td>
<td>4</td>
</tr>
<tr>
<td>OUR GUIDING PRINCIPLES</td>
<td>4</td>
</tr>
<tr>
<td>OUR VALUES</td>
<td>4</td>
</tr>
<tr>
<td>FINANCE REPORT</td>
<td>5</td>
</tr>
<tr>
<td>STATEWIDE OUTREACH SERVICE</td>
<td>5</td>
</tr>
<tr>
<td>ADELAIDE WEST IMPROVEMENT PLAN</td>
<td>6</td>
</tr>
<tr>
<td>LINK PROGRAMS</td>
<td>12</td>
</tr>
</tbody>
</table>
INTRODUCTION

PRINCIPAL’S REPORT

In 2012 we reached a significant milestone when our school was accredited as an International MOVE (Mobility Opportunities Via Education) model site. The efforts of the students, with the support of their families and staff, resulted in amazing achievements which were highlighted during our very special accreditation day.

We were invited to trial the Australian Curriculum. The Australian Curriculum continues to generate professional debate regarding the adaptations it requires to meet the needs of some students. However, we found that the Australian Curriculum provided us with the opportunity to offer a broader curriculum for our students whilst still maintaining the focus on the individual learning goals.

Our school was identified to become a Centre of Expertise for Students with Complex Communication Needs and Emerging Technology (CCNET) through the Federally funded National Partnership; More Support for Students with Disabilities program. The Complex Communication Needs team is meeting benchmarks set by the Federal Government and will continue to support students in other schools around S.A. Many students, staff and families have benefited from this project. IPads and iPods, accompanied by a range of suitable applications have provided a very engaging learning tool. This has led to a significant improvement in communication by students at our school and targeted schools.

This complimented the work that we had previously undertaken with the introduction of iPads for learning and communicating. Jane Farrall was engaged to lead us through this important learning journey. In 2013 Jane will be contracted to expand this work into the area of literacy and communication as we implement the Four Blocks To Literacy program.

These innovative programs, as well as strong connections with the International research community through Professor Barry Carpenter, OBE, challenge us as educators to ensure that we provide the best possible and most relevant learning opportunities for our students.

However our achievements would not be possible without the support of the Governing Council. I would like to thank Leon Morrish most sincerely for his service to our school. Leon led the School and Governing Councils through numerous significant changes including increasing financial independence, becoming a Governing Council, the closure of Regency Park School, and the establishment of Adelaide West Special Education Centre.

Throughout these significant changes Leon led with wisdom, foresight, the benefit of hindsight and political astuteness and always, with the needs of students and families foremost.

I would like to wholeheartedly thank all staff and members of the Governing Council for their guidance, support and dedication as we continue to strive to provide the best possible education for our students.

_Sylvia Flato_
Principal
CHAIRPERSON’S REPORT

As we move into 2013, it is great to reflect on the goals and achievements of 2012.

During the year we achieved many goals, as outlined in Sylvia’s report, both in progress and finalising outstanding work to building and grounds and the gratifying progress made in teaching progress offered to our students.

Several highlights I would like to mention are:
- Introduction and training our students in iPads
- Accreditation of the MOVE Program
- Success of sports day and the family BBQ day.

On completion of 16 years on Governing Council, which has been a privilege and pleasure to serve, I have decided the time has come for me to stand down.

The changes, implementation and advancements over this period have been immense.

I would like to thank all school staff, council members, parents, grandparents and students who I have had the privilege of knowing and working with over the years.

Just being able to work with these young people and follow their progress in life is priceless.

On leaving, I know our school is in excellent hands with Sylvia and her very professional, dedicated staff, ably supported by members of Governing Council, families and students.

Here’s to 2013 and beyond.

Leon Morrish
Chairperson
Adelaide West Special Education Centre
Governing Council

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

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
- Students learn in a positive environment
- Student engagement, wellbeing and happiness are our primary focus.
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 82 students enrolled across 4 sites. The Adelaide West site is the largest with 60 students. Link programs are at Mitcham Primary School, Roma Mitchell Secondary College and Unley High School.

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>
<td>34</td>
</tr>
<tr>
<td>Secondary</td>
<td>26</td>
</tr>
<tr>
<td><strong>Link Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Mitcham Primary School</td>
<td>7</td>
</tr>
<tr>
<td>Roma Mitchell Secondary College</td>
<td>7</td>
</tr>
<tr>
<td>Unley High School</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>82</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
- Developing and valuing strong partnerships with families, carers and inter-agencies
- Wellbeing of students and staff is integral to a successful education program.
FINANCE REPORT

In 2012 the Resource Entitlement Statement for Adelaide West Special Education Centre was $3,473,033.40. Of this $3,058,527.63 was allocated for staffing.

EXPENDITURE

Major Items:

- Conferences—AGOSCI: 14,737.34
- MOVE Equipment: 10,329.50
- Technology/Equipment: 36,845.25

Total: 61,912.09

GRANTS

- ICT Support: 13,190.31
- Award Supplementation: 119,513.20
- School Support Grant: 50,014.11
- Training and Development: 4,512.11
- Early Years Literacy: 3,873.56

Total of Grants: $191,103.29

A full report is available on request

STATEWIDE OUTREACH SERVICE

The program supports educators to enable learners with a physical disability and learners with complex communication needs to access, participate and engage in the school curriculum.

2012 has again once been a busy year for the Outreach Teachers. A summary of schools visited and support provided is listed below:

Schools visited: 55
Curriculum Support sessions provided to staff: 44
Staff in-service sessions provided on Disability Information: 36
Demonstration Lessons: 28
Disability Awareness Lessons: 304

Examples of feedback from schools visited:

“On behalf of Henley Beach Primary School I would like to thank you for your wisdom, knowledge and ability to make all of us aware of those with special needs. The staff, students and general community have made positive comments about the program and the way in which it was run”.
Shaun Barber
Henley Beach Primary School

“All the teachers, staff and students thought the presenter was brilliant. The students were totally engaged. Teachers, staff and students are better informed and aware of people with disabilities.”
Carol Moncreiff
Coromandel Valley Primary School
Students will be supported in a range of communication and language options to access the curriculum

TARGET
Students are equipped with a range of appropriate Alternative and Augmentative Communication (AAC) strategies.

Strategies
Students are equipped with a range of appropriate Augmentative and Alternative Communication (AAC) strategies.

Young children learn language through modelling. Children using AAC need multiple opportunities before they can be expected to produce similar messages.

At Adelaide West Special Education Centre, students observe teachers’ modelling language throughout various AAC strategies. Some students are encouraged to learn a yes/no response through repetition of choices during the day. Other students use Pragmatic Organisation Dynamic Display (PODD) books to communicate. Again language is modelled by staff. Some students are using iPads with communication applications such as Proloquo2Go to communicate at school.

Jane Farrall, a well-respected, expert practitioner in complex communication needs and AAC has worked with our staff during the 2012 school year to assess, guide and advise teachers about appropriate AAC strategies for students of various abilities. Jane was very generous in her sharing of resources including templates for aided language displays (ALD) and digital versions of children’s books. Teachers use these ALDs in everyday communication with students. Meal times, play times and class time provide opportunities for interaction and communication across the day.

Jennifer Young
TARGET
Intensive Interaction methodologies are used to assist communication development.

Strategies
Intensive Interaction has been an integral part of establishing communication in pre-intentional communicators at Adelaide West Special Education Centre for 3 years. The methodology is an approach to teaching pre-speech fundamentals of communication to children and adults who have severe learning difficulties and are at an early stage of communication development.

In 2012 the school developed and distributed a parent information booklet and delivered a parent information session to interested families. Teachers using Intensive Interaction in their programs met on 6 occasions to share approaches and successful strategies for effective implementation. A School Services Officer was appointed to collate, file and review video evidence and explore the possibility of using e-portfolios to store and share student achievements.

Useful resources to facilitate the implementation have been identified and purchased for loan. A key teacher and SSO built capacity by attending an Intensive Interaction Advanced Practitioners course and sharing their insights from the course with other staff. Ways in which the methodology can be successfully employed will continue to be defined through ongoing classroom program delivery and at Pre-intentional Communicators teacher meetings throughout 2013.

The focus in 2013 is to articulate the specific methodologies as they relate to the Adelaide West students who need it.

Hermione Farmer

TARGET
New Technologies will be used by students in the development of their communication

Strategies
With the introduction of iPads into the classrooms we have seen a growth in the number of families purchasing their own iPads. The challenge becomes how we work together to enable students to use the new technologies to develop their communication. Access to the iPad, choice of communication applications, management of iPads on the school network and training educators and families became our priorities for 2012. Staff and parent iPad learning sessions were well attended and 12 delegates attended the Spectronics Inclusive Technologies Conference in May.

Expert practitioner, Jane Farrall, shared her knowledge of teaching students with complex communication needs (CCN). Jane has presented workshops and worked in classes to assess student communication and provide advice in consultation with Novita speech pathologists.

In July 2012 our school and the Special Education Resource Unit (SERU) successfully obtained government funding through the National Partnership More Support for Students with Disability Initiative. A major outcome of the Complex Communication Needs and Emerging Technologies (CCNET) Project is to establish Adelaide West as a centre of expertise for teaching students with complex communication needs. Technology is a fast moving area and Adelaide West is establishing itself as a leader in using new technologies to enable students to develop their communication skills.

Jennifer Young
Students will have improved physical well being

TARGET
The Mobility Opportunities Via Education (MOVE) program is implemented with identified students. Students’ MOVE goals are reviewed annually and progress through levels toward their goals. Families are inducted and supported.

Strategies
In late March of 2012, Jackie Butler and Megan Palmer (from Elizabeth Special School) provided an open MOVE training session to teachers and SSO’s from a number of South Australian schools, Novita staff and families. Jackie and Megan were contacted by Kilparrin Teaching and Assessment Unit, to train their staff in MOVE (conducted in March) which proved to be very successful.

In August, Adelaide West Special Education Centre became an exemplary MOVE model school. We are one of the two MOVE Model sites in South Australia. David Schreuder, Chief Executive MOVE International and Patti La Bouff, senior international trainer, presented the school with a plaque which is currently displayed in the foyer.

In 2012, the school purchased a third support station. These support stations are located in separate hygiene rooms across the school, allowing many students to have regular opportunities to stand and place weight through their legs while being assisted with personal care. The use of the support station has provided the students with opportunities to practice their motor skills and have care needs attended to with dignity. The school is looking at installing another support station by the end of 2013.

Teachers are providing opportunities for their students to practise their critical skills in other environments. Excursions have proven to be a good opportunity for students to begin generalising their skills. A group of students went to the Ice Arena and walked on ice (all for the very first time). One particular student, who had only tolerated being in an upright position for 5-10 minutes, spent over 25 minutes sliding his feet over the ice. Students have also walked on the Semaphore jetty rather than being pushed in their wheelchairs.

In 2013 Adelaide West will be liaising with the MOVE International Program Manager to train staff at Adelaide West as MOVE International trainers. This will ensure sustainability in remaining a MOVE Model site.

Jackie Butler
Student learning outcomes will be enhanced by increased collaboration with the wider community

TARGET
Students will have learning experiences with members of their immediate and broader communities.

Strategies
Ocean View College
In 2012 more structured planning occurred and the relationship between the two schools strengthened. Disability awareness lessons were provided to year 8 and 9 students. An Adelaide West student attended a junior primary class at Ocean View regularly with Adelaide West providing SSO support for morning literacy and language based activities. 8 students from year 10 undertook a week of community placement at this school. On Harmony Day students from OVC designed art/craft activities and undertook these with class groups. Students from a range of year levels participated in our Mad Hatter’s Day parade and Science Week. 8 primary classes joined us for an African Drumming Cultural interactive performance. Adelaide West classes have attended Ocean View senior school sports day; Easter junior school assembly, a junior school play and secondary science ‘Reptiles Alive’ session.
Our links with St Mary’s College have continued to grow as part of the well-established Year 10/11 community placement. Our school hosted 10 students who successfully completed a week of community work placement. Feedback from all students was very positive.

As part of the 2012 Site Plan and Strategic directions the school’s aim was to:
- Further develop the relationship with Flinders University in pre-service student training
- Establish links with Disability Education students from Uni SA undertaking their community placement

Both of these goals were achieved. In total 38 students have undertaken work experience or placement in 2012. Two students continued their involvement, undertaking volunteer work upon completing their placement. After negotiation with Flinders University, 10 second year pre-service students were able to spend a full day in classrooms, working with students. This opportunity was well received, with Adelaide West being a preferred choice of placement. It is envisaged that some of these students will seek their third year teaching practicum at Adelaide West as they complete the Flinders University double degree in Education with a Specialist focus.

TAFE Certificate III and Certificate IV in Disability
A tertiary recognised course has been successfully conducted with 24 SSO staff participating throughout 2012. 11 SSOs from Adelaide West site and 13 from other Special School sites/units have successfully completed this qualification.

Carol Van Der Wijngaart
The Australian Curriculum will determine student learning outcomes

TARGET
The Australian Curriculum will shape and provide focus for student learning outcomes.

Strategies
In 2012 Adelaide West Special Education Centre was invited to trial the Australian Curriculum. The Australian Curriculum is for all students, hence the importance of trialling it with students like ours.

Two teachers took on this challenge; Lidia Reveruzzi and Michelle Sboro. The students who took part in the trial were different ages and levels of ability. The subjects trialled were English, History and Science.

When using the Australian Curriculum with students with disability the recommendation for the teacher is to begin at the chronological age of the student and to consider what mainstream peers would be studying at this year level. The content is then adapted to make it more relevant and purposeful for the students at our school. In this way our students may be offered a broader range of experiences whilst continuing to work towards their individual goals.

Students studied the topic ‘Volcanoes’ for Science and ‘Favourite Stories’ for History and English (communication) was integrated within these subjects. Both teachers reported a high level of engagement and anticipation by students during the Science lessons and the History lessons.

The teachers presented the outcomes of the trial to members of the Special School Principals Association (SSPA).

In addition to the trial, teachers have continued to familiarise themselves with the content of the curriculum and have a better understanding of the General Capabilities. Teachers also worked with relevant DECD Australian Curriculum facilitators and implementation officers.

Through the Special Schools Principals’ Association and Australian Special Education Principals’ Association and in close liaison with the Australian Curriculum and Assessment Reporting Authority (ACARA) Students with Disabilities Senior Project Officer, we have provided feedback on the curriculum as it has been developed. Changes have been made as a result of this feedback.

In 2013 teachers will program and report using the Australian Curriculum.

Sylvia Flato
Transition and SACE

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

Strategies
2012 was a very busy year for transition and SACE with 8 students finishing school at Adelaide West. One of these students chose to finish school early. He was successful in securing part time employment at Hands On SA and the youngest member of the Julia Farr Youth Group which is a group of people aged 16-30 who mentor and advocate for people with disabilities. The other 7 students are the first students graduating from our school to be awarded a SACE Certificate after completing all the requirements of the Modified SACE Curriculum.

6 of these students have chosen to attend SCOSA Day Option hubs, after being supported to trial these last year. The other student is also working at Hands On SA after completing successful work experiences at Barkuma and Hands On SA in 2012.

One of our students completed their SACE at the Unley High School Link program last year and is now studying Developmental and Disability at TAFE this year. The range of SACE programs available to students at both Link Programs ensures success for our students. Three students at the Roma Mitchell Link Program also finished their secondary studies. Two students have gone onto TAFE, one studying Creative Writing and the other Computer Design.

Last year one student transferred from Adelaide West to our Unley High School Link Program at the end of term 1. A second student is starting at the Roma Mitchell Link Program in 2013. We are in a unique position at Adelaide West Special Education Centre to ensure our students access the best learning environment and curriculum possible while being supported to achieve their best. For some students the opportunity to access a broad curriculum and learn socially from a large group of peers in an ordinary secondary school setting is invaluable. We congratulate these students as they have blossomed. We must acknowledge the excellent work of the students, their teachers, SSOs and families who support them to achieve so much.

The Better Pathways Pilot Program was accessed by all of our year 10, 11 and 12 students last year. These students have been assigned a case worker who gets to know the students and their families and will continue to support students in the year following graduation. This creates some continuity of support for students and their families during transition to adult life, when school is no longer able to provide direct support negotiating services. This program is currently being reviewed and we are supporting its continuation.

Hermione Farmer
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**
Mitcham began 2012 with 5 students and welcomed Matthew in Term 3, and Cooper in Term 4. Ethan Woollaston, our Year 7 student, had a very busy year beginning with his election as the classroom representative for SRC. Not only did Ethan participate in the Adelaide Festival of Music Choir at the Festival Theatre, and the Year 7 annual trip to Canberra, he was awarded the prestigious Mayor of Mitcham’s Award for a student who epitomises the ethos of Mitcham Primary School. Congratulations also went to Jack Netting, our Year 5 student, who had a very successful year receiving 2 Silver and a Bronze medal when competing at the SAPSASA State Athletics Championships from which he was selected to compete in the National Athletic Championships for AWD (Athletes with a Disability).
All 7 students eagerly participated in the Secondary School Sports SA/Paralympics Boccia Carnival at ETSA Park. Our 2 teams competed in 9 games each against 24 other teams and 130 students with a range of disabilities from across the state. To add to the day’s excitement, one of our teams came 3rd place overall in the competition! Not bad considering they were the youngest players on the day! Well done to Jay, Ethan, Cooper, Jack, Liam, Amin and Matthew. We look forward to 2013 with energy and optimism, together with special thanks to Mitcham Primary School and the classroom teachers for their support and commitment to the Link students’ needs. We value the ongoing collaboration between our 2 schools in assisting our students to build much needed self-confidence within such a positive learning environment.

*Rosemary Moorhouse, Mitcham Primary School Link Program Teacher*

**Unley High School Link Program**
At the commencement of the 2012 school year the Unley Link Program welcomed two new Year 8 students and later in the year we welcomed a new Year 11 student, bringing the Link Program student population to a total of 8 students.
The Year 8 camp at Mylor Baptist Camp was a great bonding 2 day event with many exciting challenges. This was followed closely by the Year 8 swimming carnival. Both these events showcased the drive and determination of the Link students who were determined to have a go at everything.
Sports Day was an opportunity for Link students to work closely and have fun with their able-bodied peers. Students tried their best in events like the novelty events, races, javelin, shotput and tug of war. The Link students designed and ran their own event for the first time and it was a huge success. Another great event was the interschool ten pin bowling between Pasadena, Brighton and Unley High Schools for which the Link Program was invited to enter a team, and although we didn’t win a prize we certainly had fun trying.
Technology has continued to play a large part in the school life of the Link students. To increase student engagement Unley High initiated ‘Mobile Learning with iPads’ for Year 8s. Students purchase their own iPads for school use and their teachers have been using iPad apps predominantly in their teaching. This has been very successful for the Link students as iPads are easy to use, portable, quick to respond, trendy and engaging.
2012 saw the first joint ventures with the Roma Mitchell Link Program. The first outing was to the Special Education Resource Unit to discover new technologies such as Smart Pens and to learn more about the technologies students currently use such as iPads and Mac Computers. These opportunities provided Link students with the opportunity to socialise and develop friendships beyond the school setting.

2012 has been a successful year academically for senior students with one receiving an award for English studies, one completing SACE and looking to study further at TAFE and two others registering an interest in VET courses for 2013. One of our students also received a Minister of Education Award for their personal journey. With our challenge for the year being to promote inclusion, independence, socialisation and academic excellence the Link students have certainly exceeded our expectations and are to be commended for their determination and perseverance.

Lynn Roberts, Unley High School Link Program teacher

**Roma Mitchell Secondary College Link Program**

In 2012 we welcomed new student, Jasmine Bailey commencing as a year 8, new teacher – Vas Dolman, and 2 new SSOs. An initiative to provide students with opportunities to plan and implement personal goals was introduced early in 2012. Each student planned several individual outings into the community with their teacher to conduct the goal setting sessions. Coffee precincts of Adelaide were used to provide a relaxed environment where ideas and conversation could flow freely. The sessions were a great success as many goals were developed, and have since been met. As part of this initiative the Honourable Kelly Vincent, MLC, Dignity for Disabled MP was invited to a mentoring session.

Community Access took the form of a few well organised and enjoyed excursions. Each event was planned by the students, providing an opportunity to showcase their skills and knowledge. We have tried to create opportunities for the students of both Unley and Roma Mitchell Link programs to come together on occasions. A joint workshop at SERU was organised to enhance skills for iPad and Livescribe pens, and a bowling competition and BBQ was organised as an end of year get together.

Many Link students take part in activities outside of the school community. National Electric Wheelchair Sport (NEWS) dominates as the sporting organisation of choice. Codes such as balloon soccer, touch rugby and hockey are played on a weekly basis. This involvement also provided an opportunity for Sam Aforozis and Matt Clarke to travel to Sydney to represent South Australia in April, for the prestigious Roger Melnyk trophy. The conclusion of this school year will be a relatively sad one as we prepare to farewell a few of our students as they graduate and transition into their chosen post school options. These students are Matt Clarke, Sam Aforozis and Jonathan Nguyen. Each of these young men have contributed fully in their school life, and have demonstrated a keen commitment to their studies and their school communities over the years. They each continue to set their personal goals for adult life away from school, and continue to prove themselves as fine role models for others following in their footsteps. We look forward to new challenges and experiences in the new year.

Vas Dolman, Roma Mitchell Secondary College Link Program teacher
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