ADELAIDE WEST SPECIAL EDUCATION CENTRE

DELIVERING QUALITY EDUCATION AND CARE FOR STUDENTS WITH DISABILITIES
EMPOWERMENT

ACHIEVEMENT

RESPECT

CARE

FUN
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INTRODUCTION

PRINCIPAL’S REPORT

At Adelaide West Special Education Centre we believe that the ability to communicate and move is fundamental to learning, engagement and wellbeing. All students can learn and it is our responsibility to find ways to engage students, increase opportunities for communication and ensure that students are able to move and explore to learn.

Through the use of Pragmatic Organisation Dynamic Display Communication Books (PODDs) and iPads, students demonstrated an improvement in their ability to communicate and to varying degrees make their wishes, choices and thoughts known. David Neimeijer, the developer of the Proloquo2go app, visited our school. He was very impressed and pleased to see the difference that his app was making to children and families.

Work with Jane Farrall as our coach to improve literacy outcomes for students continued. Through the implementation of the Four Blocks to Literacy program students are more aware of the purpose of reading and writing. Many students showed an improvement in word and letter recognition, communication and choice-making.

In February we hosted International MOVE training. Julie Sues-Delaney came from California, USA, to train new MOVE International Trainers (MIT) and retrain MITs from Australia and New Zealand. In addition to MIT training we offered Basic Provider Training to people from around Australia.

There has been significant change within the Department for Education and Child Development. One of these changes is that our school is a member of the Le Fevre Peninsula Partnership. Our Partnership shares responsibility for improvement and accountability for teaching and learning and is very supportive with a genuine desire to improve achievement for all students.

In 2014, we hosted three major conferences. Two were in conjunction with the Le Fevre Peninsula Partnership and the third was in conjunction with other Special Schools and units from SA. The focus for each conference was teaching and learning and the implementation of the Australian Curriculum. Staff attended and presented at conferences in Sydney and Brisbane. Leanne Shane and I presented at the International Society for Augmentative and Alternative Communication (ISAAC) conference in Lisbon, Portugal. This conference was attended by leaders in AAC from around the world.

On-going Federal funding for the National Partnerships, More Support for Students with Disability meant that we were able to continue supporting students with complex communication needs in mainstream schools in SA to communicate using iDevices.

Whole school events, including Special Person’s Day and Sports Day were fun and well attended by our families and students from Ocean View College. Ocean View College students performed for our students on a number of occasions. However the highlight has been the interaction between students from the tat lunch times.

I would like to thank the staff for their willingness to continue their own learning so that we are better equipped to be the best teachers we can be for our students. Thank you also to the Governing Council for their on-going support and advice. I would particularly like to acknowledge and thank Sonja Touli for her many years as a Governing Council member and most recently as Chairperson. I thank families most sincerely for entrusting the learning of their children to our staff.

Sylvia Flato
CHAIRPERSON’S REPORT

Once again it is my pleasure to provide a report on behalf of the Adelaide West Special Education Centre Governing Council. Our school has an active Governing Council. There is a strong and genuine sharing of responsibility between the principal, staff representatives and parents.

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 continuation of working with Jane Farrall who is such an asset to our students, staff and parents. Seeing measured improvement in communication and choice making for our children is always exciting.

The continued positive outcomes for our students with the MOVE program, empowering our children to obtain additional independence.

The establishment of the Vacation Care program on site. This was no easy task with Lorna and a few council members working through many issues to make this come to fruition.

A tremendous amount of work has been carried out by Sylvia and her very dedicated staff, leading by example in the Special Education sector, sharing their expertise at National and International conferences.

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 an environment that you don’t want to leave. It really comes down to each child being encompassed in an individual learning program, which promotes positive experiences in a creative and fun learning environment.

I have been privileged to be a member of the Governing Council for 13 years. As my child heads towards finishing his schooling at Adelaide West I have decided to resign and move with him into this next stage. I have been mentored by some of the best, being a recipient of their experiences, struggles, heartaches and achievements. I have gained much by being around people who think out of the box and are optimistic. It is always about working together to make a difference for our beautiful children.

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 were 67 students enrolled across 4 sites. The Adelaide West site is the largest with 48 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 and complex communication needs 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.

<table>
<thead>
<tr>
<th>Adelaide West Site</th>
<th>Number</th>
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<tbody>
<tr>
<td>Primary</td>
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<tr>
<td>Secondary</td>
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<table>
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<tr>
<th>Link Programs</th>
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<tbody>
<tr>
<td>Mitcham Primary School</td>
<td>9</td>
</tr>
<tr>
<td>Roma Mitchell Secondary College</td>
<td>3</td>
</tr>
<tr>
<td>Unley High School</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
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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 inter-agencies are developed and valued.
- Wellbeing of students and staff is integral to a successful education program
FINANCE REPORT

In 2015 the Resource Entitlement Statement for Adelaide West Special Education Centre was $3,111,933.95
Of this $2,902,683.38 was allocated for staffing.
A full report is available on request.

EXPENDITURE

Major Items:
Conferences/Professional Development 33,136.21
Music Therapist 4,966.55
Technology/Equipment 12,406.59
Technology Consultant 15,655.00
Consultancy/Four Blocks 43,773.92

Total Expenditure $119,948.27

GRANTS

Award Supplementation 118,519.05
School Support Grant 53,396.07
Professional Development 4,816.68

Total Grants $230,127.37

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.
2014 has once again been a busy year for the Outreach teachers. There has been a particular increase in requests for support from schools in country areas this year with the Outreach teachers making 10 visits to country regions.
A summary of schools visited and support provided is listed below:

Schools visited: 54
Curriculum Support sessions/staff in-services: 50
Demonstration Lessons: 32
Disability Awareness Lessons: 320

Examples of feedback from schools visited:

Curriculum Support:
“As a first year Physical Education teacher I was considerably nervous about my expertise in the area of students with a disability. The in-service Rob gave was brilliant. It was full of practical ideas and covered everything I was looking for. I have recommended Rob and the Outreach Teaching Service to many of my friends from University who are also in their first year of teaching”.
Adam Wilson, Cowandilla Primary School

Disability Awareness Lessons:
“Staff and students thought the lessons were fantastic. They created a lot of discussion. Students and staff have been far more receptive to student being at our school. They are beginning to embrace him as part of the school community.
THANK YOU VERY MUCH!”
Rosie Bradshaw, Special Needs Coordinator, Aldinga Beach Primary School

Rob McKinnon and Michelle Sboro
Transition and SACE.

2014 saw a few changes in the leadership team at Adelaide West Special Education Centre. Hermione Farmer, a 19 year veteran of the SACE and Transition program, left to pursue other challenges. In her place Michelle Sboro took care of the enrolments and design of the 2014 SACE curriculum. In June, Dee Vojnovic was appointed as the SACE and Transition Coordinator at Adelaide West. Dee had previously been a Coordinator at Roma Mitchell Secondary College.

In 2014 seven year 10 students from Adelaide West and the Link programs began their SACE journey with the Personal Learning Plan subject. Three were enrolled in Personal Learning Plan: Modified.

Six students enrolled in Stage 1 at Adelaide West Special Education Centre and submitted work in the modified subjects of Cross Disciplinary Studies, Creative Arts, English Pathways, Health, Mathematics Pathways and Personal Learning Plan. Of the students enrolled in Stage 1, 77% achieved a completed result in all of their subjects.

Four students were enrolled in Stage 2 at Adelaide West Special Education Centre and submitted work in the modified subjects of Cross Disciplinary Studies, English Pathways, Health, Mathematics Pathways, Language and Culture and Research Project. Of the students enrolled in Stage 2 100% achieved a completed result.

During the end of year assessment period every effort was made to ensure all students enrolled completed their subject requirements. However, through the challenge of illness, 1 student was unfortunate to not complete the requirements for the SACE subjects.

The SACE Board moderation review of English Pathways: Modified, Maths Pathways: Modified, PLP: Modified and Research Project: Modified subjects concluded that all moderated and school assessment decisions were upheld.

In 2014 two students completed their SACE Modified Certificate and graduated from Adelaide West Special Education Centre. One student made a successful transition to SCOSA Newton and the other is now employed by Bedford 3 days a week and studying 2 days a week at TAFE. In 2014 the transition program was successful in meeting the individual needs of the graduating students.

Dee Vojnovic
SACE & Transition Coordinator
Adelaide West is recognised as a national/international centre of expertise in curriculum, communication and Mobility Opportunities Via Education (MOVE).

Goal:
- National Partnership targets are met.
- Review Complex Communication Needs using Emerging Technologies and consider the ongoing feasibility.

The Complex Communication Needs using Emerging Technologies (CCNET) project finished at the end of 2014 and all project benchmarks were achieved. Twenty six DECD school sites were supported by the CCNET team. Two students completed their SACE and twenty two students will continue to be supported through the Adelaide West Statewide Outreach Service in 2015.

Project students were provided with technology consisting of an iPod, iPad mini or iPad with Proloquo2Go which is an augmentative alternative communication (AAC) application. A range of individualised professional development and ongoing support was provided by the project team for students, families, educators and Department of Education and Child Development (DECD) speech pathologists. CCNET team support has helped students to develop functional communication skills which has resulted in improved communication and social inclusion.

Reports received from family and staff involved in the CCNET Project confirmed that the iPad and CCNET team support has helped their children/students to be more verbal and initiate conversations more often. Other benefits have been increased confidence, improved eye contact, greeting others and improved literacy outcomes. Students are more settled and far less frustrated at school. They are highly motivated to use their iPad to communicate at school, at home and in the community with unfamiliar communication partners. Students are starting to see the iPad as a useful tool for repairing communication breakdowns.

The Adelaide West Statewide Outreach Service is working towards facilitating the development of three regional hubs for students with complex communication needs (CCN). The successful establishment of these hubs requires a focus person based in the region to facilitate the networking of teams around the child. The CCNET team together with the Support Services staff in the Clare office facilitated a hub group meeting in Clare with four schools in the region. This model will continue to be supported through the Outreach Service and two more hubs established to continue supporting students with CCN.

Feedback from surveys has been positive and some responses include:

“I feel as a result of the project I have gained an acceptable level of understanding in order to support my child in her communication needs. I have acquired significantly more knowledge than before we started.”

“I feel I’d be able to successfully help another student with difficulties using programs I now know how to use.”

“Over the past year the team has been available to help with any concerns over how to overcome issues with Catie. Never short on ideas! The project has been invaluable to Catie, a life changing experience for her and me. The future looks extremely promising for Catie and I can only hope the project can continue with extra funding.”

Jennifer Young
CCNET Team
By 2017 the Adelaide West curriculum delivery will be defined by the Australian Curriculum and SACE

Goal:
- Students ability to respond and recognise abusive situations is improved.

The Keeping Safe: Child Protection Curriculum (KS:CPC) was included as a necessary and valid teaching tool for all students safety and well-being. 2014 saw staff undertake professional development in the implementation of the KS:CPC. The training also introduced the newly published KS:CPC Support Materials for Educators working with Children and young People with Disability and Additional Needs, for the teaching and adaptation of the KS:CPC for students with disabilities. The content of the KS:CPC was used to inform a 3 year R-12 curriculum outline that ensures all students have had the opportunity to learn crucial and relevant skills for their own safety and well-being. Staff at Adelaide West were guided and supported by Dee Vojnovic to create units of work for learning areas so that all students were taught according to the child protection curriculum in 2014.

Dee Vojnovic
Coordinator

Goals:
- In 2014 a 1 year plan will incorporate Maths, English ,History and Science. At the end of 2014 this plan will be reviewed and revised for 2015.
- All assessment and reporting, planning and programming aligns with the requirement of the Australian Curriculum or SACE.

Communication is key to all the teaching and learning that occurs at Adelaide West. Communication is an essential part of literacy learning and all students have communication and literacy goals in their NEPs. When teachers are working with students on communication it is important that students are given a wealth of experience to communicate about. Having worked with Jane Farrall for two years on delivering a balanced literacy program to our students through the Four Blocks of ‘Guided reading,’ ‘Writing’, ‘Self-selected reading’ and ‘Working with words’ means that much of the delivery of a wide range of learning areas contains elements of literacy teaching and learning in addition to communication. The English curriculum in particular is delivered through the Four Blocks. In 2013 teachers worked with Chris Miethke, the cluster Australian Curriculum facilitator, to align content descriptors from the Australian Curriculum English document with the work that occurs in our classrooms in communication and literacy.
The result of this is a short, user friendly document showing the adaptations to the English learning area of the Australian Curriculum all teachers use when programming. This was used across the Taperoo site during 2014. In 2015 teachers are hoping to create an online reference library of books prepared for guided reading in a number of categories to assist with the creation of the three year curriculum plan that we are working to establish by 2016.

The teaching of Maths, Science and History are also enhanced by use of relevant literature and Jane Farrall has been of great assistance to staff in the selection of appropriate texts. In 2014 we trialled a Maths plan for the whole school that includes the teaching of number concepts across the whole school year. The rest of the Maths program involves four termly themes. In 2014 these were: – Term 1; ‘Measurement – length,’ Term 2; ‘Pattern, Size, Shape and Colour,’ Term 3; ‘Time’ and Term 4; ‘Location and Transformation.’ During Term 4, staff consultation revised and refined this plan for improved teaching in 2015.

Science is taught in modules relating to the Australian Curriculum. Thirty six of these modules are now part of a three year teaching cycle. This provides students with different Science learning experiences throughout the school year. Classes presented some of their learning in Science at the ‘Science Showcase Day’ held in Term 3. In addition to the assembly where classes and their families watched presentations from each class about their Science learning, students also participated in a science carousel of activities based on the national Science Week theme of “Food for our Future.” Students from Ocean View College participated in this carousel as well and most students seemed to enjoy this form of Science learning! Similarly, students were able to present some of their learning about the History theme of ‘Personal and Family Histories’ during the Special Persons Day in term 2.

A whole school curriculum plan covering these four learning areas was used across all classes in 2014 and teachers planning documents reflected this. The plan has been improved and added to for programming in 2015. The other significant body of work relating to the curriculum that teaching staff undertook in 2014 related to the ‘Keeping Safe: Child Protection Curriculum (KS:CPC).’ Early in 2014 both Lorna Fenech, Deputy Principal and Dee Vojnovic, Teaching and Learning Coordinator, were involved in consultations around the development of KS:CPC Support Materials for Educators working with Children and young People with Disability and Additional Needs, which was published mid-year. This important resource for teachers and leaders, designed by teachers and leaders, makes a significant contribution to empowering children and young people with disability and additional needs to develop skills to keep themselves safe. Adelaide West staff used this document and other materials to develop teaching and learning programs about child protection that are now part of the whole school curriculum plan.

It has been fantastic to see the wide variety of learning experiences that our students engage in during the school year. This provides them with so many opportunities to practice their communication skills in different learning areas – demonstrating the transferability of communication to diverse situations and with lots of people.

Lorna Fenech
Adelaide West is recognised as a national/international centre of expertise in curriculum, communication and Mobility Opportunities Via Education (MOVE)

Goal:
- Objective validation of practice at this site confirms expertise.
- Establish MOVE Australia - facilitate MIT training and recertification every 3 years, host Basic Provider training annually.

In February 2014 Jackie Butler was recertified as a MIT (MOVE International Trainer) at the MOVE International Conference held at Adelaide West. Julie Sues-Delaney who is the MOVE International Program Manager from Bakersfield, California made the trip to Australia to observe Jackie present a 2 day basic training course. The school also invested in training another two MIT’s, Zina Mansueto and Michelle Sboro to support Jackie in the implementation of MOVE at Adelaide West and to assist her in the delivery of the 2 day Basic Provider trainings both intrastate and interstate.

Congratulations to our two MOVE graduates, Isla Sale and Bella Rogers. Isla no longer uses her gait trainer to support her in walking. Isla can now walk independently around school, home and the wider community. Isla’s family are overjoyed with her progress. Bella is now walking around the classroom without the support of her walker, but does use her walker to walk longer distances. Bella’s family have seen a huge difference in her overall attitude - Bella is happier and looking healthier.

The school invited families to celebrate their child’s MOVE milestones in Term 4, 2014. Video footage and stills where presented to families, students and school staff highlighting the MOVE students’ progress. Families were overjoyed with the improvements that all of the MOVE students made whether it be the smallest of small incremental steps or the huge milestones!!

The pie chart below indicates that 44% of our total student population have a complete MOVE assessment profile and are participating in the MOVE program, 4% are MOVE graduates, 46% are ambulant and therefore do not participate in the MOVE program and 6% are unable to participate in MOVE due to medical issues.

Jackie Butler, MIT Trainer

![Pie chart showing MOVE statistics]

- Completed MOVE Profiles: 44
- MOVE Graduates: 4
- Ambulant Non-MOVE students: 46
- Medical Issues: 6
Form strategic and mutually beneficial partnerships

Goal:
- To be a recognised part of the Le Fevre Peninsula community
- Strong networks and wide connections inform practice

During 2014 Adelaide West continued to enjoy a mutually beneficial relationship with staff and students from Ocean View College. Students from Ocean View regularly came to Adelaide West at lunchtimes to play and interact with the Adelaide West students. Special events, such as the Book Week Parade, Science Day and Sports Day were other opportunities for students at the two sites working together. Collaboration between staff from the two sites resulted in the hosting of a successful conference for approx. 350 educators from the 14 schools and preschools in the Le Feuvre Peninsula Partnership in June. This conference made use of the Adelaide West gym for key note speakers. Later in the day workshops were held in classrooms at Ocean View and Adelaide West. This conference was opened by Dr Susan Close, the local MP and focussed on improving teaching and learning through changes in pedagogy.

Later in June, the South Australian Special Education Principals and Leaders Association (SA SEPLA) conference was held at Adelaide West. This enabled us to showcase the school and the programs that we deliver to our students. A number of teachers presented sessions about their classroom practice, including the use of AAC in the Australian Curriculum, Four Blocks to Literacy and sharing units of work. All of these were well received. It was especially pleasing that a number of people from interstate attended the conference and their feedback was overwhelmingly positive about Adelaide West and the practice that they observed here.

Having members of staff who are confident enough in their own practice to share it at conferences is a great strength of the educational team at Adelaide West.

Both of the conferences held at Adelaide West in 2014 demonstrated the benefits to staff of partnerships – both with local schools and with state-wide organisations like SA SEPLA. Ultimately these partnerships lead to better student outcomes as they support staff to deliver improved teaching and learning programs in the classroom.

Lorna Fenech
Deputy Principal
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**

All 9 students in the Link Program have had a very busy and productive year. Besides participating in classroom activities and excursions, we continued our weekly Thursday afternoon swimming sessions at Minda Pool, Brighton. This is a particularly valuable part of the Link Students’ PE program, especially for those who spend the majority of their time in a wheelchair.

Three of the Link students attended their year level camps. Amin went to Aldinga Camp, Lissa to Namu Farm on Hindmarsh Island, and Jack travelled to Canberra with the Year 7s. Three of our students were elected as classroom SRC Representatives this year. Well done to Liam in Reception, Lissa in Year 3, and Jack in Year 7.

I extend many thanks to teachers, SSOs and families for their support in my absence whilst recuperating from surgery during the second half of Term 3. I am fortunate to have worked with such a great team of SSOs - Annette, Sue, Andja, Cheryl, Josh and Andrew whose combined expertise and passion for their role makes a big difference to our students’ learning and wellbeing.

This year we farewell Amanda and Jack, our Year 7 graduating students, and wish them every success for their future.

I extend special thanks to Mitcham Primary School and the classroom teachers for their support and commitment to the Link students’ needs. The program highly values the ongoing collaboration between Mitcham Primary School and Adelaide West Special Education Centre in assisting students with disabilities to build much needed self-confidence within such a positive learning environment.

*Rosemary Moorhouse, Mitcham Primary School Link Program teacher*

**Roma Mitchell Secondary College Link Program**

2014 has been a strong year for our RMSC Link students. All have continued their commitment to their learning, along with their willingness to challenge themselves. Academic and personal goals were pursued with great dedication, resulting in very pleasing achievements. A merit award of excellence was awarded to Jasmine for her academic achievements each term.

Nicolette and Jasmine were able to complete their Year 10 PLP (Personal Learning Plans) that will be credited toward their SACE. Each student compiled and presented a very comprehensive document for assessment. Additionally, both students performed extremely well at the round table presentations. The verbal presentations were well planned and supported with visual resources impressing the panel members.

Kaitlyn participated in the Year 9 round table assessments. Her presentation was of a very high standard. Her speech was very informative, colourful and entertaining. Panel members were delighted with her efforts.

Jasmine and Nicolette took part in the Year 10 work experience program. This program provided the girls with an opportunity to participate in the real working environments of the Julia Farr Association and Uniting Care Wesley. These organisations were able to meet their career interests and cater for their mobility and access needs.

*Vas Dolman, Roma Mitchell Secondary College Link Program teacher*
Unley High School Link Program

The Link Program students at Unley High commenced the year with positive attitudes, high academic goals and personal aspirations, ready to face the challenges the year would bring. Our students comprised mostly seniors with Tina and Alice completing their final SACE subjects at Year 13, Callum, Charlie and Liam in Year 10 and Ethan in Year 9.

Highlights of 2014 were the culmination of Tina and Alice’s individual Community Studies and the very successful community presentations of their findings. Tina published a recipe book for people with limited upper mobility after she carefully selected and personally tested her favourite recipes. After extensive personal research and trials, Alice progressed from using a manual communication board accessed with a stylus tool to an iPad and iPhone, completely revamping her communication systems to have voice output, and access to text and social media. Through these studies both young women demonstrated excellent problem solving and researching skills, and extensive confidence and independence which will ensure success in the next stage of their lives. At the end of the year both students completed their SACE and graduated. Alice is continuing her studies at TAFE as well as working at Inprint Design. Tina is seeking employment as a receptionist as well as studying money management and personal development.

Technology has continued to play an important part in the academic and personal success of our students and Link Staff are always keen to explore and trial new technologies to enhance student learning. Unley High embraces technology to ensure students are engaged and have the best possible access to learning. Students have been exploring the use of voice to text software to assist with writing, text to speech to assist with literacy and Daymap for planning and organisational skills. The use of Livescribe Pen and iPad app has seen a huge improvement in the maths learning of one student unable to write for himself. Funding for this came from a SERU grant and it is now being used with other Link students. After hours Charlie and Liam also commenced an initiative of UniSA in digital technologies and enterprise.

Our students continued to access the DECD Swimming Program for Students with Disabilities at the Minda Aquatic Centre. Glenda Brindle and her team of instructors provide our students with weekly individual swimming programs for skill development and relaxation. An exciting outing for us was the end of year excursion to Parliament House and the Central Markets. The Honourable Kelly Vincent hosted a tour of Parliament giving our students an insight into State politics which was thoroughly enjoyed by all.

Throughout the year all Link students were strongly supported by UHS subject teachers and leadership to achieve excellent personal results. I commend these staff members and our Link SSOs for their dedication and hard work in ensuring all students experience a supportive learning environment which ensures their success as learners and individuals prepared for transition to adult life.

Lynn Roberts, Unley High School Link Program teacher
We Remember

Stephen Johnson
Hunter Stratton

ADELAIDE WEST SPECIAL EDUCATION CENTRE

Sylvia Flato
Principal

12 Moldavia Walk, Taperoo, South Australia, 5017

Phone: 8248 9100
Fax: 8248 9150

www.adwest.sa.edu.au

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