SCHOOL CONTEXT STATEMENT

Updated: 04/04/2012

School number: 1414

School name: Adelaide West Special Education Centre

School Profile Text:

Adelaide West Special Education Centre caters for students from Reception-Year 13, specialising in educational programs and services to students with physical disabilities, in particular those who are sensory, communication and mobility impaired. Many students have complex medical conditions and are dependent on staff for their personal care needs. Students who are able to access and participate in a mainstream setting attend Link programs, located within a primary and two secondary schools in the metropolitan area.

The values of Self-determination, Positive Self-esteem, Independence, Innovation and Respect for individual differences are reflected throughout the curriculum.

The school has a curriculum focus and strength in areas of alternative and augmentative communication (AAC), Mobility Opportunities Via Education (MOVE), Intensive Interaction, the use of ICT and emerging technologies to support students with disabilities.

It provides:

- an Active After School Care program on a weekly basis
- a significant contribution to the field of education of students with a disability by delivering professional development and training in ICT, communication and physical development
- a Statewide Outreach consultancy and educational service to government and non-government schools supporting students with physical and associated disabilities. This service provides information and training to ensure the successful inclusion of students into their mainstream schools.

1. General information

- Principal: Ms. Sylvia Flato
- Assistant Principal: Ms. Carol Van Der Wijngaart
- Location Address: 12 Moldavia Walk, Taperoo, 5017.
- DECD Region: Western Adelaide Region
- Geographical location – 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: info@adwest.sa.edu.au
- A Child Parent Centre (CPC) is located adjacent at Ocean View College
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment: 76.8.

<table>
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<th>February FTE</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>Primary R-7 Special, N.A.P. Ungraded</td>
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<td>37.4</td>
<td>40.8</td>
<td>39.2</td>
<td>34.6</td>
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<tr>
<td>Secondary (8-12) Special, NAP, Ungraded</td>
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<td>50.6</td>
<td>45.6</td>
<td>41.8</td>
<td>42.2</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>88.2</strong></td>
<td><strong>88.0</strong></td>
<td><strong>86.4</strong></td>
<td><strong>81.0</strong></td>
<td><strong>76.8</strong></td>
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Aboriginal or Torrens Strait Islander (ATSI) student enrolment in 2012 = 4 students

- Student enrolment trends: The school has declining trends of student enrolment, due to a large number of students graduating in 2012.

- Staffing numbers (as at February census):
  - Total teacher allocation for 2012 is 13.6 (F.T. E.)
  - There are 2 male teachers and 11 female teachers
  - Total ancillary hours / week: 937.5 hours per week
  - Principal (1.0)
  - Assistant Principal (1.0)
  - Co-ordinator – Transition Education and SACE (0.8)
  - The school has 39 part-time School Services Officers (SSOs)

- Public transport access:
  - Train to Osborne 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 disabilities and complex communication needs. 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 Negotiated Education Plan (NEP) which is reviewed in formal meetings with parents annually in Term 1.

Classes range from between six to nine students per class group. The classes are formed according to age and skill, physical and communication development, taking gender balance into account where possible. Classes have a teacher and two School Services Officers (SSOs). Health Support Officers (HSOs) provide the invasive health care needs of students.

Adelaide West Special Education Centre has three Link Programs. These programs are located at Mitcham Primary School, Roma Mitchell Secondary College 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, advocating for students.
  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 safe transfer and positioning techniques, safe mealtime management procedures, medication management, Health Support Plan management and Basic Emergency Life Support.

- **Student support offered**
  The school offers a volunteer program which is supported by regular volunteers.
  Classroom teachers are responsible for day-to-day communication with parents and carers. This occurs through use of communication books, diaries, e-mail and telephone.
  The Co-ordinator (Transition Education and SACE) together with class teachers supports students, parents/carers and families to explore post school options. These may include day options, open employment and/or further education. This process occurs through the transition planning section of the Negotiated Education Plan (NEP).

- **Student management**
  The school adheres to the DECD *School Discipline Policy Statement* in relation to student behaviour management.

- **Student government**
  The school has an active Student Representative Council (SRC) which meets regularly. The SRC organises student functions. It supports fundraising for extra curricular activities and selected charities. Staff members support the operation of the SRC.
• **Special programs**
These include adapted Physical Education programs, adapted swimming activities, sensory based activity programs, complex communication and language development, Transition programs and work and community placements. The school is committed to providing extensive physical activity to students through the Mobility Opportunities Via Education Program (MOVE). Alternative and Augmentative Communication (AAC) is used to assist students in developing their communication skills with a focus on use of emerging technologies.

Adelaide West Special Education Centre will be developed as a centre of expertise supporting students with complex communication needs as part of The National Partnership Agreement for More Support for Students with Disabilities Initiative.

3. **Key School Policies**

**Site Improvement Plan and other key statements or policies:**
The core business of the school is to:
- Provide students with a safe, supportive and responsive learning environment
- Cater for a diverse range of student needs and learning styles
- Develop students’ positive self-esteem and empowerment, which are values underlying all of the school’s practices
- Provide students with a broad and challenging range of learning experiences within the R-12 curriculum
- Provide students with skills and understandings which will enable them to participate in a meaningful way within the community

To meet the individual needs and learning styles of each student the school offers:
- Modified programs and learning activities
- Modified SACE and SACE programs.
- Transition education programs to prepare students for post-school options
- Individual and small group programs
- Training that will enable students to use a communication system that meets their individual needs and abilities. This ranges from teaching students to use a symbol system, alternative and augmentative communication (AAC) devices and emerging technologies.
- A safe learning environment by working within strict O.H.S.& W. policies and guidelines
- Well equipped sensory rooms and individualised sensory learning programs
- An Independent Living Unit where students can develop independence and practice skills of daily living
- Access to current and emerging technology
- An overhead tracking system for ease of student manual handling
- Additional support and opportunities for students in the Link Programs to achieve in an integrated setting

**Recent key outcomes:**

- A key target for improvement on the site’s improvement plan is student physical well-being. The MOVE program is implemented across the school for appropriate students. Students have shown benefits of increases in their mobility, independence and self-esteem as a result of the program. The intention of the school is to become a MOVE accredited site in 2012.

- The school has invested extensively in iPads and other emerging technology providing curriculum support in areas of communication and improved student engagement and learning.

- The school currently has 11 SSO staff undertaking studies in Certificate III or Certificate IV in Disability. This study program is operating jointly with T.A.F.E. S. A.

**Link Programs**

Link Programs provide an environment where students have access to a quality inclusive education that builds positive attitudes towards life long learning and nurtures independence, self-esteem, respect, friendship and success. Students within the Link Programs are integrated into mainstream classes with varying levels of support from staff.

**Link Program at Mitcham Primary School**

The Link Program has 6 full time students. Student year levels range from Reception to Year 6. The major focus areas for 2012 are:
 Communication - based on engagement and quality relationships with students, parents and staff
 Student engagement - including outdoor education, school excursions and class camps
 Learner Wellbeing - with a focus on resilient, optimistic and confident behaviour
 Information Communication Technology - accessibility and extending student skills
 Friendship - Students are encouraged to learn about themselves and others with a particular reference to physical disability, to identify what it takes and the skills needed to establish and maintain meaningful friendships within a mainstream school setting.

**Link Program at Unley High School**

The major focus is on empowering students to become confident, independent learners. Through the ongoing review of NEPs and Transition Plans, Work Education and Personal learning Plans all students are engaged in planning their future and encouraged to reach their full potential in the SACE, prepare fully for their transition to further education and/or the work place becoming responsible citizens in the process.
An emphasis is placed on student wellbeing through programs which promote health, safety and personal development such as the DECD Swimming Program for Students with Disabilities. This also includes Link specific programs provided by Better Pathways, Novita and disability employment agencies as well as school based programs such as personal relationship days, cultural events and self-esteem programs.

A continual emphasis is placed on integrating new and emerging technologies to enhance learning by implementing a range of initiatives such as student access to laptop computers, iPads, a wireless network and DayMap. 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 such as Dragon, Read and Write Gold, ChemDraw, and mathematics programs to access the mainstream curriculum, as well as digital voice recorders, iPads and emerging technologies. Students requiring augmentative and alternative communication devices are supported to develop independent communication for social and academic purposes.

Staff training and professional development is responsive to staff and student needs. Staff are required to undertake training in child protection policies, DECD initiatives and new technologies. CYWHS provide information and training on health related issues, local organisations provide support for student well-being and leisure programs, disability services such as the MD Association and Autism SA provide information about specific disabilities, NDCOs from TAFE and UniSA provide vital information on Tertiary programs and student access and Boccia Australia and Wheelchair Sports provide information and training in sports programs.

**Link Program at Roma Mitchell Secondary College**

The Link Program is situated within the co-educational campus of Roma Mitchell Secondary College. Students are encouraged and supported to succeed within the mainstream curriculum of the school to their fullest potential.

A major focus of the Link Program is empowering students to be capable, confident and successful adults when they leave school. A variety of skills are necessary for students’ post-school success, regardless of their destination plans. In addition to the regular curriculum, the Link Program aims to engage students in explicit activities that assist them to develop their skills in identified areas.

Students in the Link Program will continue to participate in the Community Access Program for Students (CAPS). The CAPS subject will be assessed within the Integrated Learning Curriculum Area. Major foci for the CAPS subject are:

- The Duke of Edinburgh Award
- Enhancement of skills relating to self-determination, particularly in relation to the NEP process
- Use of various transition resources including:
  - I Spy a Job
• Coaching Young People for Success
• Bounce Back
• The Real Game

Students in the Link Program are actively encouraged and supported to seek experiences and opportunities outside of the regular curriculum offered on the school site. Options that students have utilised previously are; WEA, Marden Senior College, Twelve25, Radio Adelaide and Playford Council.

Statewide Outreach Service
Statewide Outreach teachers provide a consultancy and educational service to schools supporting learners with physical, sensory, intellectual and associated disabilities, including acquired brain injury.

The program provides support for preschool to secondary age learners in government and non-government sites.

The Statewide Outreach Service is staffed by practising, experienced teachers who have extensive knowledge in teaching learners with disabilities.

Program Support is provided by:

  o curriculum modification through the formulation of student learning goals and the recommendation of teaching strategies
  o the use of specialised equipment including Augmentative and Alternative Communication (AAC) devices, computer access, technological aids and emerging technologies to support learning
  o professional development on inclusion and integration, specific disabilities and their impact on learning and the role of support staff
  o disability awareness for staff or student groups
  o advice on transition between all levels of schooling
  o on-going support for staff, including continual evaluation, reviewing of goals, from transition, medical changes or the growth and development of students.

4. **Curriculum**

- **Subject offerings:**
  The school provides learning programs in all curriculum areas except LOTE. Students are offered modified SACE programs.

- **Special needs:**
  All students at the school have special needs. These are documented through Negotiated Education Plans and Health Support Plans. These documents are reviewed and updated annually in consultation with parents/carers.
Special curriculum features:
The school has a strong focus for non-verbal students with physical disabilities who may have the potential to learn to access and use a communication device. The school provides specialised alternative and augmentative communication (AAC) programs which include symbol and signing systems, communication boards, switches and electronic communication devices such as iPads and interactive white boards.

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
- establishing a centre of expertise

Sensory awareness and Intensive Interaction programs are provided for students with severe and multiple disabilities.

Students aged 15 years, undertake adapted SACE program and transition programs to post-school options.

Students participate in swimming, physical development and MOVE programs.

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 a minimum of 60 hours SSO support to assist students to access and participate in learning programs. Some classes and programs have additional support provided and a small number of students are 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 work samples, student portfolios, observation, digital photos and 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 communication books and diaries. Formal reporting processes occur throughout the year.

During Term 1, parents have the opportunity to meet with teachers and discuss their child’s NEP. A comprehensive student portfolio is sent to
parents in Term 2 and comprehensive written reports are provided to parents at the conclusion of Term 3. A collation pictorial DVD is provided to parents and families in Term 4.

- **Joint programmes:**
  Adelaide West has established links with students and staff of Ocean View College. Students from both schools have participated in Reconciliation Week, Science Week, Sports Day and 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.

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. Students are able to access the Active After School Communities program.

6. **Other Co-Curricular Activities**

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

7. **Staff (and their welfare)**

- **Staff profile**
  There is a small turnover of staff, however most teachers stay for the 10 year tenure period. There are 13.6 (FTE) teachers and 39 part time SSO staff employed across the four school sites. Staff work across these sites as necessary.

- **Leadership structure**
  Leadership structure is comprised of the Principal, Assistant Principal, Co-ordinator (Transition Education and SACE).
  The school has 9 staff undertaking responsibilities as part of their Step 9 recognition.

- **Staff support systems**
  The leadership team of Principal and Assistant 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 Assistant Principal provide support to Link Program staff and class teams.
  Sound working relationships exist between the O.H.S. & W. representatives, PAC, AEU Sub-Branch secretary and the administration of the school.
  The school has 11 staff trained in Merit Selection and Equal Opportunity.
The school complies with the **DECD Guide to Resolving Grievances and Complaints Resolution Policy**.

Committees to ensure staff welfare include: Professional Learning, PAC, O.H.S. & W., and Social Club.

Staff are provided with extensive opportunities for school based professional learning in 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 Senior First Aid qualifications and other areas identified by the staff and the leadership team.

- **Performance Management**
  Staff are provided with specific meetings and main discussion points to be addressed in relation to Performance Development. Staff meet with their respective Line Manager to discuss professional aspects of their work which include current practices, student goals and progress, personal career pathways, study opportunities and professional learning options. Staff are provided with oral and written feedback as part of this process. Impromptu informal feedback is ongoing.

- **Access to special staff**
  Specialist support services are available through DECD e.g. Guidance Officers, Speech Pathology, Kilparrin Teaching and Assessment Unit, Special Education and Resource Unit. Other support services may include Western Adelaide Region support staff and consultants e.g. Social Worker, Counsellors, Disability Consultants, Novita Children’s Services, 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. They work in collaboration with therapists employed by Novita Children’s Services and staff from other disability agencies.

Staff are expected to familiarise themselves with the nature of their students’ disabilities and the impact on learning. They must commit to constantly increasing their technological knowledge, skills and awareness of information technologies and resources available to students with disabilities.

Learning to support students using alternative and augmentative communication devices and emerging technologies requires intensive training. Teachers at the school provide this training, outside of school hours.

Staff must be creative, innovative and able to constantly modify educational resources and programs to suit their students’ needs.
8. **Incentives, support and award conditions for Staff**

- **Complexity placement points**
  1.5

- **Isolation placement points**
  1.0

- **Travelling time**
  Travel allowances are provided for Statewide Outreach Service staff.

- **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.

- **Medical and dental treatment expenses**
  Staff are entitled to free Hepatitis A and B and subsidised Influenza vaccinations.

9. **School Facilities**

- **Buildings and grounds**
  The Adelaide West Special Education Centre was opened in November 2010. The school comprises 8 classroom teaching areas; purpose built toilet and hygiene areas, First aid room, two sensory rooms, an Information Resource Centre, Gym, Independent Living Centre and Administration building.

- **Heating and cooling**
  Air conditioning exists in all areas of the school.

- **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.
  The school has 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**
  Students travel to and from school in buses and taxis adapted for wheelchair access. The school has access to four DECD 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, School Administration 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, O.H.S. & W SRC, Professional Learning, 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). Some classes have regular class activity publications of events provided to families.

• **Other communication**
  Regular staff, class, Link Programs, Professional Learning, SSO meetings, notes and e-mails, via staff distribution provide means of communication within the school and Link Program.

• **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.

• **Special funding**
  The school’s Active After School program is funded through the Australian Sports Commission.
11. Local Community

(Adelaide West Special Education Centre)

- **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 and parental support is given on special days, occasions and many other activities.

- **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.