This Site Improvement Plan was written to support our vision that:

- Adelaide West Special Education Centre is a nationally recognised education facility for the teaching and education of students with complex communication needs, 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
- All students learn in a positive environment
- Student engagement, wellbeing and happiness are our primary focus.

The Site Strategic Directions that this plan focusses on are:

1. By 2017 the Adelaide West Curriculum delivery will be defined by the Australian Curriculum and SACE
2. Quality teaching and learning
3. Adelaide West is recognised as a national/international centre of expertise in curriculum, communication and Mobility Opportunities Via Education (MOVE)
4. Form strategic and mutually beneficial partnerships

Adelaide West Special Education Centre’s commitment to excellence in teaching and learning within this plan reflects the following principles:

- 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.
Our site planning is underpinned by a number of national and state educational directions:

1. The Melbourne Declaration on Education Goals for Young Australians (2008), which states that “With commitment and hard work—from children and young people and their parents, carers and families, from schools, teachers, communities, business and all Australian governments—all young Australians will be provided with the opportunity to reach their full potential.” At Adelaide West we put this into practice through acknowledging and catering for the individual needs of each student, focussing on student abilities while maximising potential in all learning opportunities.

2. Our commitment to enable positive experiences for students on the same basis as those of their mainstream peers reflects the requirements of The Disability Standards for Education (2005) which “… are intended to give students with disabilities the same rights as other students. The Standards are based on the position that all students, including students with disabilities, should be treated with dignity and enjoy the benefits of education and training in an educationally supportive environment that values and encourages participation by all students, including students with disabilities. To achieve this, the effect of the Standards is to give students and prospective students with disabilities the right to education and training opportunities on the same basis as students without disabilities.”

3. The Australian Curriculum. Staff at Adelaide West Special Education Centre use the support materials developed by ACARA to develop teaching and learning programs that build on students interests, strengths, goals and learning needs and address the cognitive, affective, physical, social and aesthetic needs of all students.

4. The six Department of Education and Child Development’s Strategic Plan Priorities 2014-17
   - Higher Standards of learning achievement.
   - Improve health and well-being
   - Improve and integrate child safety
   - Engage children, families and communities
   - Right Service at the Right Time
   - Build a better system

5. The three priorities from the Partnership Improvement Plan for the Le Fevre Peninsula Partnership:
   - Quality Teaching and Learning – 2015 focus Numeracy
   - Health and Wellbeing – 2015 Focus ATSI and SWD
   - Continuity of Learning
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<th>DECD Strategic Plan</th>
<th>Le Fevre Peninsula Partnership priorities</th>
<th>Adelaide West Priorities</th>
<th>Goals</th>
<th>Key Strategies / Actions</th>
<th>Evidence</th>
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| 1. Higher standards of learning achievement | Quality teaching and learning | By 2017 the Adelaide West Curriculum delivery will be defined by the Australian Curriculum and SACE | By 2016 a whole school curriculum plan will detail the delivery of the Australian Curriculum at Adelaide West including adaptations made for the unique and personal needs of our students. 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. | Work with Australian Curriculum facilitators and implementation officers to ensure that the curriculum delivered at Adelaide West:  
- Uses the Four Blocks to Literacy to address Australian Curriculum learning areas across the school.  
- Includes Six Key Principles for Effective Teaching of Mathematics (P. Sullivan, 2011) to ensure children and young people access numeracy learning across the curriculum.  
- Includes the Australian Curriculum in the provision of a broad and balanced program of learning for our students.  
- Aligns the senior secondary curriculum (SACE) with the Australian Curriculum.  
- Incorporates a strong focus on mental health and wellbeing. | A documented curriculum plan.  
Individual teacher planning reflects and supports the curriculum plan.  
NEP plans include goals for all students under the general capabilities of Literacy, Numeracy, Personal and Social and ICT in the Australian Curriculum and aligned to SACE subjects for senior students. Video/photographic and written documentation around specific elements of the curriculum highlights the personalised programming of individual students within the curriculum. |
| Quality Teaching and Learning | Staff from Adelaide West regularly share practice with colleagues intra and interstate and internationally. The student cohort makes demonstrable gains in use of technology, AAC, literacy, numeracy, and fundamental movement skills as a reflection of best practice teaching. Teachers at Adelaide West are part of a professional community supporting each other to become highly accomplished and lead teachers. 80% of students make an improvement in the UAELB and BRI. Every student at Adelaide West Special Education Centre will have a functional communication system. | Increase staff capacity to plan and deliver a high quality curriculum that is adapted to include learning strategies for students with highly personalised needs through: Building on existing expertise. Teachers will participate in professional development that relates to improving. Opportunities to collaborate with colleagues from Adelaide West and external organisations around pedagogy based on current research trends and best practice. Attendance at specialised training. Ensure staff use teaching methodology based on current research trends and best practice. Plan Professional Development and use AITSL Professional Standards for Teachers to inform Teacher training and personal professional development plans. School staff will use a multi-modal approach when implementing communication strategies in the classroom, school, and community environments. Records of attendance at professional development, records of classroom observations, minutes of meetings. Curriculum plan, PD pro-formas, class pro-formas reflect individualised plans and best practice research. An enquiry approach to teaching and learning. Minutes of meetings record in-depth staff discussion of and engagement with current research trends and best practice. Minutes of staff training demonstrate use of and knowledge of the professional standards. Reporting and assessment data – UAELB and BRI assessment data. Communication goals will be documented in student’s Negotiated Education Plan. |
Teachers will ensure that multi-modal communication systems are embedded into their curriculum delivery.

Communication modes include:
- Gesture
- Key word signing
- Picture symbols
- Eye gaze
- Voice output communication aid
- iPad communication applications

Teachers will participate in professional development which reflects their knowledge and skills in Augmentative and Alternative Communication.

School staff will record attendance at Professional Development sessions.

Teachers will share new knowledge at staff meetings relating to school financed Professional development.
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<th>2. Improve health and wellbeing</th>
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| Health and well being | Adelaide West is recognised as a national/international centre of expertise in curriculum, communication and mobility opportunities via education | 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 | MOVE  
Host International conference  
February 2014  
Train an additional MIT  
Data from training courses. Collection of data around the MOVE program from schools that have attended training to demonstrate the improvements in practice and students outcomes that result from the implementation of MOVE  
Legal documentation from UAS and Australia approve the establishment of MOVE Australia Adelaide West and Adelaide North to continue to work toward approval to independently provide MOVE training and delivery in Australia  
Teachers will build capacity by sharing their knowledge in Augmentative and Alternative Communication local, national and international conferences |
| 3. Improve and integrate child safety | By 2017 the Adelaide West Curriculum delivery will be defined by the Australian Curriculum and SACE | Students ability to respond and recognise abusive situations is improved | Keeping Safe: Child Protection Curriculum to be delivered in all classes  
Curriculum and Unit plans developed for the delivery of KS:CPC |
| 4. Engage children, families and communities | Continuity of learning | Form strategic and mutually beneficial partnerships | To be a recognised part of the Le Fevre Peninsula community  
Strong networks and wide connections inform practice  
Develop a resource for families around sibling groups and other supports for siblings | Establishing and maintaining connections with OVC community, council organisations and local businesses  
Investigate opportunities to involve siblings in the life of Adelaide West to acknowledge and recognise the support that they give to our students | Records of joint events between OVC and Adelaide West students.  
Records of participation in other events  
Records of discussion about the needs of siblings |
| 5. Right service at the right time | Health and well being | Adelaide West is recognised as a national/international centre of expertise in curriculum, communication and mobility opportunities via education | National partnership targets are met  
Create 3 regional hubs for CCNET  
Increased demand for visits by Outreach | CCN  
National Partnership strategies are implemented (See addendum)  
Build hubs  
Promote Outreach services explaining the support to potential users  
Outreach will provide support to the schools attended by the siblings of Adelaide West students | Data and student outcomes demonstrate achievement of targets  
3 regional hubs are established  
Examples of practice are presented to families, educators and interested other  
Records of access to the service by other sites |
| 6. Build a better system | | Form strategic and mutually beneficial partnerships | To be a strong voice within efficient functioning partnerships  
Mutually supportive relationship between Adelaide West and Tertiary Education Institutions | Active membership of Le Fevre Peninsula partnership, Special Educ. Leaders’ Network, MOVE, SASEPLA and CCN hubs  
Develop strong links with Flinders University, Uni SA and people with expertise in this area e.g. Jane Farrall, Professor Barry Carpenter and Pammi Raghavendra, Assoc Prof Flinders University | Records of meetings and outcomes for partnership and network meetings  
School P.D. calendar reflects professional learning and mutually beneficial dialogue occurs |