



Adelaide West Special Education Ctr

2022 annual report to the community

Adelaide West Special Education Ctr Number: 1414

Partnership: Le Fevre Peninsula

Signature

School principal:

Ms Lillian Murphy

Governing council chair:

Paul Rankin

Date of endorsement:

13 February 2023



Government of South Australia
Department for Education

Context and highlights

As with all education sites, 2022 was an extraordinary year due to the staggered return to school and the many impacts of Covid on staff and the school community. Adelaide West staff collaborated exceptionally well to maintain teaching and learning programs and support the wellbeing of all. A special mention must be made of the role our SSO staff played in running modified learning programs under the duty of care of site leaders due to the impact of relief teacher shortages. The high skill levels, experience and dispositions of our SSOs made this possible, and our school community was very understanding and supportive of this model conveyed in daily communications to families.

Our enrolment numbers were 83 students, including a record number of 11 students enrolled in the Link program at Unley High School which is staffed by staff from Adelaide West. Three students completed their modified SACE at Adelaide West and two students completed their SACE at Unley. We wish the graduates all the very the best in their future endeavours.

Our continued participation in Sports United with UniSA was highly successful, with very evident growth in the students' participation, skills and dispositions in the lessons. In collaboration with Sports Utd. We hosted a Quiz Night fundraiser that successfully raised over \$4,000, meaning we raised \$2000 for our school. The night was so successful we have committed to running another Quiz Night in 2023. Our thanks go to the amazing team at Sports Utd. Who work tirelessly to support our students and school community.

In term 3 we hosted a Disability Expo which was the result of a partnership with Sam McGrath from the Transitions Pathway Team. The expo, and the work with Sam, was a result of a parent's activism in highlighting the little information about and options for students who are transitioning from school but supported employment is not a valid choice for them. Sharon, a continually active member on Governing Council, worked tirelessly with us, Sam and NDIS personnel to ensure more up to date information is available to all students and their families, and to ensure that providers that cater for community access and participation are visible and accessible.

Our whole school events were successful highlights over the year. Committees worked hard to organise Science Week, Reconciliation Week, Book Week and AAC Morning Tea. Students participated in fun, educational activities that promoted cross-age learning, collaborative learning and problem solving. These highlights are testament to staff commitment to adapt and modify activities, so they are accessible and inclusive for all students.

Our Sports Day was a significant community event and achievement in 2022. Parents, friends and carers attended and participated in the day and students engaged in the activities with fun and determination. This support from parents, friends and carers was very evident during the End of Year family celebration which was attended by a record number of people. Once again, I thank the staff who worked behind the scenes to organise and make these events possible.

In 2022 the ICT committee achieved its goal to make digital learning more accessible and available for students and staff. This was made possible by a successful grant submission to Variety SA, and this grant of \$52,000 purchased three Tapit computers for student use across the school. Other ICT achievements included the rollout of laptops for students, upgrade to class teacher iPads, and purchase of two more interactive and mobile projectors that will be finalised in 2023. These digital tools complement the learning styles, learning needs and intentional teaching for our students.

Governing council report

The 2022 Governing Council members were Lillian Murphy, principal, Paul Rankin, chairperson, Melissa Foreman, Secretary, Gary Williams, Treasurer, and Sharon Carthew, Angela Johns Natalie Armistead, and Jess Balestrin. The staff representatives at the meetings were: Jennifer Young, Kathryn Bennett, India Smith, Jodie Whitford, Rachel Thomas and Michelle Grocke. Governing Council thanked Sharon Carthew, and previous member Shelia Cooper, for their wonderful contributions and commitment to Governing Council offer many years. Gary and Jess came on board as new members, and it is our intention to continue to try and grow parent representation on the council.

We effectively hosted many of our meetings online throughout 2022 which still allowed for all reports to be shared and tabled for minutes. We will respond to the needs of members and any directives in 2023 to ensure meetings proceed on site, in person, or via Team meeting online.

A key piece of work for Governing Council was collaborating with staff to draft a Seesaw communication agreement to create shared understandings about the expectations and responsibilities of using this whole school communication channel. Members provided perspectives from parents of students who are non-verbal or face challenges in sharing about their school day, and the role Seesaw plays in providing parents with opportunities to use what is shared on Seesaw to chat and communicate with their child about the school day. Governing Council supports the transition to Seesaw replacing school diaries, as it is feasible and logical that the same information can be communicated via Seesaw. The Seesaw agreement will be disseminated and advertised in term 1, 2023 to the school community. In 2023 Governing Council will provide feedback at each meeting about the agreement in action to evaluate the quality, frequency and value of class and whole school use of Seesaw.

Governing Council would like to acknowledge the community support throughout 2022 to implement Covid directives, monitor sickness and ensure sick children remain at home. Families were very responsive in informing the school of positive Covid cases to allow for timely communication and measures to be put in place as required. We also acknowledge the staff at Adelaide West for their remarkable work during staffing shortages to ensure the school operated each day, and we thank the SSO staff for their exceptional work in providing modified programs under the duty of care of leaders when a relief teacher was not available.

Finally, Governing Council would like to thank the staff and community for the highly successful End of Year family celebration. This event was a highlight of the year due to the attendance figures, atmosphere, and participation of so many families. We look forward to strengthening the community presence on governing Council in 2023.

Quality improvement planning

Our Site Improvement goals were:

1. To improve student achievement in reading
2. To improve student achievement in number

60% of students achieved a 4/ 5 for their One Plan Literacy goal in semester 2, which means they had achieved their goal or exceeded their goal. 40% of students partially achieved their goal. Site actions to engage in professional learning in The Big 6 of reading and the Science of reading were paused in 2022 to alleviate workload demands during Covid impacts such as staff shortages, and staff wellbeing. The review and monitoring of this SIP goal has refined the focus for our reading goal in 2023, to focus on Phonological/ phonemic awareness with more moderation of student One Plan goals. This will bring rigour and fidelity to our goals, with clear evidence of achievement through the introduction of consistent assessments.

90% of students achieved a 4/ 5 for their One Plan Numeracy Goal in semester 2. In 2022 a Numeracy Committee collaborated and engaged staff in professional learning about the sequential teaching of number, numicon and this committee participated in the partnership training in Big Ideas in Number. Staff participation in the professional learning during staff meetings and pupil Free Days identified the need for a Numeracy Agreement to define consistent structures, pedagogies, resourcing and language across the site. In term 4 the committee commenced organising class numeracy kits for distribution in 2023. The numeracy goal for 2023 has been refined, with the explicit action of developing a Numeracy Agreement with staff.

Teachers participated in professional learning to develop their skills, confidence and use of Australian Curriculum v9 and the Department for Education's Curriculum resources. Monitoring and tracking our numeracy goal identified that time was needed to explore and familiarise ourselves with the AC and curriculum resources as we moved to aligning our practice to evidence based research and adapting and adopting these resources to meet the needs of our students and site. Our work in 2023 will further deepen the connection between ACv9, curriculum resources and our layers of curriculum planning, assessing and reporting in number in 2023.

To strengthen staff knowledge, understanding, and confidence in using curriculum planning resources, policies, guidelines and agreements, the Perspectives Action Group designed a Strategic Plan to visually highlight the relationship between our SIP, Indicators of quality and the relevant documentation.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In 2022 a SIP goal was to Increase student achievement in number. Whole school professional learning in numicon and the sequential teaching of number supported the use of ABLES Math to collect numeracy data sets. These data sets were moderated in teams, visible and were used to inform each student's One Plan goals and individual learning interventions. A Numeracy committee was formed, with staff participating in partnership opportunities in the Big Ideas in Number.

This work in Quality Teaching resulted in:

- Moderation of assessment data in terms 1 and 3
- Review of One Plan goals in terms 2 and 4
- Manipulatives and equipment as a focus in numeracy lessons
- Learning design focussing on sequential understandings

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Literacy and numeracy goals for our Aboriginal learners were data informed and involved consultation with families and carers during One Plan meetings and reviews in terms 1 and terms 3. This achieved:

- Current One Plans
- SMARTAR goals in number, reading and communication
- All Aboriginal students achieved their goals

School performance comment

Our External School Review conducted in term 4, 2021 identified the following directions for improvement:

Direction 1: Support improvement in practice through evidence-based critical reflection of student achievement and learning growth.

Direction 2: To support engagement and challenge in student learning, revisit and consolidate agreements of highly effective high impact teaching strategies that meet the needs of all students.

Direction 3: To achieve school priorities and student learning targets, develop and connect targeted professional learning and performance development structures and procedures that build staff capacity.

Adelaide West's school improvement plan had a strong focus on improving learning outcomes through effective pedagogy in 2022. The staff's extensive work with Jane Farrall, a Literacy and Communication consultant facilitated "The centre's planning processes are evidence-based and targeted and effectively use improvement planning and monitoring processes to raise student achievement. Effective teaching is consistently practised and actively engages and challenges students. Teacher and leader practice is positively impacted by targeted professional learning and regular performance development discussions that build capacity".

As the monitoring and evaluation of student achievement in literacy and numeracy was refined, we identified some gaps in how we assess, plan and teach for students who are very early emergent learners, or at the developmental stage of understanding the relationships between letters, sounds and words. We also identified the need to develop our skills and understandings in how students developmentally learn in numeracy.

As a result of this, staff participated in professional learning in adapting and adopting:

- Australian Curriculum v9
- Early Years/ preschool documents
- ABLES
- Curriculum planning using the curriculum resources in literacy and numeracy provided by the Department for Education

This work is to continue in 2023 as we connect with our partnership Literacy Lead and Curriculum Lead in our work in Science of Reading, The Big 6 (Reading) and Big Ideas in Number.

The Numeracy Committee has created a Numeracy Assessment that will collect baseline data in number.

This work will see the use of assessment and data sets using tools aligned to The Big 6 in reading, for example, use of the Phonics Screen Check and Phonological Awareness Skills Mapping (PASM).

Attendance

Year level	2019	2020	2021	2022
Reception	N/A	N/A	N/A	N/A
Primary Other	83.7%	81.5%	84.6%	77.2%
Secondary Other	88.1%	81.7%	73.5%	73.3%
Total	85.3%	81.6%	80.5%	75.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

There was a clear decrease in attendance as a result of Covid. This may have been a result of contracting Covid or isolating due to severe and complex health needs, to reduce the risk of contracting Covid. Families were highly supportive of keeping their child home if there was any sign of illness. However, we have 6% of students with chronic absence not related to health. Our process is to contact families and offer support to address barriers to their child attending school regularly.

Behaviour support comment

We have an effective process to document and analyse behaviour incidents at Adelaide West. Injuries to self and others is usually not intentional or deliberate. Our incident reports indicate that behaviours are a response to a trigger and the student required co-regulation to process their dysregulation. Data is entered into EDSAS, and we work as a team with students and families with students who have behaviours of concern that present as a risk to themselves or others. In 2022 we commenced working the Regulation team within the department to strengthen staff skills and understandings in interoception, regulation and responding to behaviours as communication. This work will continue in 2023 as we begin to implement Zones of Regulation as a whole school approach to intentionally teaching about emotions, understanding signs of the emotions, and what tools might help us if we need help to regulate or communicate a problem.

Parent opinion survey summary

The school has appreciated the increase in parent responses:

2020: 14 respondents/ 74 enrolments

2021: 33 respondents/ 79 enrolments

2022: 30 respondents/ 81 enrolments

Highest % of strongly agree/ agree

People are respectful: 71%

Teachers and students are respectful: 80%

Child is important 79%

Receives enough communication 77%

Education is important 96%

Knows standard of work 77%

Areas for improvement- Low % of agree/ disagree

Receives learning tips 31%

Equipped to plan pathways 48%

Encouraged to help child learn 52%

Parent comments:

Adelaide West staff are so patient and support my child really well. They create a sense of belonging for our family.

My child's learning, understanding and overall care are just amazing.

More attention needs to be made for the students in the LINK program to assert their independence initially and provide assistance when asked for.

The school has recently increased regular communication at a class level which is great. It enables families to have robust discussions with their children on what they did that day.

Communication needs to improve if diaries are fading out.

Governing Council are collaborating with staff to write a Seesaw agreement to define expectations, roles and responsibilities. Class iPads were upgraded in 2022 to facilitate better quality of photos to use via seesaw to lessen workload in sending messages.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Adelaide West Special Education Centre implements the recommended procedures in regard to the Department for Education's Criminal History Screening. All required documentation of processes is recorded and data (screenings and approvals) pertaining to staff, NDIS providers, contractors and volunteers are kept securely onsite. This process is managed by the nominated officers with access to the DHS portal for screening.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	26
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	16.2	0.6	29.0
Persons	0	17	1	46

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$4,619,883
Grants: Commonwealth	\$0
Parent Contributions	\$17,277
Fund Raising	\$4,279
Other	\$72,302

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	In 2022 we refined and improved our Positive Behaviour Support policy, aligned with the department, through our implementation of Universal Protocols to acknowledge that all behaviour is communication. Explicit professional learning in using our communication strategy of OAWSM in response to students exhibiting any behaviours of concern (self-harm, property destruction or aggression/ violence) firstly validate the student's feelings or emotional zone and created safe space and safe choices for the identified students. Our school wide weekly PBIS focus continued.	Reduction in frequency, duration and intensity of behaviours of concern for wave 3 students. School Wide language Reintegration into class with peers for wave 3 students
	Improved outcomes for students with an additional language or dialect	Data informed One Plan goals in literacy and numeracy. alignment of SSO hours to identified students.	SMARTAR goals achieved.
	Inclusive Education Support Program	RAAP funding for SSO staff to create a class with lower numbers for identified students for explicit development of universal protocol approach to develop trust, rapport through a happy, relaxed and engaged environment.	Successful integration of wave 3 students into classrooms with peers.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Alignment of SSO hours into classrooms to increase number of educators for differentiated learning programs.	SMARTAR goal achievement in One Plans Higher ratio of educator 1:1 and small group ratio for learning programs
Program funding for all students	Australian Curriculum	Teacher release for co-planning with peers Co-Ordinator offline extra day for refinement of scope and sequence in levels of schooling	Scope and Sequence
Other discretionary funding	Aboriginal languages programs Initiatives	N/ A	N/ A
	Better schools funding	Professional Development in Regulation- working with Self-Regulation Service to develop educator skills and understandings in emotional regulation and Zones of regulation Release of Zones of Regulation working group for school wide implementation in 2023	Sensory learner profile
	Specialist school reporting (as required)	N/ A	N/ A
	Improved outcomes for gifted students	N/ A	N/ A

