



Government of South Australia
Department for Education and
Child Development



SCHOOL CONTEXT STATEMENT

School Number: 0476

School Name: ADELAIDE NORTH SPECIAL SCHOOL

Adelaide North Special School is a Reception to Year 12 specialist education public school for students with identified intellectual disabilities. Some of our students have complex physical and or medical conditions and are dependent on staff for their personal care needs.

Adelaide North Special School (ANSS) is located in the Council of Playford and is adjacent to Mark Oliphant College in Munno Para West. Our 3 Pathways classes are located at Elizabeth Vale School (EVS). Our Pathways Program was established to cater for students who we believe benefit from inclusive opportunities available within a mainstream Primary School. Many of our Pathways students' transition to secondary special classes and units enabling increased opportunities for post-school pathways including independent and supported work placements. A memorandum of understanding was established between ANSS and EVS to facilitate a positive and long term future for our students and families.

Our proud history of providing high quality education since 1965 as Elizabeth Special School has continued after relocating to our new site under our new name; Adelaide North Special School in 2014. We are the largest special school in South Australia with enrolment numbers (currently 168).

This state of the art facility opened in April 2014 and has been purpose built for our students and their specific requirements. Extensive outdoor areas, an independent living/kitchen facility, gym, sensory room and high quality technology are all features of the new school. The building is eco-friendly, incorporating energy and water saving systems. The school is yet to have its official opening.

Our school motto, 'Quality Learning for All', reflects the spirit of our school (to be reviewed). We place great emphasis on quality teaching to ensure students have the best opportunities to learn. Forming partnerships within our school community, through being friendly and approachable, we value family and community involvement in the life of our school.

The school values; Responsibility, Cooperation, Integrity, Respect and Enjoyment are reflected in all facets of our culture, teaching and learning programs and service delivery (to be reviewed).

Students are engaged in stimulating learning experiences and a strong emphasis is placed on learning to effectively communicate, using Augmentive Assistive Communication (AAC). Students require specialised curriculum and individualised learning programs to accommodate their needs. The school curriculum is informed by the Australian Curriculum and the ABLES (Ability Based Learning and Support) program that supports teachers to unpick the towards Foundation and General capabilities of the Australian Curriculum, allowing for a broad range of learning experiences, however the needs of individual students are central to all curriculum planning, and teachers adapt their classroom learning programs to meet those needs. A balanced literacy program provides all students with daily opportunities to develop the skills of using expressive and receptive language, reading and writing across all learning areas.

Our Mobility Opportunities Via Education program (MOVE) is a specialist initiative ensuring maximum mobility and independence for students who are severely and multiple-disabled. Adelaide North Special School is one of two Australian school accredited International MOVE Model sites to deliver the Movement Opportunities via Education (MOVE) program. This program involves school staff working in close partnerships with families to support students to develop mobility programs, particularly focussing on the skills needed to sit, stand, walk and transition. ANSS is a recognised International MOVE Model Site.

1. General information

School Principal:	Byron Stuat
Deputy Principal:	Jennifer Rikard-Bell
Year of opening:	Adelaide North Special School (originally Elizabeth Special School) opened in 1965. In 2014 it was relocated to its current site and renamed Adelaide North Special School. We are still awaiting our official opening
Location Address:	135 Douglas Drive, MUNNO PARA WEST SA 5115
Postal Address:	P.O. Box 33, SMITHFIELD PLAINS SA 5114
Email:	dl.0476@schools.sa.edu.au
DECD Region:	Northern Area Region
Geographical Location:	34 KM from GPO
Telephone Number:	(08) 8254 2554
Fax Number:	(08) 82542535
Public transport access:	Train to Munno Para railway station or numerous bus routes

School Enrolment:

	2012	2013	2014	2015	2016
R-7	114	120	110	128	91
8-13	28	27	48	48	82
TOTAL	142	147	158	176	173

Student Enrolment trends:

Enrolments at Adelaide North Special School have steadily increased over the past 8 years. An additional new two class building was built in 2015 to cater for the increase enrolment trends in the Northern area.

The new Playford Alive redevelopment in the Northern Metropolitan area along with the expansion of the RAAF base in Edinburgh and numerous other needs based trends has meant enrolments have been steadily increasing for numerous years. Although we do have a high transient population DECD supported transport enables many of these students to continue their placement with us. DECD transport is now provided in conjunction with the NDIA.

Staffing allocation (2017):

Leadership structure:

Principal (Band A-6):	Byron Stuat
Deputy Principal (Band B-4):	Jennifer Rikard-Bell
Coordinator – Wellbeing/Whole School events (Band B-1):	Wendy Hartley-Brammer
Coordinator – Pathways MET (Band B-1):	Danica Wuttke

Teaching allocation (including Tier 2 needs):

26.0 FTE (6 males 20 females)

VAC:

Outsourced to YMCA from 2009

A Vacation Care Program operates during the school holidays. Many of our Ancillary staff work in this program.

OSHC:

The school is in the process of establishing an OHS (to be outsourced). Parent survey data has identified a need for this service.

Classes:

There are 21 classes consisting of:

4 Junior Primary Classes

4 Primary Classes

5 Senior Classes

3 MOVE classes

3 Pathways classes – Based at Elizabeth Vale School

2 Multi Age classes (for vulnerable students)

Peachey Partnership

The Peachey Cluster has a positive reputation for collaborative leadership and decision making. Historically this dates back to the early 1990s when significant resourcing was provided through DECD for staffing concessions and building upgrades. Since the initial resourcing the cluster has focused on learning and wellbeing initiatives.

In 2014 DECD introduced the concept of local partnerships and this led to the inclusion of additional preschools joined the cluster to become Peachey partnership. Sites included in the Peachey Partnership are:

Adelaide North Special School

Mark Oliphant College

John Hartley School

Swallowcliffe School

Elizabeth North Primary

Adelaide North Senior College

Angle Vale Primary School

Munno Para Primary School

Smithfield Plains Preschool

Angle Vale Preschool

Munno Para Preschool

2. Students (and their welfare)

Adelaide North Special School is a school for students (from 5-18 Years Old) who have Intellectual Disabilities including students who have severe and/or multiple disabilities. The majority of students live with Autism Spectrum Disorder. Students travel from across the greater northern metropolitan area including the Barossa Valley to attend the school.

All students have a documented Negotiated Education Plan (NEP) that contains individual education goals. The goals are agreed upon in collaboration with families, teachers and service providers and are regularly reviewed.

Class numbers average 8 students per class. The classes are formed according to age and skill, physical and communication development and taking gender balance into account where possible. Each class is allocated a teacher and a School Services Officer (SSOs). Health Support Officers (HSOs) provide health care support for students with Health supported requirements. We have up to 7 fulltime HSO's on site on a daily basis.

Adelaide North Special School has three Pathways classes. These classes are located at Elizabeth Vale School.

Special Programs:

As part of our NDIA commitment we have provided NDIA Service Providers with intervention spaces. A MOA has been established between, school, parents and service providers. Support includes Speech Pathology, Occupational Therapy and Applied Behaviour Analysis. Providers who support our families via NDIA include NOVITA, Talking Matter's and Inclusive Directions. We are still seeking ways to link closer the work our teachers and the service providers do to improve outcomes for our students.

Student well-being programs:

Underlying the school's practices is the development of wellbeing, choice making and student engagement. The school fosters this through the provision of a supportive environment, effective communication between staff and families, working collaboratively with other agencies and advocating for students. The Department for Education and Child Development (DECD) Keeping Safe: Child Protection Curriculum is delivered across the whole school, modified in ways that suit the individual student's needs and abilities. Staff employed at the school receive specific training in MOVE, Augmentative and Alternative Communication (AAC) safe transfer and positioning techniques, safe mealtime management procedures (Oral Eating and Drinking Support), medication management, Health Support Plan management and Basic Emergency Life Support.

Student Voice:

There is no formal student council. Student Voice and Decision Making operates through class decision making groups and forums to engage student opinion and participation. (e.g. values clarification, special functions) During 2008-09 the school community including student forums engaged in a values clarification process resulting in the following agreed share values: Responsibility; Cooperation; Integrity; Respect and Enjoyment. Our Whole Schools Learning Improvement Plan's second priority is 'Making Choices persevering with and extending their learning'. This underpins a commitment to student voice in all aspect of their day to day life and supports students to independently manage aspects of their lives.

Student Management:

Besides the general student management the school implements individual behaviour management plans with parental agreement, for student's identified with challenging behaviours. The school adheres to the DECD *School Discipline Policy Statement* in relation to student behaviour management. Adelaide North Special School staff are mindful that behaviour is a form of communication and needs to be addressed in ways that assist students to communicate their wants and needs appropriately. Individual students who exhibit inappropriate behaviours have specific behaviour management plans in place. These plans are agreed in collaboration between school staff, families and other agencies. Acknowledging positive behaviour, on task learning and all students achievements is our core focus of improving behaviour.

Inclusive Collaboration Unit - Program (ICU):

The purpose of the ICU program is to assist staff to support students with complex disabilities and challenging behaviours. Students are able to access the ICU which maximises learning opportunities and promote personal dignity. Students who access this program exhibit challenging behaviours that require extra staffing allocation (RAAP) for them to participate in an appropriate teaching and learning program. The ICU program won a Best practice Award in 2014 through SA SEPLA. IN 2015 the ICU program is participating in a Research based project with results to be published in a Behaviour Journal. The data set has demonstrated significant behavioural improvement for the students who participated. This program is entirely Tier 2 funded.

Mobility Opportunities via Education Program (MOVE):

As an International MOVE Model site the school is committed to providing extensive physical activity to students through the Mobility Opportunities via Education Program (MOVE). MOVE is a top down activity based curriculum designed to teach students basic functional motor skills needed for life in home and community environments. It combines natural body mechanics with an instructional process designed to help students acquire increased amounts of independence necessary to sit, stand and walk in a safe and supportive environment. MOVE is designed to help families, educators and therapists work together towards goals specific to the child's needs and in return, moving people with disabilities from a restrictive environment to a more inclusive lifestyle. MOVE is designed to help families, educators and therapists work together toward goals, specific to the child's needs and in turn, moving people with disabilities from a restrictive environment to a more inclusive lifestyle.

Augmentative and Alternative Communication (AAC):

Augmentative and Alternative Communication (AAC) is used to assist students in developing and complimenting their communication skills – most students use Pragmatic Organisation Dynamic Display communication books (PODDs) or AAC apps on iPads. These are used in combination with other modes of communication including aided language displays, keyword signing, graphic symbols and verbalisation to support independent communication across the school day. ANSS has employed

internationally renowned Speech Pathologist Jane Farrall to support in the establishment of and development of AAC skills for staff and students across the school. She has also supported in the establishment of our Literacy reading and assessment program using the 4 Blocks Model.

Perpetual Motor Program (PMP):

PMP develops Personal and Social Competence through a range of physical activities, which are also, linked to Literacy through specifically targeted focus words. Using the Integrated Teaching and Learning model, students participate in 2-3 sessions per week, where engagement and enjoyment are key. PMP has so many benefits, including: problem-solving, memory, confidence, spatial awareness, fitness, body image, coordination and balance. It is an active Literacy learning opportunity.

Intensive Interaction (II):

I.I. is a program we sought as part of SSI recommendations on catering more effectively for our passive learning community. It is an approach to teaching and spending time with people with learning disabilities. II aims to move people from a 'solitary space' into a 'social space' by providing people with positive experiences being socially included and emotionally connected with others.

II is for students who are socially remote or passive, people who engage in a variety of stereotyped or repetitive self-stimulatory activities, and people with severe multi-sensory impairments who seem unmotivated or uninterested in engaging in social activity.

3. Key School Policies

The Adelaide North Special School community:

- ✓ is strongly supportive and involved in our school
- ✓ has high expectations of the school and of their children's learning
- ✓ values the new school with its extensive grounds and interactive play areas

Core Business

Our core business is the provision of high quality teaching and *learning (Quality Learning for all)* so that all children can achieve their maximum potential in a caring and supportive environment.

We do this by:

1. working collaboratively with all stakeholders (students, staff, parent/caregivers, service providers)
2. encouraging and recognising student success and achievement
3. encouraging and recognising the importance of our school community
4. using positive behaviour management strategies consistent with DECD policy and guidelines
5. developing clearly articulated decision making, communication and reporting policies

Student Post School and Pathways:

A range of initiatives are taken by staff and support services to plan for post-school options for senior students. This includes work experience and post school transition visits. In 2016 we had our largest year 12 graduation in the schools history. Two students have moved into supported employment.

Our Site Improvement Plan Priorities for 2014-2017:

Our priorities for 2014-2017 are based on our Purpose 'Adelaide North Special School Students independently manage aspects of their lives by ...'

1. Confidently using at least one form of communication
2. Making choices, persevering with and extending their learning
3. Actively engaging in physical and social development

Culture - Learning Environment – Our Values:

1. Responsibility
2. Cooperation
3. Integrity
4. Respect
5. Enjoyment

4. Curriculum

Literacy/Communication:

Literacy is a high priority in teaching and learning programmes. Literacy is supported across all classes with dedicated daily literacy blocks. AAC has had a priority focus from 2016 with staff developing their skill in communicating using PODDs. Professional Development is offered on a regular and systematic process to ensure whole school strength in our LIP Priority One.

Students at Adelaide North Special School have access to a literacy program that is both engaging and suits the needs of each child. The programs are congruent across the years and focus on improving student outcome. This is done through a whole school approach to literacy incorporating the 4 blocks to literacy framework into classroom literacy learning. Students are encouraged to express their ideas and needs via a variety of communication methods. Students are provided with opportunities to find the form of communication that suits them and their needs the best.

Technology: Information Communication Assistive Technologies (ICAT)

ICAT is used to provide assistive technologies, including iPads as both a speech device and an explicit learning program. Currently each classroom has iPad's available to be used as a speech device with Proloquo2go application and our future plan is to increase availability. A school priority is to update equipment, software and training to the learning needs of students and staff along with providing adequate access to each technology. In 2015 we had two ICAT pilot classes focussing of the implementation of Proloquo2go. As a result we have decided to streamline our communication across the school ensuring students have a strong foundation of communication that is nurtured from Reception to year 12.

A major focus in the Information Communication Assistive Technologies (ICAT) PLC is developing the staff of Adelaide North Special School confidence and capabilities in using a variety of assistive technologies. Through specific and specialised training and development staff will have developed their knowledge, skills and confidence in using ICAT to enhance teaching and learning and improve engagement levels in all areas for all students. Staff will be able to provide students with explicit instructions to enable students to use iPads as an effective learning tool.

Staff will also increase their professional use of technology. Staff iPads will be used to access Learnlink, emails, electronic day book, electronic student matters and staff meeting agendas. Staff will also use Learnlink to request meetings, document unit and team meetings for ease of access for all staff.

SACE Modified:

Staff understanding of the SACE Modified Quality Assurance Cycle and curriculum is being developed through a series of information sessions, meeting as a Professional Learning Team and attendance at Training and Development offered by the SACE Board of South Australia. Staff are applying their understanding to the planning of our three year SACE Modified program and the writing of our Learning and Assessment Plans to a high standard. Numerous SACE curriculum plans are used by the SACE Board as exemplars. Since 2016 senior students have been accessing work experience opportunities via Phoenix Society.

Subject offerings:

Specialist instruction is offered as Non Instruction Time (NIT) for teachers in Numeracy (Modified SACE), Outdoor Education, Science and Library. These form part of our teaching of the areas of study as described in the DECD Curriculum Framework – SACSA and the Australian Curriculum. NIT major focus is Outdoor Education and Life skills program across the entire school in line with our LIP three Priority 'Actively engaging in physical and social development'

The school provides learning programs using the Australian Curriculum, for students in years R-9 and SACE Modified for senior students (10-12). Teachers need to adapt educational resources and programs to suit students' needs; a process that requires creativity and innovation. Staff use their knowledge, skills and awareness of educational practises, information technologies and resources available to support the education of students with disabilities in adapting the teaching and learning activities delivered to students.

Special Curriculum features:

Children take part in a 'Be Active' Walk-a-thon / run-a-thon each year as a fitness-based fundraiser. The funds raised are used to fund our school's 'Be Active' Program.

The school has an Outdoor Education environmental focus, which includes students being involved in gardening based projects. Government Grants and support from local business have supported this initiative. The Outdoor Education Centre is a 'hands on' learning area for all classes to access. We also have an Outdoor education room offering hands on opportunities to explore their environment.

In 2016 Adelaide North Special School accessed the professional support from Jane Farrall Consultancy to lead our literacy focus in the 4 Blocks of Literacy. This 3 year commitment will include significant in class and staff meeting PD for all teachers and SSO's to improve the communication, reading and writing of our learners. High quality delivery PD will result in better outcomes for our students as confident communicators and our staff as proficient teachers of communication AAC.

There has been significant investment in ICT resources, equipment, infrastructure and professional development to support staff to integrate ICT across all curriculum areas. Interactive whiteboards have been installed in classrooms and in various locations across the site.

Adelaide North Special School is building on existing strengths to develop improved outcomes for students with Complex Communication Needs (CCN). The school has a strong focus on providing opportunities for communication throughout the school day. In consultation and collaboration with families and speech pathologists students have a personalised communication system using AAC which may include:

- Graphic symbols, as in PODD communication books, iPads using speech generation applications like Proloquo2Go
- Signing switches and aided language displays.

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

Senior students undertake a Modified SACE program and transition programs to post-school options.

Students participate in swimming, physical development and MOVE programs.

Teaching methodology:

Teaching methodologies and pedagogy vary according to students' needs. Explicit teaching occurs on a 1:1 basis and in small groups. Collaborative learning methodologies are used where possible. Some classes and programs have additional support provided and, when their health needs require it, a small number of students are accompanied by Registered or Enrolled 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 is on site two days per week to manage our IT system. We also have an ICAT coordinator to support the Teaching and Learning focus.

Student assessment procedures and reporting:

A parent-teacher Acquaintance night is held early in Term 1 enabling parents to speak to the teacher and mingle with other parents during the sausage sizzle making it a wonderful community event. Parent interviews are held in week 8 of term 1 which incorporates the Negotiated Education Plan reviews. Student Presentation of Learning which includes Portfolios, reports and ABLES assessment results are sent home in Term 4. A mid-year review of all goals occurs between teacher and parents/carers.

Parents/caregivers and teachers are encouraged to arrange appointments throughout the school year as the need arises; to discuss student progress. Teachers at Adelaide North Special School currently plan, assess and report against the Australian Curriculum.

ABLES:

In 2015 staff trialed a pilot assessment, planning and reporting program called ABLES devolved by The University of Melbourne. The program enables teachers to assess students using 4 recently developed levels ABCD that sit underneath the Foundation level of The Australian Curriculum. The trial along with 18 other Special School, class and units across SA. The reporting format has a similar look to the NAPLAN tool currently being used in all mainstream settings.

In 2016 ABLES was incorporated in our whole school assessment and reporting process which currently includes reporting on Reading and Writing, Speaking and Listening, Mathematics, Personal and Social Capability – Self, Personal and Social Capability – Self ASD, Personal and Social Capability – Self emotion, Personal and Social Capability – Social. In 2018 and beyond we will be adding Movement and Physical Activity, Digital Literacy and Critical and Creative Thinking to our ABLES assessment and reporting profile.

DECD have now recommended ABLES as part special settings assessment and reporting processes.

Scope and Sequence:

Whole school scope and sequence has been developed for Child protection Curriculum and Numeracy. It is anticipated that more curriculum areas will have a whole school scope and sequence enabling congruency across the school.

5. Sporting Activities

Children are encouraged and supported to participate in numerous school and district Special Olympic initiatives. R-7 students access swimming lessons on a weekly basis while our senior classes have swimming and sailing activities throughout the year.

6. Other Co-Curricular Activities

Choir:

Our Pathways classes perform at the Festival Theatre as part of the SA Primary Schools Music Festival as well as the Northern Schools Choir performance held at StarPlex (Gawler). There has been a high level of student participation and enthusiasm each year in our school's choir.

Camps:

School camps are a feature of our senior year's program and our year 7 students have an overnight onsite camp each term.

7. Staff (and their welfare)

Leadership Structure:

The school has a Principal and a Deputy Principal. There is currently a 2 Senior Leaders with a Wellbeing and Whole School events focus and a Pathways MET focus. We have three Review to Improve (RTIs) teams and numerous committees and Professional Learning Communities (PLC's) to drive school improvement. The Leadership meet as a group weekly to make decisions and discuss school information and resolve issues.

Staff support System:

Staff are encouraged to work collaboratively in their Unit Teams. Meetings are conducted during staff meetings and Team NIT. Committees facilitates 'out-of-hours' professional learning opportunities for staff as well as contributing to our Pupil Free Days. Staff capacity has been built through the active engagement of teachers in the Step 9 process.

Committees / PLC's / RTI's:

The major committees operating in the school are Developing Professional Practice, ICAT, ICU, Intensive Interaction, Literacy, Numeracy, MOVE, Outdoor Education, PMP, SACE Modified, WHS, Assessment and Reporting, Learning Improvement Planning, Policy review and development.

Performance Development Process:

The Principal, Deputy Principal, Coordinators and Finance Officer share line management responsibility for staff; meeting with staff each term to discuss learning programs; Performance Development Plans (for all teachers) and staff-initiated agenda items. The school has established a Performance Development Process in 2015 using the Australian Professional Standards for Teachers (APST). Staff meetings, a Pupil Free Day and Developing Professional Practice meetings have focussed on this stage of the schools professional culture.

Staff Utilisation Policies:

The PAC makes decisions about staffing and provides support to the Principal in relation to staff deployment and other relevant issues.

8. School Facilities

Buildings and grounds:

Adelaide North School opened in 1965 on the original site in Elizabeth (Previously known as Elizabeth Special School) the new school was built on its current site in 2014. Each classroom has an IWB, kitchen, a withdrawal / learning zone and an outdoor area. Each Unit has a learning common area, Individual Learning rooms and a toilet facility. A teacher preparation area and Resource Centre are located in the Schools Administration Building. The Arts/Science room is currently shared with Speech Pathologists and OT's for NDIA support sessions. We have a Gymnasium and Industrial kitchen.

The Outdoor Education Centre is located in the Northern end of the school and allows both indoor and outdoor learning.

Heating and cooling:

All rooms have reverse cycle air conditioning.

Specialist facilities and equipment:

This state of the art facility has been purpose built for our students and their specific requirements. Extensive outdoor areas, an independent living unit, gym, sensory room and high quality technology are all features of the new school. The building is eco-friendly, incorporating energy and water saving systems.

In 2015, due to enrolment numbers the addition of a new transportable classroom operating 2 classrooms was built. Developments also included a, new sandpit, extensive paving and modification of the play space.

A canteen is available 3 days a week via our neighbouring school Mark Oliphant College for food purchases at lunch. All buildings have access for wheel chairs. New playground equipment has been installed and each area is covered with shade structures. Grounds are well maintained and provide an attractive appearance. Students have sufficient play areas with synthetic and natural grassed areas.

Staff facilities:

Staff have access to many workspaces and withdrawal and storage areas within each unit and throughout the school. The Administration area is a self-contained building at the front of the school with offices for leadership and administration staff, a meeting room, staff toilets, work and storage spaces and a substantial staffroom.

Access for students and staff with disabilities:

Access for people and students with physical disabilities is excellent throughout the school. Parents and taxis have a significant parking and drop-off space to allow a safe and timely drop-off and collection system within the school grounds increasing safety for our students.

9. School Operations

Decision making structures:

The Governing Council consists of parents and school representatives who are responsible for aspects of decision making across the school. Governing Council meets on Mondays twice a term. Staff, students and parents are consulted through their respective

meetings and forums and through surveys and questionnaires. Students, staff and parents are also randomly selected to respond to the Annual DECD Opinion Surveys.

The school is managed on a collaborative leadership model where all staff members have an opportunity to participate in the decision making process. Staff Meetings are held each Tuesday and Year Level PLCs are used to support Professional Learning. There are a number of strategic planning groups, committees and working parties that meet for different curriculum areas or school needs/activities.

Regular publications:

The school newsletter is used to communicate regularly with our school community. This publication is available on our school's Skoolbag ANSS School app, which is available for download at no cost from the iTunes app store and Google PlayStore.

Other communication:

Staff and Parent Handbooks are updated annually. Communication with and between staff occurs through email, the electronic day book and weekly staff bulletin.

Special funding:

Funding Grants has enabled the recent purchase of a large screen projector in the school's gym to support the VAC program, staff meetings, school events and private events.

Funding is also accessed for our more challenging students as well as students with higher physical need. This is via the RAAP process.

10. Local Community

General Characteristics: Elizabeth Special School was opened in 1965. Unemployment is very high and issues associated with poverty are evident. The local community ranks high in:

Number of persons with no post-school qualifications

Number of low-income earners

Number of unemployed persons

Number of one-parent families

Number of persons living in rental accommodation

Number of students on school card

The main language spoken at home is English.

Parent and community involvement:

Parents are actively involved in all aspects of school life, including Governing Council and affiliated committees, fund raising, Resource centre support, assisting in sporting events and excursions.

The school has a very popular Parent group which is supported via Northern Carers and meets every second Thursday.

In 2016 the Schools Volunteer program was established with parents supported in getting relevant clearances and RAN training. The policy is being developed to support positive induction into the program. A volunteer of the year award has been established since 2014.

11. Further Information

Special Features:

Adelaide North Special School is a progressive and innovative school. The school has been involved in several pilot and research projects to support rigorous decisions regarding future planning. This has included AAC and ABLES directions.

ICU project:

The ICU program won a Best practice Award in 2014 through SA SEPLA. IN 2015 the ICU program is participating in a Research based project with results to be published in a Behaviour Journal. The data set has demonstrated significant behavioural improvement for the students who participated.

Developing Professional Practice:

The Developing Professional Practice Committee has linked closely with DECD Melissa White - Project Officer: Early Career Teacher Quality, Workforce Development / Office for Resources Operations and Assurance to highlight the high level of beginning and experienced teacher working at Adelaide North Special School. Staff have offered their time for beginning teachers and pre-service teachers to observe Open Classroom: Strategies for Engaging with R-12 learners at Adelaide North Special School. Our Schools Senior Leader facilitates a Developing Professional Practice PLC which meet regularly.

Mentoring beginning teachers:

Beginning teachers at ANSS area expected to participate in the schools mentoring program. This enables beginning teachers to establish a strong link with experienced colleagues with a view on supporting a positive and highly professional start to the teaching profession. Visitors from overseas schools are adopting our model as part of their footprint on developing future lead teachers.

Student teachers:

3rd and 4th Year Flinders University students are employed as SSO's as part of our intentional 'footprint' program designed to attract high end teachers to our school. We actively engage with both major universities to encourage pre-service teachers to consider Special Education as a career option.