

# SCHOOL CONTEXT STATEMENT

Updated: 19/02/2013

**School Name: Errington Special Education Centre**  
**(formerly Ashford Special School)**

**School Number: 1415**

## 1. General Information

### Part A

School Name : ERRINGTON SPECIAL EDUCATION CENTRE (formerly ASHFORD SPECIAL SCHOOL)  
School No. : 1415 Courier : Western Adelaide  
Principal : Jen Mathwin-Raymond  
Postal Address : 87 Anzac Highway, Ashford 5035  
Location Address : 87 Anzac Highway, Ashford 5035  
Region : Western Adelaide Region  
Distance from GPO : 3 kms Phone No. : 08 82933779  
CPC attached : NO Fax No. : 08 82970907

	2011	2012
February FTE Enrolment		
Primary Special, N.A.P. Ungraded etc.	51	52
Secondary Special, N.A.P. Ungraded etc.	24	25
TOTAL	75	77
School Card Approvals (Persons)	29	30
NESB Total (Persons)	5	5
Aboriginal FTE Enrolment	1	1

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

### Part B

- Staffing numbers  
: Teachers 15.8 FTE, SSO's 33 (ranging from 6 hpw to 37.5 hpw).  
Leadership positions: Principal (PCO 4) and Deputy Principal (PCO1)  
OSHC: Nil.
- Enrolment trends  
: Enrolment numbers have been increasing significantly in recent years.  
This is expected to continue as we move into our new school with increased capacity.

- Special arrangements  
:Due to the complexity of some students additional resources have been successfully sourced through application to the Resource Allocation Adjustment Panel
- Year of opening  
: 1976.
- Public transport access  
: Public bus routes pass the school along Anzac Highway. Bus stops are located close to the school. Keswick and Goodwood Railway stations are approximately 1 km distant. The tram line is located on South Road approximately 800 meters from the school.

## 2. Students (and their welfare)

- General characteristics  
: All students have an intellectual disability. Some students also have additional impairments such as vision impairment, hearing impairment, autism and high support needs. At times these disabling conditions may co-exist contributing to the overall complexity. Currently the school has a very high proportion of students with autism. This has impacted upon the teaching methodology currently in place with staff making a firm commitment to increasing their skills and expertise in the design and delivery of curriculum for these students with complex issues. This then is reflected in the performance development process across the school. The school also receives additional support for students with Challenging Behaviours (violent and unpredictable behaviour).  
The age range of students is 5-18 years.
  - (Pastoral) Care programs  
: In general the class group size varies between 8-9 in number. The school operates in a sub-school structure with leaders who form part of the leadership team.
  - Support offered  
: A range of services are available to support improved educational outcomes for students. Access to these services are dependent upon eligibility criteria. Referrals can be made to other agencies eg. Disability Services, Autism SA, Novita, Down Syndrome Society, and DEDS Inclusion and Wellbeing & Support and Disability Services. The school works closely with the regional team members in order to develop responsive programs that meet student need.
- Student management
- : The school has a focus on the positive behaviour management strategies to support students to develop skills to behave appropriately.
- Student Voice  
:Students are encouraged to provide input on relevant issues within a structured sub-school based process where possible. This has included

a new School Council trialled in the senior school. This ensures that appropriate student voice is captured and acknowledged.

- **Special programmes**

: A number of special programmes occur to support the students at Errington SEC that are based around a collaborative interdisciplinary approach. These include:

1. Behaviour Support Programmes are designed and delivered in collaboration with families and DEDS Interagency Behaviour Support and the Disability Coordinator. Where possible additional input is sought from other relevant agencies such as Disability Services, Down Syndrome Society, Novita and Autism SA on a case by case basis.
2. Transport training is available to support more able students to travel to relevant excursions with support from staff.
3. The school is currently looking at increasing the range of provision through the development of electives. This is in place across the school. The elective program is regularly reviewed to ensure relevance for the future.
4. Programs are available through collaborative work with the Kilparrin Teaching and Assessment Unit.
5. Therapy programs run in conjunction with Novita therapists.
6. The school has explored the implementation of Intensive Interaction for students who have little or extremely limited communication. This is an example of the broad range of additional programs and is indicative of the philosophy of continuous improvement across the site. Errington SEC utilises an eclectic approach to program design and delivery with a focus is on the individual and their particular needs.
7. As the school will be located alongside the William Light R-12 School much work has occurred to underpin increased understanding between the 2 schools. Joint programs including the Peer mentorship program have been extremely successful for both schools.

### **3. Key School Policies**

Our Values:

- Dignity
- Respect
- Consideration
- Care

## Our Purpose:

The Errington Special Education Centre provides quality teaching and learning programs that meet the diverse needs of students with intellectual disabilities (and additional disabilities/impairments) enabling them to reach their potential, develop life skills to promote independence and support for them to be participating members of their community.

## Our Vision:

Errington Special Education Centre is a centre of 'excellent teaching and learning practice' where a broad range of programs for students with intellectual disabilities (and additional disabilities/impairments) are developed and delivered.

Partnerships are fostered incorporating a team based approach founded on respect and cooperation to ensure positive outcomes are achieved by all.

### Objectives

Success for all.

Continuous improvement in all educative practice

An appropriate and responsive learning environment

Supportive transition both into and out of the school

Appropriate placement for all students to include alternative educational pathways and post school options

Acknowledgement of learning as a lifelong process.

## School development priorities

### **Continuously improve**

**Focus on Learning:** A strategic plan delivering individualised curriculum that is dynamic, balanced, relevant and meaningful for all.

**Attend to Culture:** A supportive, positive learning culture to enable and promote success in all areas

## Recent key outcomes

A new school planned alongside the William Light R-12 School with purpose built facilities delivering excellent educational programs

Curriculum provision across the school, using the Australian Curriculum, with a view to enhancing and extending programs to meet complex individual student need in keeping with seamless curriculum delivery.

Modified SACE programs where students have the opportunity to enrol in 200 credits of work that has relevance and meaning for their potential future pathways.

Focused professional development to support continuous improvement in keeping with the Performance Development Process.

Parent input is valued to increase the team based response to learning

An ICT rich learning environment with interactive smartboards and ready access to ipads as an effective tool for engagement

The horticulture program provides a focus for students across the senior years.

## 4. Curriculum

- Subject offerings

The Australian Curriculum is used as the basis for developing teaching and learning programs for Junior, Primary and Middle School students. Currently the school is planning and reporting in 4 areas of English, Maths, Science and History.

Goals established through the negotiated education plan process in conjunction with parents and families; form the basis of the individual teaching and learning programs.

Senior students are engaged in the modified South Australian Certificate of Education (SACE) with Stage 1 and Stage 2 studies. These studies are subject to the rigorous moderation processes through the SACE Board.

- Special needs

: All students have been identified as having an intellectual disability (see 'Students and their Welfare' section).

A Bilingual Support Officer is available through DECD to support a student who has English as a Second Language.

Health Support Officers are available through Child, Youth and Women's Health within the guidelines in place.

- Special curriculum features

Community access programs supports students to develop appropriate skills and confidence in using their local community.

ICT is a focus with the use of Interactive Smartboards in all classes and access to computers and ipads for students

Structured work experience and transition to post-school pathway programs.

A range of elective programs including specialist teachers in PE and Health, Music and Art occur each week with cooking, drama and horticulture lessons taught.

- Teaching methodology

Staff incorporate an eclectic approach through the use of a broad range of teaching methodologies to ensure all children/students needs are met. This would include

Play based learning across the site

A clear predictable repetitious routine

Access to a variety of resources as an aid to learning

Explicit teaching to disseminate the skills based curriculum

Technology rich environment

Positive role modelling

Sensory learning

Limited Intensive Interaction with appropriate children

- **Assessment and reporting**

Written reports are prepared mid year and at the end of year using the Australian Curriculum/Modified SACE and the NEP. Progress towards these individually negotiated goals is central to the reporting format. Staff have worked on the development of a proforma that is relatively consistent across the site

Parent-teacher interviews occur as required. The NEP is always conducted with input from the family.

Strong communication with parents and families is a critical element of the assessment and reporting process. Both formal and informal reporting occurs in conjunction with the parents and throughout the year the student communication books and telephone contact play a vital role in the team based approach in place.

All students have a regularly reviewed NEP.

Formal assessment of intellectual functioning, speech, therapy etc occur through the Regional Office support staff such as educational psychologists. This is available upon request

- **Joint programmes.**

: A Peer Mentorship Program with senior students from the William Light Reception-Year 12 School is in place. This has a direct implication for their SACE PLP and provides an excellent platform for them to gain a deeper understanding of the students at Errington. This is an explicitly taught program with clear benefits for all concerned.

: Senior students work to fund their visits to Kensington Centre where they can observe other students operating a successful café. The friendships that form are maintained through visits to Errington and other local places of interest.

## **5. Sporting Activities**

All students have a weekly Physical Education and Health/ Lifeskills lesson.

Most students are involved in weekly swimming sessions that are held at either the Ashford pool or the Minda pool.

A sports day is held annually with input from the William Light senior students.

There are school sports teams that enter a range of modified carnivals (eg athletics, basketball, bouclé and soccer).

The students from William Light R – Year 12 School are an integral part of the Physical Education and Health/Life Skills programs. They work alongside the Errington staff to support the access and participation of the children at Errington. The students from William

Light in turn gain skills and expertise in leadership and understanding difference while the students from Errington gain significantly from additional support. These students have a peer to work alongside and all students from reception to Year 12 enjoy increased involvement in the lessons. This program is highly structured with in-class delivery of lessons around expectations and management.

Students from the Junior Section of the school are involved in fortnightly Kindergym sessions..

## **6. Other Co-Curricular Activities**

- General

There is a school sports team that trains in preparation for events.

At the end of the year the Errington choir perform Christmas Carols at a number of locations including Westfield Marion.

The choir regularly rehearses and continues to look for opportunities to perform.

- Special

Visits by a range of community members and groups including Police, Fire Fighters, Racing Car Clubs and enthusiasts.

Book Week celebrations.

Sports Day

City to Bay Fun Run

Ladies of Variety Party's & Clipsal trackside visits

End of Year Celebration of Student Achievement Ceremony.

End of Year Family Celebration and Graduation Ceremony.

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

- Staff profile

A high proportion of staff remain at Errington for the duration of their tenure and may re-apply for advertised positions. There is a slight predominance of female teachers and SSO's.

### Professional Development

Due to the increasingly high proportion of students with autism there is an expectation that the development of skills and expertise in effective teaching mythology and management of these students will be a focus across the staff team. This includes a strong focus on technology as a teaching tool.

Staff regularly undergo training in seizure management, anaphylaxis and asthma. First aid updates are expected for all staff

- Leadership structure

Principal (PCO 4), Deputy Principal (PCO1)

Weekly leadership meetings are held.

All sub-schools elect a sub-school leader who meets regularly with leadership and the other sub-school team members to discuss matters related to whole school management.

- Staff support systems

A strong staff team is evident at Errington. Sub-school meetings are held from time to time as part of the non-contact allocation. These provide excellent opportunities for teachers to discuss in depth, elements of the education and care provision.

Teacher and SSO specific meetings are held across the Term.

All staff engage in the Performance Development process. This provides the opportunity to reflect on their work and identify their personal and professional goals. This process is linked to the Site Learning Plan and the related professional development in place for the site This includes follow up meetings.

The social committee plan events and gatherings to compliment the supportive collegiate network at Errington

- Staff utilisation policies

Teachers are responsible for developing educational programs for students who have an intellectual disability and other related disabilities. They have skills and experience in utilizing strategies that meet these diverse needs. Formal curriculum plans using the Australian Curriculum in English, maths, science, history, PE and the arts are provided each semester to leadership. Feedback is given to each teacher.

School Services Officers are respected and valued members of the team and support curriculum access and the personal care needs of students. SSO's work under the direction of the teacher in that class.

- Access to special staff

A range of specialist staff can be accessed to support students, staff and parents including:

DECD Disability Coordinators, Educational Psychologists, Interagency Student Behaviour Management Coordinators, Speech Pathologist and Social Workers are available to assist the school in developing the educational program. They provide a consultancy role within the school setting

Dependant upon student eligibility, staff can also access consultation services through agencies such as Autism SA, Down Syndrome Society, Disability Services and Novita.

## **8. Incentives, support and award conditions for Staff**

- Complexity placement points

Annual points for Errington from 1995 onwards were 2.5



- Designated schools benefits  
Teachers are eligible for Special Class Allowance and Protective Clothing Allowance.

## 9. School Facilities

- Buildings and grounds  
The current Ashford site is set within attractive grounds that feature 3 large ficus trees. Ashford House, a heritage building, is a feature. Most classrooms are solid brick. The BER transportable building gained through the recent Federal initiative has been relocated to the new school.  
A new purpose-built school is currently under construction. It is located alongside the William Light R-12 School however it remains a separate school within its own right. Regular project meetings are attended by leadership to oversee the details that will be important in the finished building. Opportunities for input have been provided for all staff throughout the design and building process.
- Cooling  
All teaching areas are cooled by either evaporative or reverse-cycle air conditioning.
- Specialist facilities  
Art Room, Teaching Kitchen, Resource Area, Work Skills Room, Snoezelen (Sensory) Room, Gym, Horticulture area, and the Hall located in Ashford House. Additional areas for sensory learning, a drama space, heated indoor Pool and Toilet/Bathrooms for Physically Disabled. There are Smart Boards and ipads in every classroom.
- Student facilities  
Three separate playing areas provide a range of options for students of different ages.
- Staff facilities  
The Preparation Room provides computer access including Internet through Learn Link and EDSAS  
There is a comfortable staff room and outdoor eating area.
- Access for students and staff with disabilities  
Wheelchair access is available and there is a toilet/bathroom with some lifting facilities.
- Access to bus transport  
The school has four mini buses: one DECS bus (21 Seater and another 21 seater provided through the Variety Club (LR Drivers License required for both of these) and an 12 seater hired by the school with an additional Variety Club Bus that has a wheelchair lifter. A standard drivers' license required for both of these.

## 10. School Operations

- Decision making structures

In addition to weekly staff meetings, there are a range of sub-committees to support decision making and problem solving. These sub-committees include: PAC, OHS&W, Finance, and Resource. Input is encouraged from the whole staff team through the sub-school leaders group. Matters are then progressed to the appropriate forum. This group meets regularly with the Principal and Deputy Principal.

The School Council meets twice each term working closely with staff to ensure resources are allocated appropriately for the needs of the students.
- Other communication

All classes contribute to the Newsletter and this is produced twice each term. Flyers and other information are also provided as needed.

Teachers complete daily communication books that are sent home with students and are in regular phone contact with parents. .
- School financial position

The school budgets within its designated Resource Allocation using the Global Budget Management Tool. The composition of the annual budget includes the consideration of ongoing operating costs (consumables) as well as expenditure to meet Site Improvement Plan Priorities
- Special funding

Additional funding for individual students on a needs basis is sought through the Resource Allocation Adjustment Panel.

## 11. Local Community

- General characteristics

Errington is situated at Ashford in a largely commercial area close to the Ashford Hospital. Most students live outside the local community.
- Parent and community involvement

As stated the School Council meets twice per term. School Council consists of 10 parent representatives, 1 community representative, 2 staff representatives and the Principal.

Morning Teas are held each term and may have guest speakers with an identified focus such as post school options.

At the end of the year an Awards Ceremony is held as well as End of Year Family Celebrations and Graduation.

- Feeder schools
  - The Briars Special Early Learning Centre is a feeder for junior school enrolments. Other enrolment may come from outlying Inclusive Preschool Programs.
  - As Errington is specialist facility, students come from a range of pre-schools and schools across the Adelaide area.
- Other local care and educational facilities
  - Goodwood Primary School, Black Forest Primary School, Richmond Primary School, William Light R-12 School and a range of pre-schools are found in the local community.
- Commercial/industrial and shopping facilities
  - The school is one km from a Kmart/Coles store and approximately 5 kms from the CBD.
- Other local facilities
  - There are several recreation parks within easy access. Glenelg Beach is approximately 9 kms away.
- Availability of staff housing
  - Errington is close to a range of housing options that may be attractive to education staff.
- Local Government body
  - The City of West Torrens
  - Telephone: 8443 6555 Email: [citymgr@wtcc.sa.gov.au](mailto:citymgr@wtcc.sa.gov.au).

## 12. Further Comments

Errington has many visitors throughout the year who enjoy the friendly atmosphere and the enthusiasm of the staff and students. Staff work to ensure a positive and safe educational environment where all participants can achieve.

Work on the completion of the new school at Plympton is on-going. We look forward to the delivery of this specifically designed facility as it will provide the opportunity to refine and extend the educational curriculum and programs for our particular students. There is a clear excitement for the future as we strive to improve all aspects of our work.