



# Margaret More Centre



## History

Established in 1984, the Margaret More Centre (formerly the Vanier Centre) is named after Margaret More, eldest daughter of our Patron Saint, Thomas More.

Margaret was an acclaimed writer and translator and is considered to be one of the most learned women in sixteenth-century England, celebrated for her devotion and scholarly accomplishments.

We have chosen this name for our Centre as it incorporates many of the personal traits of Margaret More including her devotion to learning, celebration of diversity, and the holding of high moral and working standards in education. This reflects our commitment to our students and encompasses the traits we aim to instil in our students during their time at Thomas More College.



*Margaret Roper (nee More)*

## Opportunities

In the Margaret More Centre, a small group of students with intellectual disabilities benefit from an adjusted Secondary curriculum within the integrated setting of a Catholic secondary school.

The program offers students opportunities to develop skills for:

- Independent living
- Transition from school to work
- Leisure in the wider community.

The Margaret More Centre gives the students the benefit of significant social interaction with their peers while retaining the advantage of an academic program geared to their individual ability.

## Staff

The Margaret More Centre is staffed by two full time Special Education teachers and Education Support Officers.

## Progression of Learning Experiences

In the junior years, students work at their own pace and level on individual lessons or small group programs designed by the Special Education Teacher.

In later years, the South Australian Certificate of Education (SACE) program is offered to students using curriculum adapted to their individual needs. Subjects studied may vary from year to year depending on group abilities and interests.

Work experience is provided as a part of the SACE Program.

## Curriculum Offerings

See the back page for pathways for our Margaret More Centre students!

### Integration Program

Students of the Margaret More Centre spend approximately half of their time integrated with students in the general school.

Each student is a member of a homeroom and joins classmates for subjects such as Design Technology, Art, Music, Physical Education, Religious Education, Home Economics and Pastoral Care.

At these times, the Education Support Officers from the Margaret More Centre may accompany the student to support the subject teacher.

### Program

In the Centre, students receive formal instruction in Reading and Language, Numeracy, General Science, Social Science, and Independent Living Skills.

Teachers from the College also offer additional lessons in a variety of subjects.

### Assessment and Reporting

Assessment is made continuously throughout the year. Areas covered include academic progress, social skills, presentation punctuality, behaviour, and attitude to work.

Reports are sent to parents at the end of each term. In addition, regular parent-teacher interviews are conducted and at any time additional interviews can be arranged by phoning the College on 8182 2600.

### Steps for Enrolment

The Enrolment Officer will welcome your enquiry and direct you to the Coordinator.

Once a decision is made to apply for enrolment a series of steps and support mechanisms are put into place.

Parents/caregivers complete the enrolment application form and provide copies of the student's psychological assessment and other documentation.

- Primarily the student is subject to the general College enrolment criteria

- The enrolment is subject to the New Enrolment and Support Procedure for Students with Disabilities, in conjunction with a Special Education Consultant from the Catholic Education Office
- If the Margaret More Centre is considered to be an appropriate placement for the student, a suitable transition program will be discussed.

## Pathways

### Middle School Years 7-9

- Students access the Margaret More Centre for 50% of their learning. This includes all core subjects (Literacy, Numeracy, HaSS, Science, Life Skills). A combination of explicit teaching and a Project-Based Learning (PBL) model is run
- All students have a Wellbeing class at their year level, and attend camp and all other year level events and activities
- Students access mainstream classes, with appropriate support, for all elective subjects. This includes the Arts, Design & Technology, PE and Religion.

### Senior School Year 10

- Students begin working towards their SACE: Modified
- Stage 1 SACE: Modified compulsory subjects will be taught in small groups including Personal Learning Plan (PLP), English and Maths
- Students will continue to choose elective subjects in their areas of interest. Students are supported in mainstream classes for these subjects
- Students begin exploring various Work Experience programs in small groups supported by the team.

### Senior School Year 11

- Students continue working towards their SACE: Modified
- Stage 2 SACE: Modified compulsory subjects will be taught in small groups including Research Project, English and Maths
- Stage 1 Business and Enterprise: Modified is taught in a small group to continue exploring work-related skills and Work Experience
- Students will continue to choose elective subjects in their areas of interest. Stage 1 Modified subjects will be created based on these interests. Students are supported in mainstream classes for these subjects.

### Senior School Year 12

- Students continue working towards their SACE: Modified
- Stage 2 SACE: Modified subjects in areas of interest and possible future pathways will be completed
- Stage 2 Business and Enterprise: Modified is taught in a small group to continue exploring work-related skills and Work Experience
- Students may begin the transition to post-school pathways, including part-time work or Transition Programs run by external providers (i.e. The Barkuma Transition Program).