Government of South Australia
Department for Education

# School-Based AHP2 Speech Pathology Positions: Preference Sheet

*Check the boxes of the opportunities you are interested in below and submit with your application. We encourage applicants to revisit the advert as new positions which become available may be reflected in updated preference sheets.*

**Name:**

☐ **Elizabeth North Primary School (AHP2 at 0.2 FTE)** Project dates: 18 January 2027 to 16 January 2028

Elizabeth North Primary School is located in Adelaide's northern suburbs and has engaged school-based speech pathology services for several years, with a focus on building educator capability in differentiated language and literacy instruction. In 2027, the focus will shift to strengthening early identification and intervention across the preschool and Reception cohorts. Through this one-year project, the speech pathologist will:

- Strengthen universal screening processes to support the early identification of communication and learning support needs.
- Build educator capability to implement data-informed and evidence-based Tier 1 strategies for language in the preschool.
- Strengthen Reception educator capability to use language-based strategies that complement the site's broader focus on executive functioning for learning.

☐ **Elizabeth Vale Primary School (AHP2 at 0.4 FTE)** Project dates: 18 January 2027 to 21 January 2029

Elizabeth Vale Primary School, located in Adelaide's northern suburbs, has engaged school-based speech pathology services for several years, establishing language and literacy programming and practices across the early years. Building on this progress, the new project will focus on increasing educator independence and embedding sustainable practices within a Multi-Tiered System of Supports (MTSS) framework for the site. Working collaboratively with leaders and R-2 educators, the project aims to:

- Maintain identification and data-informed decision-making processes.
- Embed evidence-informed Tier 1 practices that strengthen oral language and vocabulary development.
- Implement consistent, evidence-informed Tier 2 interventions targeting speech, language and literacy.

☐ **Mawson Lakes Preschool (AHP2 at 0.1 FTE)** Project dates: 18 January 2027 to 16 January 2028

Mawson Lakes Preschool is a large, culturally and linguistically diverse preschool in Adelaide's northern suburbs. The preschool has a history of School Buy-In speech pathology support focused on building educator capability to identify and respond to children's communication needs within a tiered system of supports. This one-year project will focus on consolidating and sustaining existing processes and building educator independence in:

- Profiling children's communication strengths and needs to inform planning.
- Implementing and monitoring universal and targeted evidence-informed oral language supports.
- Identifying and planning for children requiring additional communication supports.

☐ **Swallowcliffe School P-6 (AHP2 at 0.4 FTE)** Project dates: 18 January 2027 to 21 January 2029

Swallowcliffe School P–6 is a preschool and school in Adelaide's northern suburbs, supporting a high proportion of students with additional learning, communication, and developmental needs. The site has a history of School Buy-In speech pathology support focused on building capability and support systems for communication across tiers of support. The new project aims to strengthen consistent and sustainable approaches across the Early Years, which includes:

- Embedding a screening process for preschool children to inform intervention planning.
- Building educator capability for implementing universal and targeted supports for speech and language.
- Strengthening educator confidence and capability for implementing AAC technology to support communication, participation, and access to learning.

☐ **Underdale High School (AHP2 at 0.4 FTE)** Project dates: 18 January 2027 to 21 January 2029

Underdale High School is located in Adelaide's western suburbs and serves a culturally and linguistically diverse student community. Previous School Buy-In speech pathology support has focused on building educator capability to create language-accessible classrooms. The next phase of the project will focus on strengthening differentiated teaching practices, with an emphasis on increasing educator independence and sustaining agreed practices across the school. Working collaboratively with leadership and educators through team-based professional learning and coaching, the speech pathologist will:

- Strengthen Tier 1 differentiation for language and literacy to support diverse learner needs, including the use of technology, reading comprehension strategies, skill grouping, and reading fluency.
- Facilitate the consistent identification of students' language and literacy strengths and needs to inform Tier 1 differentiated instruction in the Middle School.
- Support the implementation of language accessible metacognitive and Self-Regulation for Learning strategies across Years 7-9.