

Armadale Education Support Centre



**2018
ANNUAL REPORT**

169 South Western Hwy Armadale WA 6112
(08) 9497 6435
www.armadaleesc.wa.edu.au

OUR SCHOOL



Armadale Education Support Centre (AESC) is a government school catering for over 60 students with special needs ranging from years 7-12.

Students requiring extra time to complete programs may apply to repeat year 12. All students have been offered an enrolment at the school via Disability Resourcing or local area placement.

AESC is co-located on the grounds of our partner school Armadale Senior High School (ASHS). Both schools are committed to inclusive practices and work collaboratively to maximise learning opportunities for students.

Students come from a mixture of urban, semi-rural and rural settings in Armadale, Kelmscott, Oakford, Byford, Huntingdale, Thornlie, Westfield, Wungong, Karragullen and Serpentine. These students have access to a school bus service and forms are available through the front office when enrolling.

Our vision is for our students to fulfil their personal, educational, career and social expectations and participate positively in their community.

The Armadale Education Support Centre motto 'Education for life' reflects our belief that our specialised curriculum will prepare students for a happy and fulfilling life. Every student is an individual with the potential to learn and achieve.

We take pride in our school and have a dedicated staff who are experts in the field of disability and special education. We work in partnership with students, parents and our local community to provide authentic and relevant programs. Our Middle School students (Years 7-9) are enrolled in ASDAN Stepping Stones, an engaging personalised curriculum. Our Senior School students (Years 10-12) are enrolled in a combination of School Curriculum and Standards Authority (SCSA) Courses of Study, Endorsed Programs and Vocational Education and Training, targeted to suit each student's individual needs.

OUR PURPOSE

Our mission is to encourage growth, respect for others and create opportunities for all our students in a safe and caring environment. We explicitly teach positive behaviour and social skills whilst providing a quality curriculum to prepare students for life beyond school.

OUR FACILITIES



Facilities at AESC are well appointed and include a specialist Independent Living Centre which includes a Café kitchen and laundry area. Students are welcomed at the Café for Breakfast Club which runs daily from 8am. The school facilities include a fully functional gymnasium and an undercover area which can be enclosed to protect students from the elements. The gymnasium is open at recess and lunch for students who want to be physically active during their breaks and can be used by therapists for physical therapy during the school day.

As part of our Physical education program and during recess and lunch breaks students have access to climbing nets, the gymnasium, grassy quadrangles and the oval, as well outdoor exercise equipment to enhance student health and wellbeing. The campus has full access for students with physical and sensory disabilities. Organised activities are offered during lunch and recess to engage students and encourage the development of social skills.



Our Student Services Hub is a student friendly area consisting of a therapy room, dual usage meeting room/small classroom, AIEO office and student drop-in centre and Deputy Office. Therapists can book the room to enable students to access therapy as part of their school day.

OUR STAFF

As a level 4 school we are staffed with a Principal, Deputy Principal, Curriculum Leader, Manager of Corporate Services, School Officer, AIEO, as well as a part-time School Psychologist and Chaplain. Each class has a co-ordinating teacher and at least two full time education assistants. Additional support teachers and education assistants have been appointed to work with students and to facilitate programs including workplace learning and community access programs. The school also employs specialist staff including an Auslan Interpreter, Braille education assistant and Home Economics assistant. The majority of teaching staff have special education qualifications. Armadale Education Support Centre purchases teachers from its partner school to run specialist Technology and Enterprise programs including Woodwork. Therapy services are provided during school hours by outside agencies as part of the National Disability Insurance Scheme plans of individual students, including the Autism Association, Senses and Therapy Focus. The school purchased Occupational Therapy and Speech Therapy time from Southwest Therapy, and a specialist music program from Music Rocks.

SCHOOL PRIORITIES

The school priorities identified in the Business plan for 2016-2018 are:

1. Student Social and Emotional Development
2. Student Academic Development
3. Demonstrate high quality teaching, learning and leadership
4. Build a school culture that is innovative, inclusive and accountable

Student Social and Emotional Development

At AESC all staff have been trained in Positive Behaviour Support (PBS). This includes Teachers, Education Assistants and staff working in the office. PBS is an evidence based approach to teaching that develops the skills of students by actively teaching positive behaviours to help them experience success across a range of settings including school, work, and social settings. Special events and programs engage students and actively encourage them to learn valuable life skills including resilience, social skills, team work and leadership skills in preparation for life beyond the school gates.

Our programs give students the opportunity to explore social and recreational activities such as Dragon Boating, Sports and Performance and Creative Arts programs. Students participated in interschool carnivals including soccer at Cannington Community ESC, the Hills Basketball carnival, the Education Support South Network (ESSN) athletics carnival at Atwell College and the joint AESC and ASHS athletics carnival. These events allowed our students to develop their social and teamwork skills and to meet similar aged students from different schools in the south metro area.

Student Academic Development

Students in Years 7-9 were enrolled in ASDAN (Award Scheme Development and Accreditation Network) Stepping Stones, a citizenship curriculum that encourages personal skill development, wellbeing, enterprise and financial education as well as environmental awareness, which was linked with the existing Bushrangers cadet program. Students commenced a Community Access program to practice the skills they learned at school including road awareness, safe use of public transport and shopping to practice useful functional skills including using money and time management.

Students in Years 10-12 were enrolled with the School Curriculum and Standards Authority (SCSA) in Preliminary Unit Courses of Study in English, Maths, Health and Physical Education. Student were also enrolled in SCSA endorsed programs, including ASDAN life skills programs that focus on student centred learning. Endorsed programs contribute to a Western Australian Statement of Student Achievement (WASSA), which is issued to all Year 12 students at the completion of their secondary schooling. By the end of Year 12 all students have compiled a portfolio of their achievements and a resume identifying their skills and accomplishments. The portfolio is important for students when they transition to work, further study or alternative to employment programs.

Demonstrate High Quality Teaching, Learning and Leadership

All students have an Individual Education Plan (IEP) to address their specific goals and learning needs. Senior students also have a Person Centred Plan (PCP) which is developed during meetings with key stakeholders including the student, parents, teachers, non-teaching staff and therapists to assist in planning for the transition to life beyond school.

Staff use data collection plans to individually address student needs across learning areas. Every student has their own data collection plan that assesses a number of learning areas and functional skills. Standardised testing of Reading, Spelling and Mathematics is conducted using Interactive Computerised Assessment System (In CAS). This is a flexible assessment program developed at UWA which identifies individual student's learning needs. Grouping or aggregating this data to report on school performance is problematic. Comparing our students' performance against their same aged peers is not useful information.

Staff have external accreditation to deliver specialist programs including Keys for Life: Pre Driver Education Course, Growing and Developing Healthy Relationships, Coaching Young People for Success and ASDAN Award programs.



Build a School Culture that is Innovative, Inclusive and Accountable

At Armadale Education Support Centre we believe in building strong relationships with our families and the wider community. Our school assemblies, which are hosted by year level groups, celebrate student achievements and are well attended by parents and friends. At the conclusion of each assembly special events are held including information sessions, guest speakers and open classrooms. In 2018 the school held two market day events and NDIS information session with service provider booths.

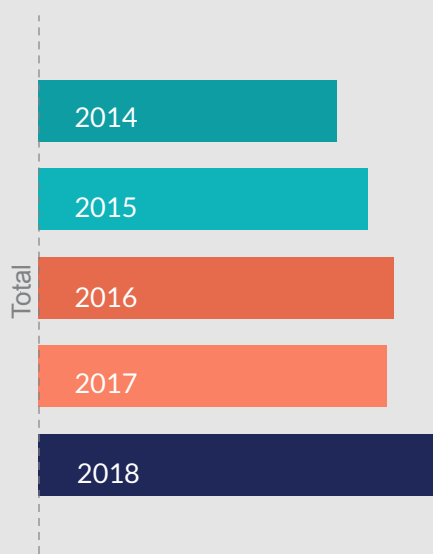
As part of our school program students are enrolled in Bushrangers Cadets from year 7 -13. Bushrangers is a youth based conservation and community development program that encourages students to develop an awareness of their community and the natural environment. Through this program our students participated in a number of Community Service projects including the Rio Tinto Earth Assist Community Service tree planting program. Senior school students attended a two-night tenting camp at Bickley and Middle School students had an overnight camp at Woodman Point.

ENROLMENT AND RETENTION

Student numbers are relatively small which means that student absence rates are heavily impacted even if a single student is absent. Engagement programs such as Music Rocks, Drum Beat, Market Days and sports carnivals provide incentive for regular attendance.

Attendance by Year

Total



Overall student attendance has improved in 2018 when compared to the previous year's data.

Attendance % - Secondary Year Levels



Parents highly value our functional life skills and work readiness programs. Students are given the opportunity to repeat year 12 to consolidate their studies and increase their future opportunities.

55%
OF YEAR
12 STUDENTS

returned to repeat year 12 in 2018 to complete traineeships.



OUR PROGRAMS IN 2018

Middle School Programs Year 7-9

ASDAN Stepping Stones
ASDAN New Horizon
ASDAN Key Steps
ASDAN Transition Challenge
Literacy
Numeracy
Health and Physical Education

Aboriginal Studies
Science
Computer Literacy
LOTE AUSLAN
AUSLAN Choir
Music Rocks

Drumbeat
Art and Media
Cooking
Bushrangers and Cadets
Technology and Enterprise
Life Skills Programs

Senior School Programs Year 10-13

**School Curriculum
Standards Authority
Preliminary Courses**

English
Preliminary Units – 1,2,3,4

Mathematics
Preliminary Units – 1,2,3,4

Health & Physical Education
Preliminary Units – 1,2,3,4

**School Curriculum
Standards Authority
/ Provider Developed
Endorsed Courses**

Workplace Learning -
ADWPL

Bushrangers - PPWBR1,2 & 3

Keys for Life and Keys for
Life Plus driver education
programs

Music Performance
Ensemble

Community Service

Recreational Pursuits

Public Transport Authority-
Right Track

School of Special Educational
Needs: Sensory, Vision
Education Service - Braille
Literary Code Reading and
Writing

ASDAN Programs: Towards
Independence Modules and
Workright

**VET Certificate
Courses and School
Based Traineeships**

Animal Studies

Building and Construction

Business

Retail Services

STUDENT ACHIEVEMENT 2018

All our students have Individual Education Plans (IEP) which define their individualised learning objectives. These plans also form the basis for reporting to parents on student progress however making comparison between student achievements with others does not provide useful data. Student achievement is reported to parents at the end of each semester.

Students in year 7-9 are enrolled in ASDAN accredited programs with achievable outcomes. Students in Year 10, 11 and 12 are enrolled in a combination of Vocational Education and Training and Endorsed Programs, all of which are formally recognised by the School Curriculum and Standards Authority (SCSA). SCSA subjects have set requirements that must be met for students to be accredited.

In 2016 SCSA introduced an online literacy and numeracy assessment (OLNA). Students are given opportunities to sit the OLNA test in Yr 10, 11 and 12. The minimum literacy and numeracy standard for mainstream General Courses is Category 3 however the majority of AESC students attained category 1 or 2. Students achieving Category 3 have the option of attending classes in our partner school. Students achieving category 1 and 2 are enrolled in SCSA Endorsed Programs which contribute to their WASSA Certificate.



Bushrangers Cadet Program

60 cadets were enrolled in this highly successful program that caters for students in years 7-12. Students in years 10 -12 were enrolled in the SCSA Endorsed program.

- 4 students were enrolled as Cadet Level 1 and 75% achieved competency.
- 9 students were enrolled in Level 2 and 88% achieved competency.
- 12 students were enrolled in Level 3 and 83% achieved competency.

Community Service

The SCSA Community Service endorsed program (ADCS) is graded by the hours delivered. Students made a valuable contribution to the local community and gained skills working with the non-profit organisation, Volunteer Task Force and environmental defenders Conservation Volunteers.





ASDAN Programs

Students get recognised accreditation for their achievements in activity-based curriculum programmes. Students develop skills for learning, employment and life through active and experiential learning. Students in Years 7 and 8 were enrolled in ASDAN Stepping Stones, New Horizon and Transition Challenge. Students in Years 9 -12 were enrolled in modules from ASDAN Transition Challenge and Towards Independence.

Vocational Education: School Based Traineeships (SBTs)

Under this arrangement the student is both a full-time student and a part-time employee having on the job training. An SBT contributes to the student's Western Australian Statement of Student Achievement (WASSA).



Workplace Learning

The Workplace Learning program (ADWPL) caters to the differing needs of students. The students must complete 55 hours in workplace and submit a logbook and skills journal as evidence of learning. Parents of students leaving school in Year 12 and 13 are given information to make informed decisions regarding support and options available when leaving school. The Workplace Learning Team provides an intensive transition process for graduating students, including a Parent Information session to provide information about relevant services including Centrelink, NDIS and Service Providers.

ASDAN Student Achievement Years 7 - 9

ASDAN PROGRAM	MODULES	YEAR GROUP	ACHIEVED
New Horizon	Personal Social Health Citizenship Relationships	Year 7 and 8	16 Students
Transition Challenge	Making choices	Year 9	

Student Achievement Years 10 - 12

Literacy and Numeracy

COURSE/ PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
P1 English	5	5	100%
P2 English	5	5	100%
P3 English	14	12	86%
P4 English	14	11	79%
ASDAN Developing Communication Skill - Intro (PASD61)	6	5	83%
P1 Mathematics	5	5	100%
P2 Mathematics	5	5	100%
P3 Mathematics	14	13	93%
P4 Mathematics	14	10	71%
ASDAN: Developing Numeracy Skills - Progression (PASD65)	6	5	83%
School of Special Educational Needs: Sensory, Vision Education Service - Braille Literary Code Reading and Writing Level 3 (SVEB3)	1	1	100%

Computer Literacy and Cyber Safety

COURSE/ PROGRAM	ENROLLED	ACHIEVED	ACHIEVEMENT IN %
ASDAN - E-Safety (PASD69)	5	4	80%

Recreation and Leisure

COURSE/ PROGRAM	ENROLLED	ACHIEVED	ACHIEVEMENT IN %
P1 Health and Physical Education	6	6	100%
P2 Health and Physical Education	6	6	100%
P3 Health and Physical Education	10	8	80%
P4 Health and Physical Education	10	7	70%
ADMPE - Music Performance Ensemble	7	6	87%
ADRP - Recreational Pursuit	21	17	81%
PPWBR1, 2 & 3 - Bush Rangers Cadet Camps First Aid Training Physical Education	24	20	83%

Independent Living

COURSE/ PROGRAM	ENROLLED	ACHIEVED	ACHIEVEMENT IN %
ADCAP - Community Art Performance	7	7	100%
ASDAN: Meal Preparation and Cooking - Progression (PASD55)	12	11	92%
School Drug Education and Road Aware - Keys for Life Plus (PK4L+)	3	3	100%
PTART - Right Track	12	11	92%
Wider World <ul style="list-style-type: none"> • Travel Training • Protective Behaviours • Growing and Developing Healthy Relationships • Manual Handling • Social Skills • Safety: Bicycle education, road and water safety 	7	5	71%



Career Education

COURSE/ PROGRAM	ENROLLED	ACHIEVED	ACHIEVEMENT IN %
ASDAN Work Right (PASDWR)	1	1	100%
ASDAN Work Awareness (PASD30)	6	5	83%
Workplace Learning (ADWPL)	23	21	91%
Life Business Consultancy - Coaching Young People for Success - Career Coaching (PLBCC)	11	9	82%
ADCS - Community Service	15	21	71%
VET - School Based Traineeship (SBTs) Year 11 and 12 (Certificate II)	5		
Certificate II in Building and Construction (Traineeship)		Competent	
Certificate II in Animal Studies (Traineeship)		Competent	
Certificate I in Hospitality (Traineeship)		Competent	
Certificate II in Hospitality (Traineeship)		Partial Certification - Rolled over for 2019	
Certificate II in Business (Traineeship)		Partial Certification - Rolled over for 2019	
Certificate II in Retail Services (Traineeship)		Partial Certification - Rolled over for 2019	

Specialist Programs

COURSE/ PROGRAM
Design and Technology
Home Economics
Music Rocks
Aboriginal Studies
Community Service Projects



2018 HIGHLIGHTS



WAESPAA Awards Night

At the 2018 WAESPAA Awards night, Ms Vikki Kannan was awarded Teacher of the Year (Teacher Secondary Yrs 7-9 Category).

Aboriginal Studies

Students experienced some local Aboriginal culture and customs with a Noongar Elder, learning how to make tools using natural objects and Acknowledge of Country in Noongar language



Auslan Choir

2018 was the inaugural year of our Auslan Choir. Students worked hard to learn signs and practiced with great enthusiasm for performances at each assembly and at the year 12 Presentation Ceremony.

Grounds Upgrade

Term 1 2018 saw the opening of the climbing frames in the front quadrangle and the placement of some outdoor exercise equipment. This was a joint initiative between AESC and ASHS to create a healthy space for students to enjoy the benefits of outdoor play. The surrounding outdoor area includes limestone block seating and shade and has proven popular with students of all ages.



School Ball

The Ball was held at the Esplanade Hotel Fremantle. The students were beautifully dressed and had a wonderful time dancing with each other and the staff who attended. The food was a buffet and students enjoyed socialising over dinner. A great night was had by all who attended.

Bushrangers

Bushrangers is a youth based conservation and community development program that encourages students to develop an awareness of their community and the natural environment. Through bushrangers students participated in a number of Community Service projects including the Rio Tinto Earth Assist Community Service tree planting program, planting seedlings along the river foreshores and bushland in the City of Armadale and City of Gosnells.

The students went offsite on regular excursions as part of the Bushrangers program. The excursions provide opportunities for students to collaborate and work as a team. This was especially important when students went Dragon Boat racing at Champion Lakes and needed to synchronise their paddling to make the boat move forward.



Presentation Ceremony

The year 12 Presentation Ceremony was held at Araluen Botanic Park. The ceremony was well attended by parents and community members who were all impressed by the video presentations and the school rock bands. Well done to all the award winners and special congratulations to the graduating year 12s.

Music Rocks

The school has a Middle School and a Senior School rock band. Students attend music lessons as part of their school program and regularly practice at lunch and recess.

The bands perform at end of term assemblies and at the end of year presentation ceremony.



Bushrangers Camp



The Senior students enjoyed a camping experience at Bickley Outdoor Recreation Camp. The camp was packed with activities including raft making, canoeing, flying fox, crate climbing and orienteering. At night student relaxed by the camp fire and slept in tents.

The Middle School students enjoyed an overnight dormitory style camp at Woodman's Point.



Sporting Events



Basketball Carnival

Students trained for the **basketball carnival** during their physical education lessons at school and during recess and lunch, learning ball skills as well as the rules of the game. Our Division 1 team finished in the top 4 and our Division 2 team was undefeated.

The weather was perfect for a full day of competitive soccer at the carnival hosted by Cannington Community ESC.

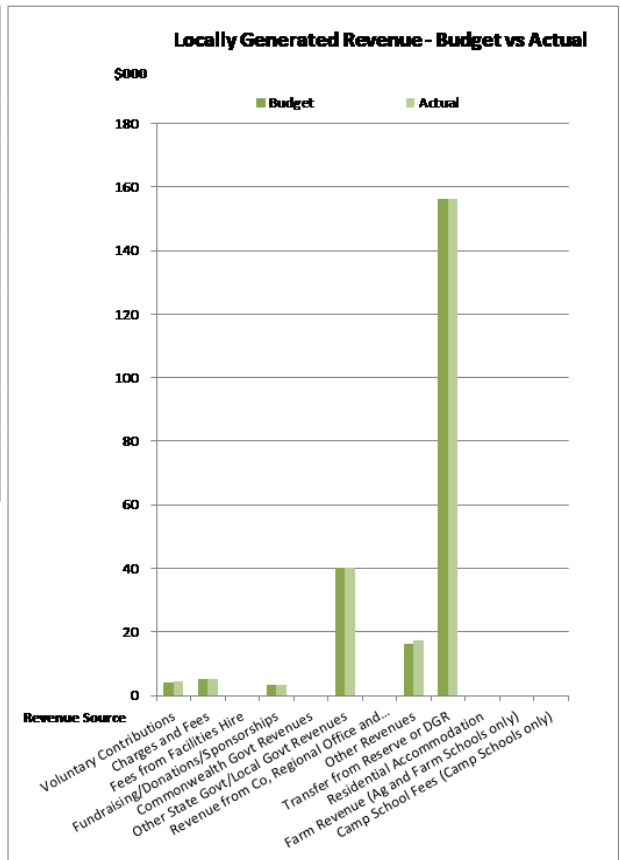
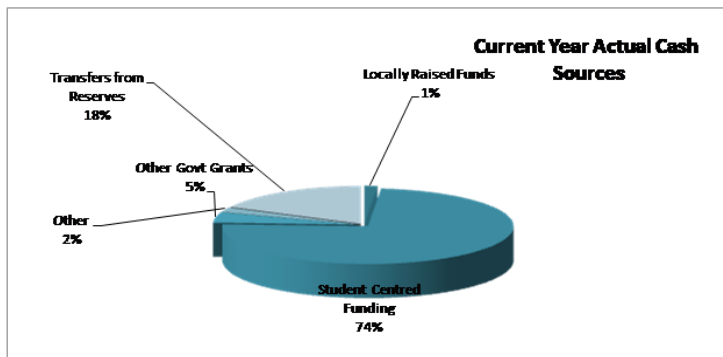


Soccer Carnival

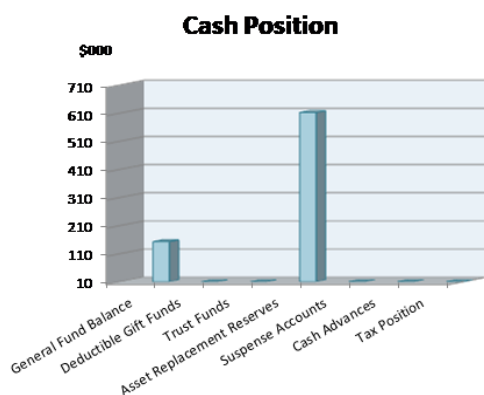
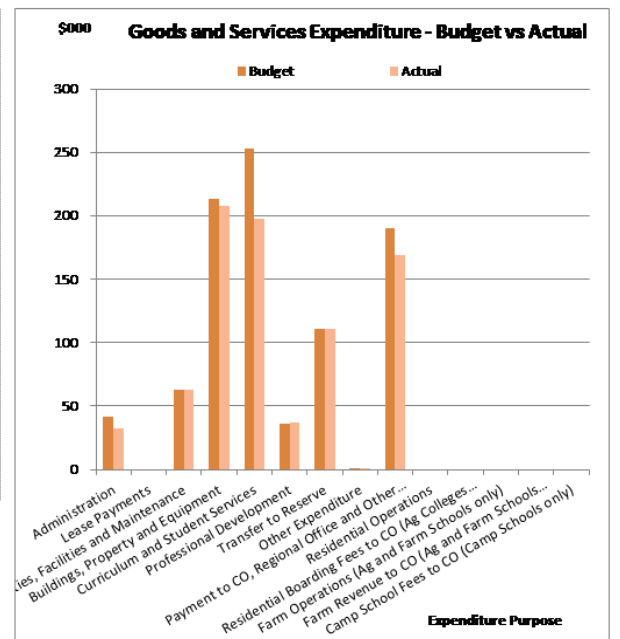
FINANCIAL SUMMARY

31st December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 4,157.00	\$ 4,320.25
2	Charges and Fees	\$ 5,153.00	\$ 5,152.62
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 3,399.00	\$ 3,398.82
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 40,043.00	\$ 40,042.50
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 16,385.00	\$ 17,320.16
9	Transfer from Reserve or DGR	\$ 156,191.00	\$ 156,191.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 225,289.00	\$ 226,435.35
	Opening Balance	\$ 84,901.94	\$ 84,901.94
	Student Centred Funding	\$ 657,544.00	\$ 658,533.50
	Total Cash Funds Available	\$ 967,734.94	\$ 969,860.79
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 967,734.94	\$ 969,860.79



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 41,135.00	\$ 32,081.43
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 62,735.00	\$ 63,023.23
4	Buildings, Property and Equipment	\$ 213,393.00	\$ 208,143.29
5	Curriculum and Student Services	\$ 252,521.00	\$ 197,318.89
6	Professional Development	\$ 35,684.00	\$ 36,647.58
7	Transfer to Reserve	\$ 111,000.00	\$ 111,000.00
8	Other Expenditure	\$ 235.00	\$ 238.47
9	Payment to CO, Regional Office and Other Schools	\$ 190,000.00	\$ 168,947.10
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 906,763.00	\$ 817,340.99
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 906,763.00	\$ 817,340.99
	Cash Budget Variance	\$ 60,971.94	



Cash Position as at:	
Bank Balance	\$ 792,638
Made up of:	\$ -
1 General Fund Balance	\$ 152,508.80
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 611,900.30
5 Suspense Accounts	\$ 1,365.84
6 Cash Advances	\$ -
7 Tax Position	\$ 6,480.56
Total Bank Balance	\$ 792,638

SCHOOL SURVEY'S

All Government schools are requested to conduct surveys about their effectiveness every two years. Using the National Schools Survey Tool, we surveyed Parents, Students and Staff.

21

PARENTS
TOOK PART IN THE
SURVEY

38

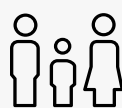
STUDENTS
TOOK PART IN THE
SURVEY

36

STAFF MEMBERS
TOOK PART IN THE
SURVEY



QUESTION



PARENTS



STUDENTS



TEACHERS

Teachers at this school expect
students to do their best

90%

97%

89%

Teachers provide students with
useful feedback about their work

85%

100%

76%

Students are comfortable to talk
to their teachers about their
concerns

89%

95%

86%

Teachers at this school motivate
students to learn

84%

95%

72%

Teachers at this school are good
teachers

84%

95%

75%

Teachers at this school care about
students

84%

97%

92%

The school works with parents to
support students' learning

90%

-

83%



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