

Armada Education Support Centre

2020
ANNUAL REPORT

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

OUR SCHOOL

Armada Education Support Centre (AESC) is a government school catering for 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, Byford, Camillo, Gosnells, Karragullen, Kelmscott, Oakford, Huntingdale, Roleystone, Serpentine, Southern River, Thornlie, Westfield and Wungong. 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 successful life after school. 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 and our partner school are well appointed and include a design and technology workshop alongside our community garden, and an Independent Living Centre which comprises a kitchen and laundry area. A fully equipped gymnasium is open at recess and lunch for students who want to be physically active. Therapy rooms are available for students who require therapy as part of their school day.

Our students regularly access shared facilities including the canteen, climbing nets, jungle gym, basketball hoops, music room, library, gym and the oval. The campus has full access for students with physical and sensory disabilities.



All classrooms have smartboards and students are supplied with school iPads for use during the school day. Students also have access to computers and laptops when needed to meet the requirements of their learning programs

Our Student Services Hub is a student friendly area where parents/ carers and students can access support during the school day. The Student Services Team organises specialist programs for students including art projects and sporting skills programs to engage students and encourage the development of social skills.

OUR STAFF

As a level 4 school we are staffed with a Principal, Deputy Principal, Student Services Coordinator, two Student Services Officers, Manager of Corporate Services, two School Officers, an AIEO, as well as a part-time School Psychologist and Nurse. Each class has a co-ordinating teacher and at least two full time level 3 education assistants. Additional teachers and allied professionals have been appointed to work with students and to facilitate programs including workplace learning and community access programs. AESC purchases teacher time 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 purchases a specialist music program from Music Rocks.

SCHOOL PRIORITIES

The school priorities identified in the 2020 - 2022 Business Plan are:

Teaching and Learning

All students in middle school (Years 7-9) have an Individual Education Plan (IEP). These students 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 Senior School (Years 10-12) follow a Transition Plan (ITP) to begin the transition to life beyond school. These students 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 looking for work, further study or alternative to employment programs.

Leadership

The School Leadership team acknowledges the business needs of the school and personal growth goals of staff by ensuring succession planning is in place to fill key positions at our school. The requirement for staff to clear their Long Service Leave creates opportunities for aspirants to try Leadership roles to see if they are suited and want to make the commitment to further study and targeted professional development. Leadership expertise at all levels in the school has been identified and in 2020 staff were given the opportunity to act in job roles including Student Services Coordinator, Deputy, Principal and Manager of Corporate Services when these staff were on leave. In 2020 one teacher attained Level 3 Teacher status and two aspirants commenced the process.

The school actively generates leadership opportunities through a distributive leadership model while building the capacity for school improvement. School Committees are formed at the beginning of each school year. Membership of a committee is a key component of the 2020-2022 Business Plan Leadership priority. Staff are strongly encouraged to join one or more Committees to share their knowledge and expertise for the benefit of our school community. The committees fall into one of five categories:

1. Mandated Committees: The School Council, Occupation Safety and Health and Finance Committees are mandated by the Department and meet Legislative requirements.
2. School Business Plan: Priority area committees that assist our school to operationalise our Business Plan.
3. Program area committees: Programs offered by the school that require industry / provider expertise and are subject to external audit processes.
4. Positive Behaviour Support and Person Centred Planning committees.
5. School project based committees: These committees require a plan and schedule of activities to be followed in order to successfully achieve the desired outcome.

Community Partnerships

The AESC motto 'Education for life' reflects our belief that our specialised curriculum will prepare students for a happy and fulfilling life. We believe in building strong relationships with our families and the wider community. In 2020 COVID-19 had some undeniable negative consequences on people's lives and the economy, however there were aspects that had a positive impact on our school. The COVID-safe requirements including good hygiene and safe physical distancing were already part of our school culture and teaching programs. These practices form the basis of our Protective Behaviour and Hygiene programs and it was great to see all students, staff and community members committing to these practices in their daily interactions.

We also found new ways to address the need for interconnectedness as a school community. In the weeks leading up to the Term 1 school holidays teachers began contacting parents with a view to setting up for home schooling arrangements for the beginning of Term 2. Parents were offered a range of schooling opportunities including hard copy work packs and online learning. iPads were loaned to families to ensure students had access to electronic devices if required. This led to innovations including the use of Connect, the Education Department's online learning platform and a highly creative WebEx assembly to showcase student skills and help them meet their requirements for their ADCAP Endorsed program.

AESC is a member of the Education Support South Network (ESSN) which gives our students the opportunity to participate in fun events with students from similar schools, including a Soccer Carnival. Our students are extremely competitive and highly prize the individual medals they win on the day.

AESC and Armadale Senior High School held joint activities to encourage inclusion and social skills including the annual Athletics Carnival.

Health and Wellbeing

In 2020, we focused on building a school community that supported student mental health and wellbeing at a school level. To achieve this, engaging curriculum and learning experiences were developed through Protective Behaviour, Cybersafety and Drug Education using SECCA and SDERA resources as well as ASDAN Short Courses. Students explored ways to develop their mental health knowledge and strategies to address their social, physical, and digital needs.

Our Student Services Team as well as selected staff were sent on training by the Department of Education to support student mental health and wellbeing, including training with Beyond Blue Australia.

Besides students, the mental health and wellbeing of staff was made a priority in 2020. Staff completed the Wellbeing Toolkit by NESLI as well as several online modules including the Mental Health First Aid and Beyond Blue programs. As part of the Health & Wellbeing Committee, a Staff Social Network was initiated to increase opportunities for social connections outside school hours.

Our 2020 Health & Wellbeing Strategic Plan involved building strong relationships with our parents, carers, and the school community. Due to COVID restrictions, we were unable to host information sessions or assemblies on-site, however, we continued to support our families by linking them to organisations such as Headspace for assistance and kept everyone in-contact using our school website, newsletter, and Facebook page.

OUR PROGRAMS IN 2020

Middle School Programs Year 7-9

ASDAN Stepping Stones

ASDAN New Horizon

ASDAN Transition Challenge

Literacy - DI

Numeracy - Prime Mathematics

Health and Physical Education

Design and Technology

Aboriginal Studies

Science

Computer Literacy

Protective Behaviour

Music Rocks

Guitar Lessons

Choir Lessons

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

School Curriculum
Standards Authority /
Provider Developed
Endorsed Courses

VET Certificate
Courses and School
Based Traineeships

English
Preliminary Units – 1,2,3,4

Mathematics
Preliminary Units – 1,2,3,4

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

Workplace Learning - ADWPL

Bushrangers - PPWBR1,2 & 3

Community Arts Performance

Community Service

Music Performance Ensemble

Recreational Pursuits

Public Transport Authority-
Right Track

Keys for Life Plus driver
education programs

ASDAN: Short Courses

ASDAN Programs: Towards
Independence Modules and
Workright

Life Business Consultancy -
Coaching Young People for
Success - Career Coaching
Program (PLBCC)

Certificate II in Hospitality

Certificate I in Permaculture

Certificate III in Retail

Certificate II in Automotive

Vocational Preparation

**Certificate II in Building and
Construction (Pathway -
Trades)**

STUDENT ACHIEVEMENT 2020

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 Years 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.

Students are given opportunities to sit the OLN test (online literacy and numeracy assessment) in Year 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

67 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.

- 11 students were enrolled as Cadet Level 1 and 100% achieved competency.
- 16 students were enrolled in Level 2 and 94% achieved competency.
- 3 students were enrolled in Level 3 and 100% achieved competency.

Community Service

In 2020 students enrolled in the SCSA Community Service endorsed program (ADCS) and chose to support Local Community by participating in various Tree Planting activities around Perth. They raised money through various fundraisers including sausage sizzles and cupcake days and donated food and toys for the animals. We are very proud of their strong sense of community!





ASDAN Award Programs

ASDAN (Award Scheme Development and Accreditation Network) is a student focused program which promotes personal and social development. ASDAN originated in the United Kingdom and aims to prepare students for life after school by developing independent living and communication skills through personalised 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).

Students who were enrolled continued with their traineeship programs with the expectation of completing in 2021.



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. Due to COVID restrictions, many of our students were not able to attend work experience, but some of them made tremendous effort towards the end of the year to complete the required 55 hours.

ASDAN Student Achievement Years 7 - 9

ASDAN PROGRAM	MODULES	YEAR GROUP	ACHIEVED
New Horizon	Personal Social Health Citizenship Relationships	Year 7	7 (Gold Certificate - completed all modules)
Stepping Stones <i>(Students chose the Modules of their own interest to work for 30 hours)</i>	Active Citizen Community Spirit Identity Personal Well Being Money Matters Around the Globe Environment Valuing Each Other Different Cultures Health Enterprise	Year 7 and 8	3 (Completed over 30 hours of tasks)
Transition Challenge	Knowing How Making Choices Feeling Good Moving Forward Taking the Load	Year 8 and 9	8 -(Silver) 6 - (Gold)

Senior School Student Achievement Years 10 - 12

Literacy and Numeracy

COURSE/ PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
P1 English	13	11	85%
P2 English	13	11	85%
P3 English	7	6	86%
P4 English	7	6	86%
P1 Mathematics	12	10	83%
P2 Mathematics	12	10	83%
P3 Mathematics	14	12	86%
P4 Mathematics	14	12	86%

Computer Literacy and Cyber Safety

COURSE/ PROGRAM	ENROLLED	ACHIEVED	ACHIEVEMENT IN %
ASDAN - E-Safety (PASD69)	17	16	94%

Recreation and Leisure

COURSE/ PROGRAM	ENROLLED	ACHIEVED	ACHIEVEMENT IN %
P1 Health and Physical Education	14	12	86%
P2 Health and Physical Education	14	12	86%
P3 Health and Physical Education	7	5	71%
P4 Health and Physical Education	7	5	71%
ADMPE - Music Performance Ensemble	9	7	78%
ADRP - Recreational Pursuit	30	24	80%
ADCAP - Community Art Performance	30	24	80%
• Camps			
• Physical Education			

Independent Living

COURSE/ PROGRAM	ENROLLED	ACHIEVED	ACHIEVEMENT IN %
ASDAN: Short Course - Challenges in Personal and Economic Wellbeing, Social, Health and Ethical Skills	14	7	50%
ASDAN: Preparatory Award Programs Towards Independence - Independent Living (Introduction)	8	7	86%
ASDAN: Preparatory Award Programs Towards Independence - Personal Care Routines: Sensory	1	1	100%
PTART - Right Track	10	9	90%
• Travel Training and Community Access			
• Protective Behaviour			
• Growing and Developing Healthy Relationships			
• Manual Handling			
• Social Skills			
• First Aid Training			

Career Education

COURSE/ PROGRAM	ENROLLED	ACHIEVED	ACHIEVEMENT IN %
ASDAN Work Awareness	10	7	70%
Workplace Learning (ADWPL)	25	11	44%
Life Business Consultancy - Coaching Young People for Success - Career Coaching (PLBCC)	11	10	91%
VET: School Based Traineeship (SBTs) Year 11 and 12 (Certificate II) - 3 Students			
Certificate II in Building and Construction (Traineeship)	Partial Certification - Rolled over for ??		
Certificate II in Business (Traineeship)	Competent		
Certificate II in Hospitality (Traineeship)	Competent		
Certificate I in Permaculture	Partial Certification - Rolled over for ??		
Certificate II in Retail Services	Partial Certification		

Community Service

COURSE/ PROGRAM	ENROLLED	ACHIEVED	ACHIEVEMENT IN %
PPWBR1, 2 & 3 - Bush Rangers Cadet	32	30	94%
Authority Developed Community Service	10	9	90%

2020 HIGHLIGHTS

Grounds Upgrade

Term 4 2020 saw the completion of our new multi-purpose building, located near Administration. Included are new change rooms/ toilets for students.



Try-A-Trade at TAFE

Our Year 10 students were given the opportunity to Try-A-Trade at Thornlie TAFE which included bricklaying, rendering and tiling.



WAESPAA Awards Night

Congratulations to Michael McGoldrick who received a Certificate of Recognition at this year's awards night. Well done Mr McGoldrick!



Graduation

Our Graduation Ceremony took place at the Armadale Town Hall. This year our Graduation Committee worked very hard to organise the event.



Permaculture Lessons

In 2020, our Permaculture Team harvested a significant amount of produce including tomatoes, pumpkin, zucchini, corn and leafy greens.



Swimming Lessons

Our Year 7 students thoroughly enjoyed their swimming lessons at Armadale Swimming Pools.

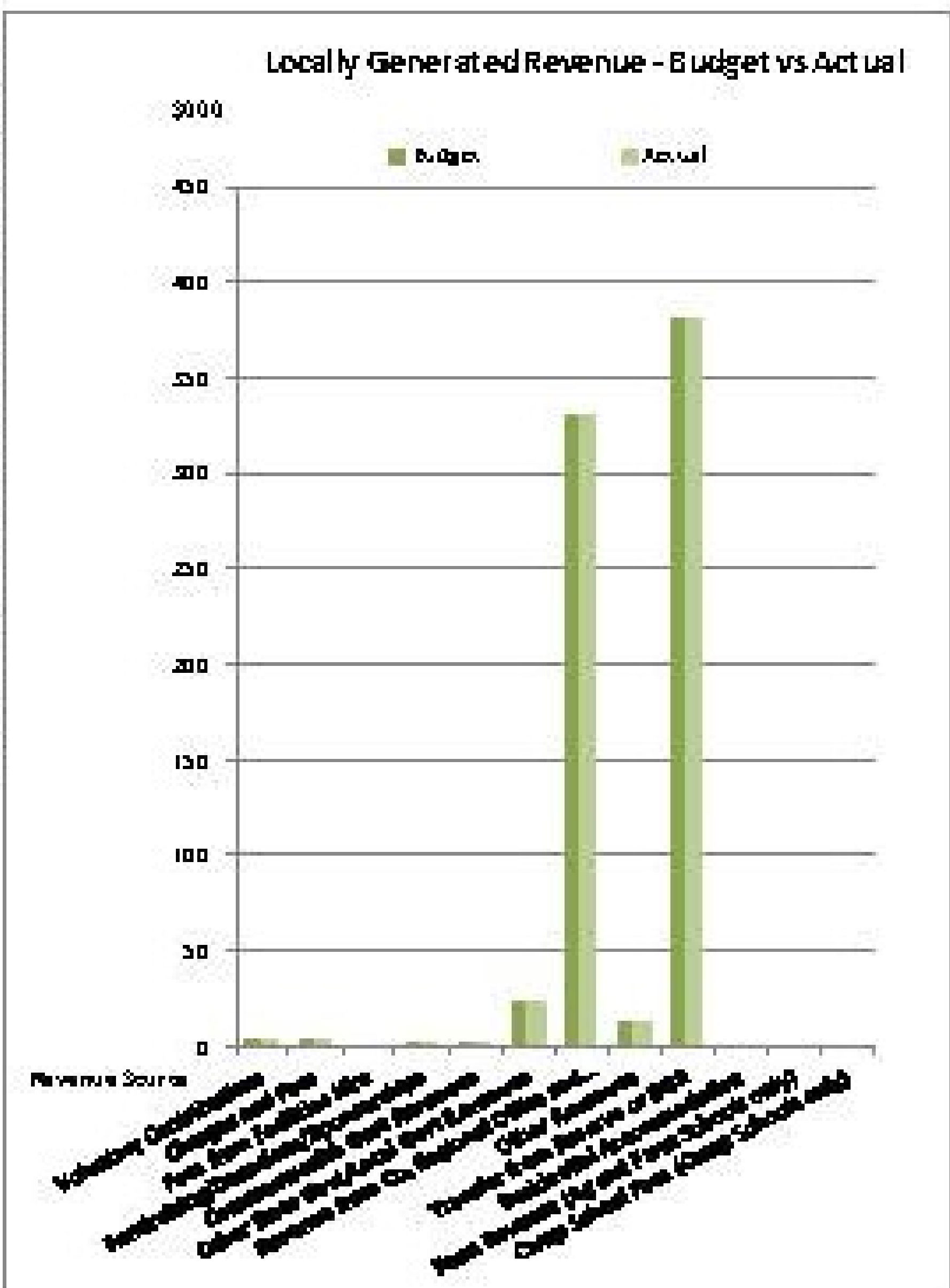
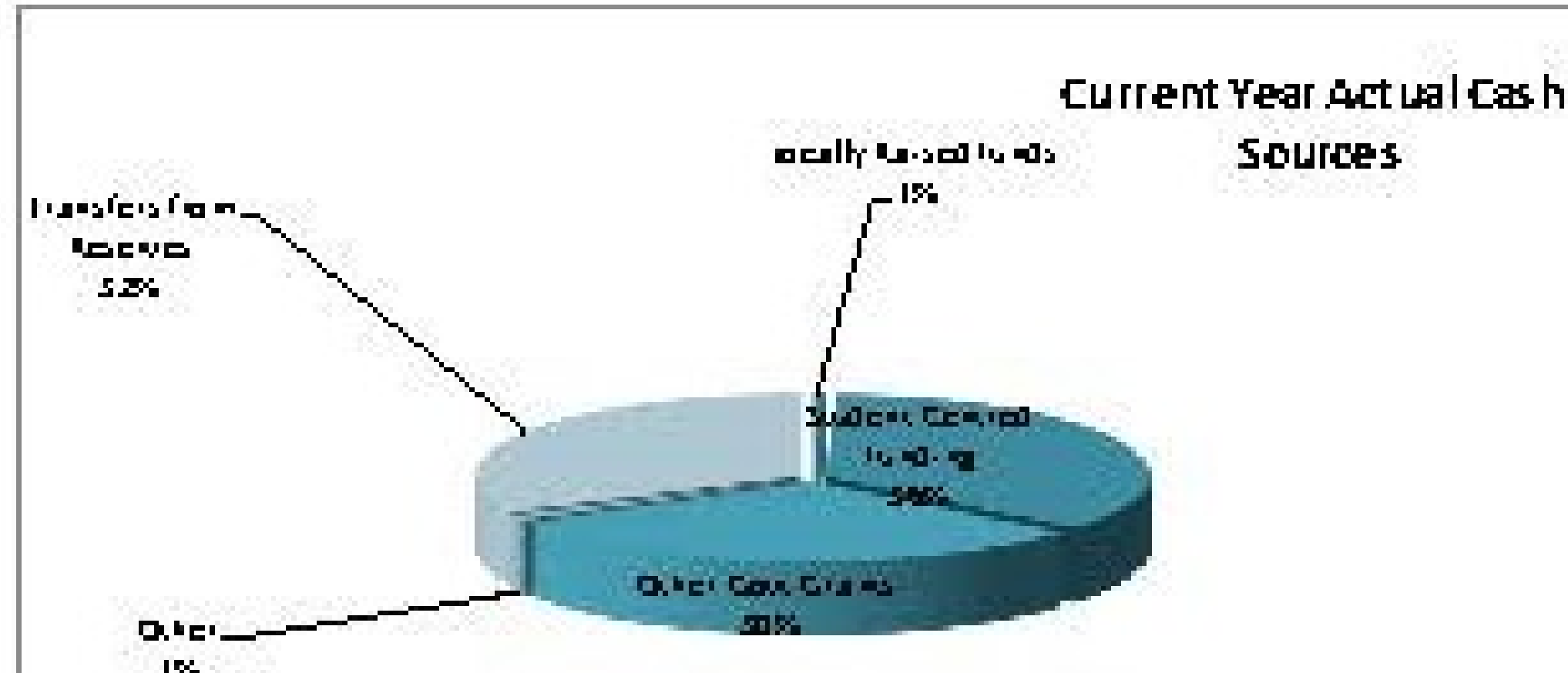


FINANCIAL SUMMARY

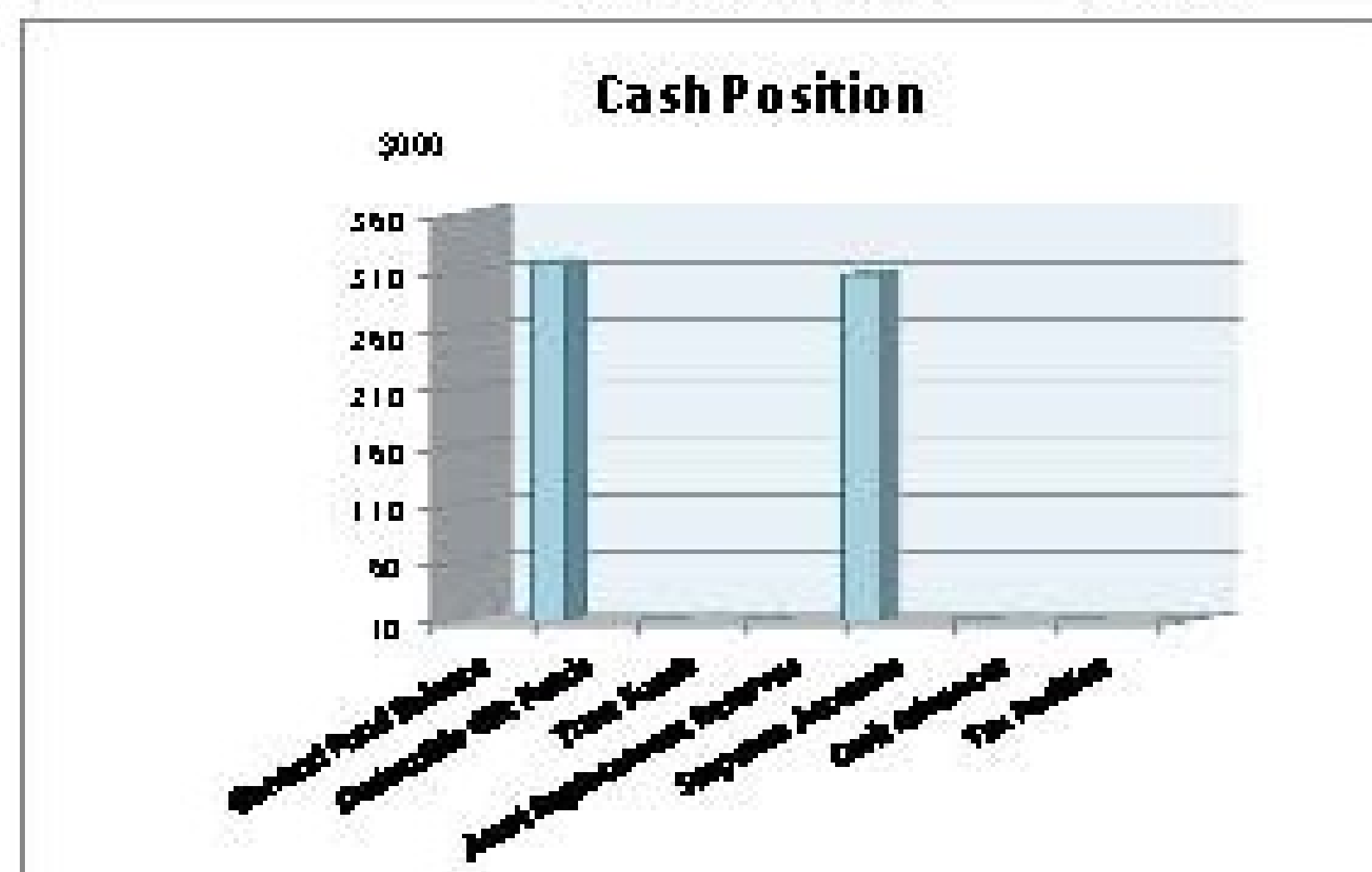
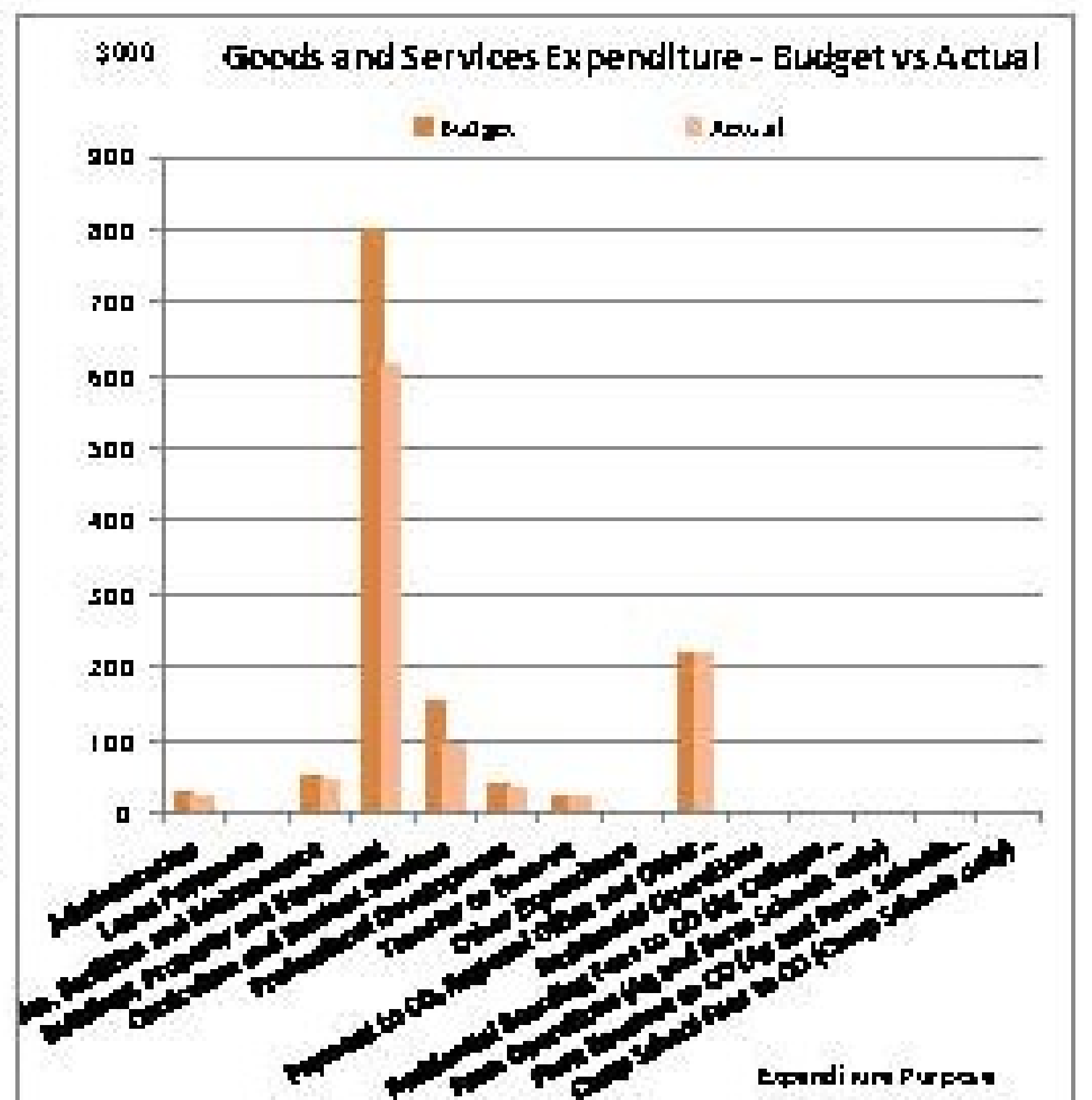
Armadale Education Support Centre

Financial Summary as at
31st December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
12 Voluntary Contributions	\$ 3,184.00	\$ 3,184.40
21 Charges and Fees	\$ 3,208.00	\$ 3,201.50
23 Resid. Accommodation	\$ -	\$ -
41 Fundraising/Donations/Sponsorships	\$ 719.00	\$ 718.49
51 Commonwealth Govt Revenues	\$ 1,000.00	\$ 1,000.00
61 Other State Govt/Local Govt Revenues	\$ 22,908.00	\$ 22,902.50
71 Revenue from Co, Regional Office and Other Schools	\$ 331,000.00	\$ 331,000.00
81 Other Revenues	\$ 13,212.00	\$ 13,213.51
91 Transfer to Reserve or DGR	\$ 331,810.00	\$ 331,810.00
101 Residential Accommodation	\$ -	\$ -
111 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
121 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 757,031.00	\$ 757,080.41
Opening Balance	\$ 191,676.00	\$ 191,676.23
Student Centred Funding	\$ 417,839.00	\$ 417,839.55
Total Cash Funds Available	\$ 1,365,546.00	\$ 1,365,546.19
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,365,546.00	\$ 1,365,546.19



Expenditure - Cash and Salary	Budget	Actual
11 Administration	\$ 30,021.00	\$ 30,811.67
21 Lease Payments	\$ -	\$ -
31 Utilities, Facilities and Maintenance	\$ 43,213.00	\$ 43,088.13
41 Buildings, Property and Equipment	\$ 799,134.00	\$ 615,130.21
51 Curriculum and Student Services	\$ 153,608.00	\$ 92,963.27
61 Professional Development	\$ 40,000.00	\$ 34,126.43
71 Transfer to Reserve	\$ 22,000.00	\$ 22,000.00
81 Other Expenditure	\$ 1,577.00	\$ 1,579.40
91 Payment to CO, Regional Office and Other Schools	\$ 220,000.00	\$ 219,826.50
101 Residential Overruns	\$ -	\$ -
111 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
121 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
131 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
141 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,317,554.00	\$ 1,048,125.61
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,317,554.00	\$ 1,048,125.61
Cash Budget Variance	\$ 43,992.00	



Cash Position as at:	
Bank Balance	\$ 601,488.54
Made up of:	
1 General Fund Balance	\$ 317,420.88
2 Deductible GRH Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 307,080.30
5 Suspense Accounts	\$ 13,562.34
6 Cash Advances	\$ -
7 Tax Position	\$ 17,438.00
Total Bank Balance	\$ 601,488.54

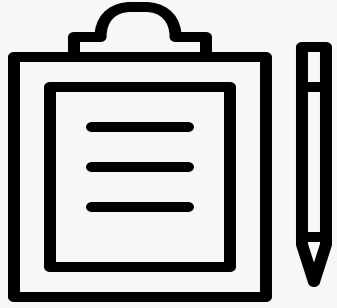
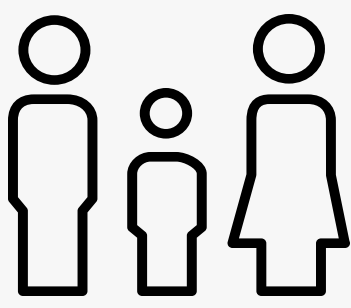

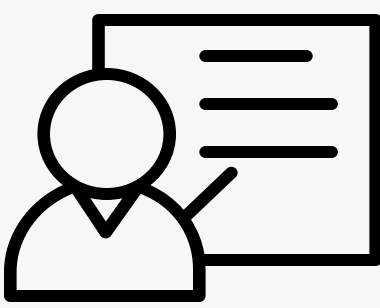
SCHOOL SURVEY'S

As part of our school's ongoing review processes and commitment to improvement, an Opinion Survey was conducted.

Collectively this data suggests that our school is performing to a very high level of satisfaction among students, parents and staff.

Importantly, there is a continued positive trend in results from key areas such as:

- Parents being able to talk to teachers about their concerns
- The school looks for ways to improve; and
- The school works with parents to support students' learning

 QUESTION	 PARENTS	 STUDENTS	 TEACHERS
Teachers at this school expect students to do their best	96%	96%	96%
Teachers provide students with useful feedback about their work	96%	92%	96%
Parents can talk to teachers about their concerns	100%	-	100%
Teachers at this school motivate students to learn	96%	91%	96%
This school looks for ways to improve	100%	83%	100%
Teachers at this school care about students	95%	96%	95%
The school works with parents to support students' learning	100%	-	100%



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