



WESTMINSTER
EDUCATION SUPPORT CENTRE
respecting diversity



2013 Annual Report



Westminster Education Support Centre Annual Report 2013



From The Principal

Here at Westminster ESC (WESC) we successfully provide a learning environment that supports students with diverse learning needs to develop the academic, creative, physical and social skills that will enable them to participate in and actively contribute to the wider community.

Having fully qualified, experienced and dedicated teachers and education assistants we ensure that the highest standards of teaching and learning opportunities are available for all our students. Which are enhanced in having access to brand new state of the art facilities and technologies. Maintaining excellent relationship with our host schools Westminster Junior and Primary Schools, we are able to promote shared values of learning, excellence, equity and care.



Westminster Education Support Centre experienced a very productive year in 2013 particularly in the areas of curriculum improvement. The school made great gains in developing ways to improve its methodologies and documentation of student learning, use funds for professional development to support teacher and education assistants knowledge, monitoring of staff development and performance through utilising the Australian Professional Standards for Teachers Assessment Tool, and improvement of facilities for student engagement in specialised programs. The following report outlines our school progress in achieving its goals for 2013, the school's future outlook for 2014, aspects of the specialised nature of our curriculum, our relationship with families, a profile of our staff members and some student achievement data appropriate for young people with disabilities.

School Progress Towards its 2013 Priorities

2013 saw the hugely successful commencement of our Kindy and Pre Primary program, providing teaching and learning opportunities for students in their early years. This has been acknowledged and viewed positively by the school community who recognise the excellent opportunities we provide for our students.

Literacy and Numeracy remained a school priority and we continued to review, renew and refresh our focus to ensuring achievable outcomes suited to our diverse student profile.



21st Century learning is integral to all students learning and we have continued to embrace, promote and engage both students and teachers, providing new technologies; new computers, Ipads, touch screens, electronic whiteboards, resources and applications.





The Power of Participation

Curriculum Highlights

- Ongoing development of Literacy and Numeracy strategies.
- The provision of individualised learning programs.
- Continued use of Reading Eggs and continued use of Mathletics.
- Embracing the Australian Curriculum.
- The provision of an Individualised Education Plan for each child, developed in close consultation with parents.
- The use of alternative communication tools such as PECS and sign language.
- Ongoing development of the use of technology aided instruction.
- The use of Ipads and their applications in all student, teaching and learning programs.
- Participated in Cultural Awareness Day / Harmony Day / NAIDOC Day / ANZAC Day.
- Ongoing innovative teaching strategies adapted to suit individual learning styles.
- Continued explicit teaching and Direct Instruction in reading and spelling contributed to the progress of many students.
- The integration of First Steps strategies for literacy and numeracy.
- Full collaboration with Westminster Primary School in providing integrated learning programs across many learning areas.
- All teachers implemented cooperative learning strategies across all curriculum areas.
- Successful implementation of the Applied Behaviour Analysis program.
- Small classes with a high staff/ student ratio providing individual and small group instruction when required.
- Extensive use of interactive whiteboards.
- Successful use of Mini Schedules and Mat Sessions.
- Improved student reading times.
- Continued use of sensory programs.
- The introduction of a community Access Program across all years.
- The development of SENAT strategies for assessment and reporting to parents.

Health and Wellbeing

All staff place a high importance in the provision of health and wellbeing programs for students; here are a few highlights:

- The Provision of and participation in specialist music and dance programs.
- Students successfully participate in key sporting activities including; in term swimming, athletics carnivals, interschool sports, football, soccer, Sports Ability and Fundamental Movement Skills programs, Smart Moves / Brain Gym / Perceptual Motor Program.
- The provision of excellent community access and independent living programs.
- The use of Smart Moves / Brain Gym / Perceptual Motor Programs.
- Continued development of a school gardening projects.
- All students participate in healthy food choices and cooking.





The Power of Participation

Inclusion and Community

Parents provide great support to the various ESC programs and are invited to participate in the development and endorsement of IEPs for their children and to participate in a 3-way conference to discuss semester reports.

School Council includes ESC staff and parents who endorse our plans, policies, fees and charges and the school budget. Information gained from parents through our community survey and informal feedback help staff to modify and improve our teaching and learning programs. If you are interested in joining our School Council please do not hesitate to contact the office.



Westminster has an open door policy and encourages all parents to make arrangements to discuss their concerns with their child's teacher. We also encourage the use of our Communication Book strategy to facilitate regular contact between school and home. The combined schools P&C support our school and operate the canteen and uniform shop. Special thanks go to our local IGA for their support of our centre. We have been able to access the store with our students and gratefully accept food donations to support our Healthy Eating program.

Community Access

All students participated in Community Access as part of their health and physical education program over the year. Our visits focussed on accessing public transport and facilities, appropriate public behaviour and personal safety. Students enjoyed visits to various shopping centres, Perth and Fremantle cities, Scitech, the Art Gallery and Museum, restaurants and the cinema. It was wonderful to see the children's confidence and independence grow over the year.



Aboriginal Cultural Awareness Celebrations

We were very grateful to receive a PALS grant this year from the Department of Indigenous Affairs to help us learn about and celebrate Australia's rich Indigenous culture and history. The PALS grant saw us combine with the Primary School for incursions, a traditional foods tasting and a wonderful art project, which was exhibited at several locations and events. Feedback from this day demonstrated that children had an increased awareness of and appreciation for Aboriginal culture and history.



The Power of Participation

Inclusion and Community Highlights..

- Continued to promote community links through healthy food initiatives, including cooking with and for our families and visits from nutritional experts.
- On going development of Positive Home School Links.
- Successful participation in the Special Olympics Sports Carnival.
- On going commitment in the provision of professional learning ensuring highly skilled staff.
- A secure, safe, positive environment.
- The Provision of reverse integration opportunities for Westminster Junior and Senior Primary School students.
- Participation in whole school activities including; assemblies, sports carnivals, incursions , excursions, Westkids Expo Day, school clubs, camps and curriculum initiatives.
- Ongoing collaboration with TAFE, ECU and UWA in providing practice placements for EA and Teacher students.
- Continued strong links with interagencies, including DSC, DCPFS, Therapy Focus, Paediatricians, school Psychologist, WAHSP, Healthway and the Special Olympics.



Transition

Two students graduated from Westminster ESC in 2013. Arrangements were made for guardians to visit suitable Senior High Schools where they met with Principals and staff to discuss their child's individual needs and to ensure the schools could adequately cater for them. Both students were welcomed at Carine Senior High School and Gladys Newton School respectively. We wish them well in their new schools.



Preparation for High School

Every year staff discuss with parents' the options available for students post primary and facilitate meetings with secondary principals. This leads to appropriate enrolments and children successfully completing transition programs at the relevant high schools.

2013 saw 2 Year 7 students graduate from Westminster ESC, . In 2014 our students will commence their transition programs with Mirrabooka SHS ESC, Duncraig SHS ESC and Gladys Newton School.



Noteworthy Numbers

The Staff

The school has an experienced, dedicated teaching and non teaching staff.

All teachers meet the requirements necessary to teach in government schools and are registered with the WA College of Teaching.

All staff participated in a wide range of other professional learning in 2013.

	No	FTE	ATSINo
Administration Staff			
Principals	1	1	0
Total Administration Staff	1	1	0
Teaching Staff			
Other Teaching Staff	7	3.9	0
Total Teaching Staff	7	3.9	0
School Support Staff			
Clerical/Administrative	3	1	0
Other Non-Teaching Staff	13	10.8	0
Total School Support Staff	16	11.8	0
Total	24	16.7	0

Student Participation

Participation at Westminster is high for a centre placed within a Low Socio-Economic Community with a number of students with major medical issues. However, attendance is always close to the state average and indicates that the school provides an appropriate and stimulating curriculum. It also highlights the value parents place in the school.





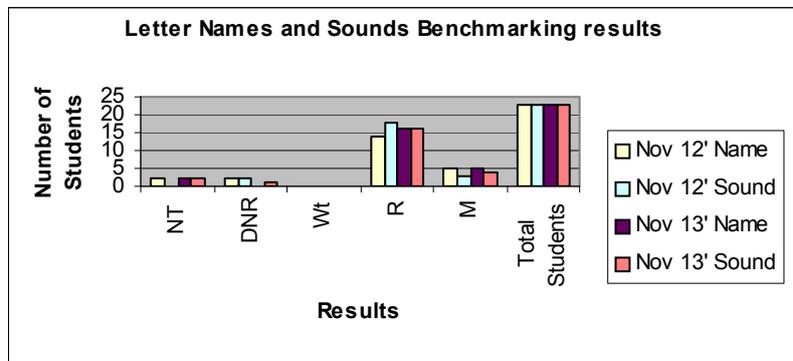
Noteworthy Numbers

Student Achievement

Students at WESC are engaged in programs based on outcomes specified by their Individual Education Plans. Teachers make judgements about individual student programs based on pre and post assessments. It is inappropriate to compare individual student progress against specified benchmarks, standardised tests or chronological aged student achievements. Individual student outcomes are developed, monitored, assessed, reported on and reviewed with parents/caregivers, who are actively involved in the IEP process. However we have collected some valuable data which has enabled us to gain an overview of how the whole school is progressing.

Reading Testing

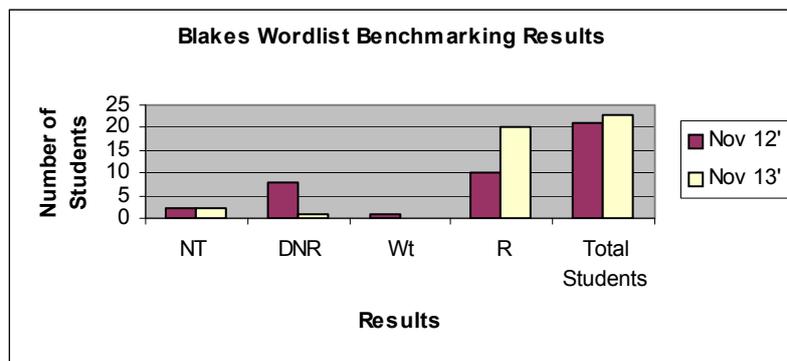
1:1 Testing was completed in Term Four in 2012 and 2013 by the same teacher for a standardized comparison. It was our second year of testing the pre-reading skills of letter knowledge and sight words, which has allowed almost all lower achieving students to show some improvement in the data. This data will also allow us to see how these skills influence reading ability in our children in the future.



Scales: **NT** not tested **DNR** did not register **Wt** working towards **R** registered **M** mastered

Letter Names and Sounds

A large improvement was seen in the knowledge of letter sounds. Many of the junior class students have benefited from having no pre existing knowledge of letter names, which stops the confusion when students begin to sound out words. Many other students increased their knowledge of letter sounds and it was evident that students are now learning the difference between a letter sound and name.



Students have benefited from a variety of strategies to teach letter sounds. DTT has worked particularly well for some students.



Noteworthy Numbers

Student Achievement

Blake's Word List

Blake's Word List is a modern list of frequently used words. All students tested registered due to acquiring letter sounds. Many students made big improvements over the year.

More children were observed decoding words than at the beginning of the year, when many of them just reeled words off by rote, without looking at them. In testing, many students demonstrated knowledge of the difference between letters and words.

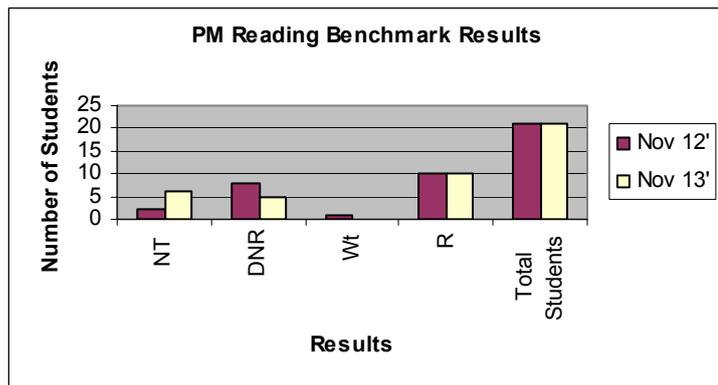
PM Benchmarking

Several children registered as readers for the first time and others made considerable progress. Children usually progress through the lower levels at a slower rate than the higher levels. Students displayed varying degrees of comprehension. As fluency develops comprehension should improve for most students.

To register as a level 1 reader, children must have basic reading behaviours and use decoding skills such as picture cues, sight words, word for word correspondence, language patterning. Level 2/3 readers must possess a higher level of decoding or word attack skills, so some children may be 'stuck' on these early levels for some time until they develop their sight word bank or learn to sound out basic words. It was terrific to see many students using word for word correspondence and increasing site word bank.

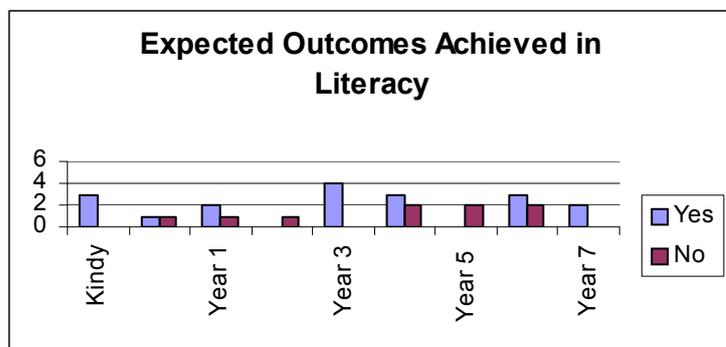
A few children showed a heavy reliance on picture cues and language patterns.

Our staff never stop trying to present reading in new and exciting ways. The benefits of this was evident in 2013 when a year 6 student began to read for the first time. At Westminster ESC we always ensure we keep abreast of new initiatives so we can provide our students with the best opportunities to reach their full potential.



Individual Education Plans

Every student at Westminster ESC receives a Individualised Education Program (IEP). The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. We see the IEP as the cornerstone of a quality education for every student in the centre.



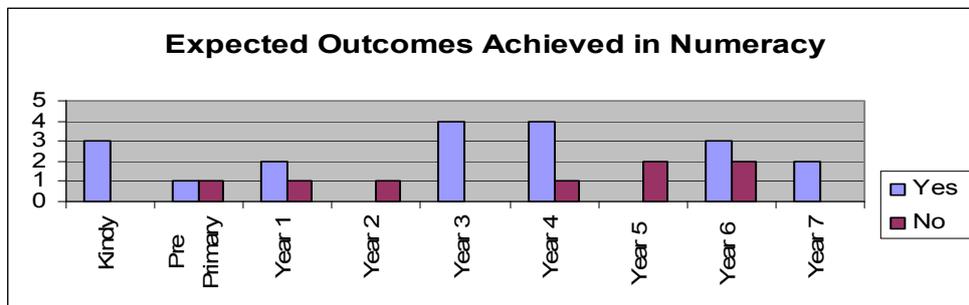
For the first time, this year we asked the question 'did each individual student meet their individual expected outcome in Literacy and Numeracy?'



Noteworthy Numbers

The data we obtained indicated that in the majority of year groups our students reached their expected outcomes for Literacy and Numeracy which had been negotiated with everyone involved with each individual student's education plan.

It is worth noting that this data is not standardised but a reflection of individual student progress, which can fluctuate due to the individual needs of students. However we will continue to monitor this data on a longitudinal basis and reflect further on the information gained and to take the information into consideration when planning and delivering our programs.



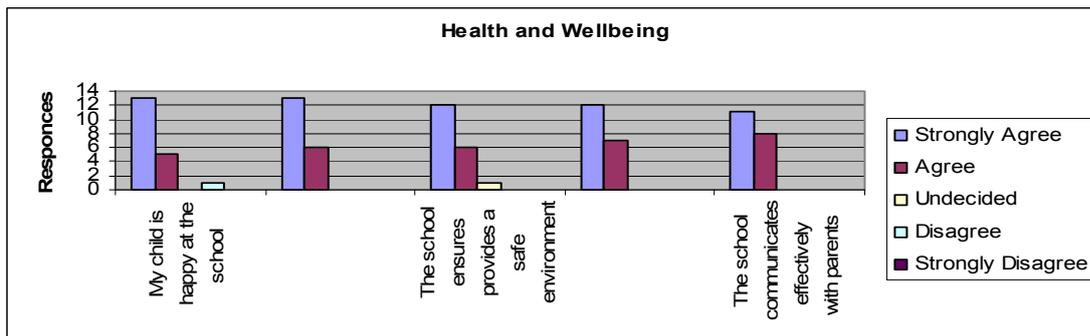
Parent Survey summary

A school Community Survey was conducted in Term 4 2013. This survey was used to collect data and gain feedback on a balanced range of issues about many facets of the centres operation.

The information derived from this parent survey has been used to gain school community perceptions about the school's performance so that it can then identify areas for improvement.

Overall, 90% of families responded to the survey which was a very high response rate.

Below is a summary of findings focusing on two key areas health and well being and teaching and learning.



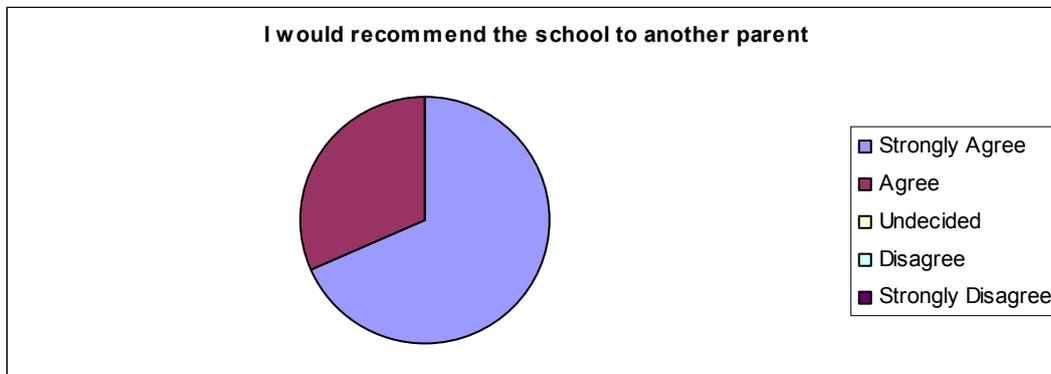
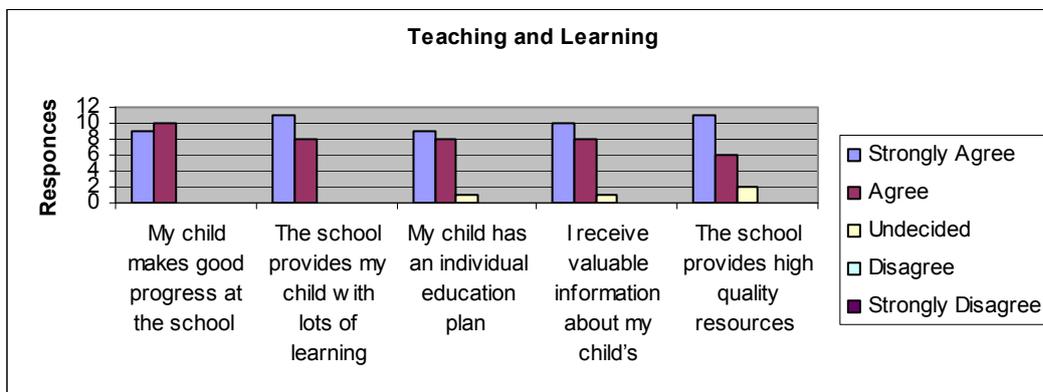
Health and Wellbeing relates to the general learning environment and the culture of the school. It includes behaviour management, school pride, security, pastoral care and the general tone of the school.

It also pertains to the two-way relationship between school and community. It looks at how receptive the school and its staff are to input from parents and students and how well the school keeps students and parents informed about individual and whole-school performance.



Noteworthy Numbers

Teaching and Learning relates to how the school's teachers are perceived. Items that stem from this issue invite opinion about teachers' attitudes and their teaching skills. It also relates to the range, depth and relevance of learning opportunities that are made available to students in the school. It includes opinions about levels of achievement that are typical of the school.



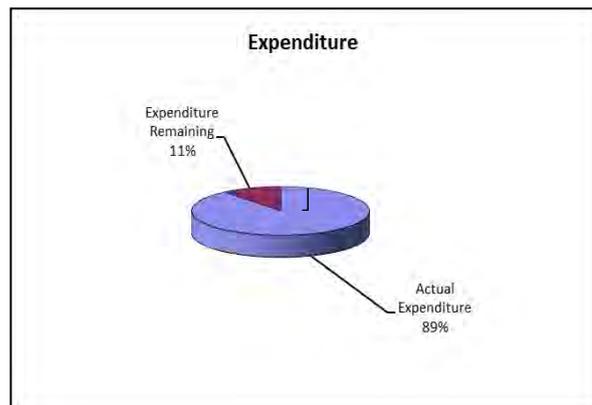
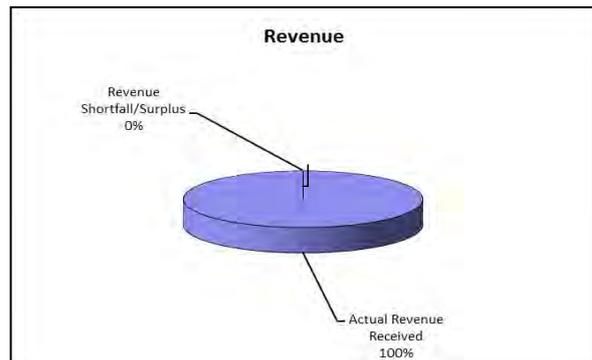
Finally the question was asked 'would you recommend the school to another parent?' The answer provided was a resounding yes and a real endorsement of the school from its community.

In summary the data collected provided the school with a resounding 'thumbs up' providing a clear endorsement of its vision and the progress it is making within teaching and learning and the provision of strong community links.



Financial Summary December 31st 2013

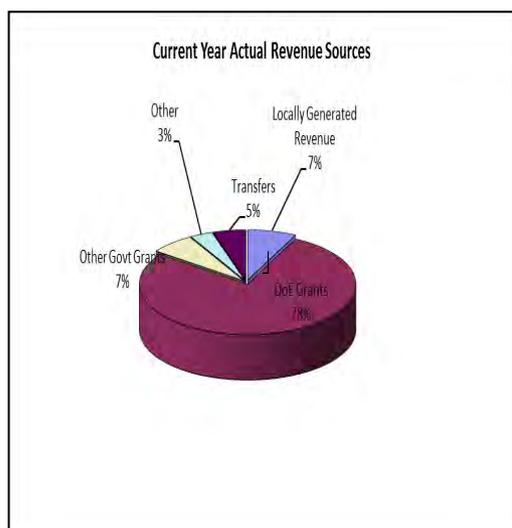
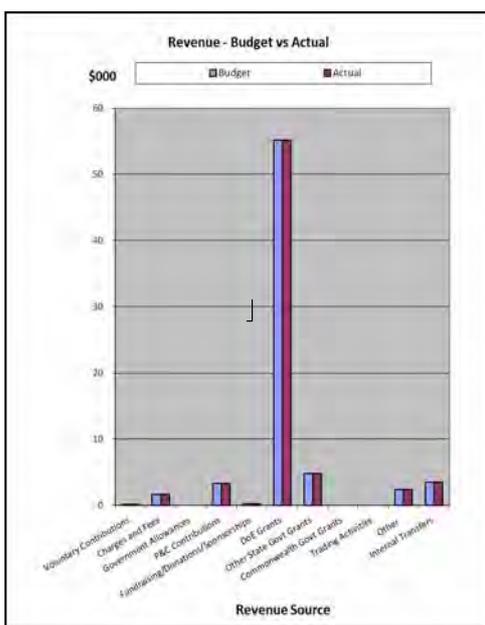
Revenue:	
Previous Year Closing Balance Brought Forward	\$ 33,561.89
Current Year Budgeted Revenue	\$ 71,053.11
Actual Revenue Received	\$ 71,052.97
Revenue Shortfall/Surplus	\$ 0.14
Revenue Collected as a % of Current Budget	100.0%
Total Funds Available	\$ 104,614.86



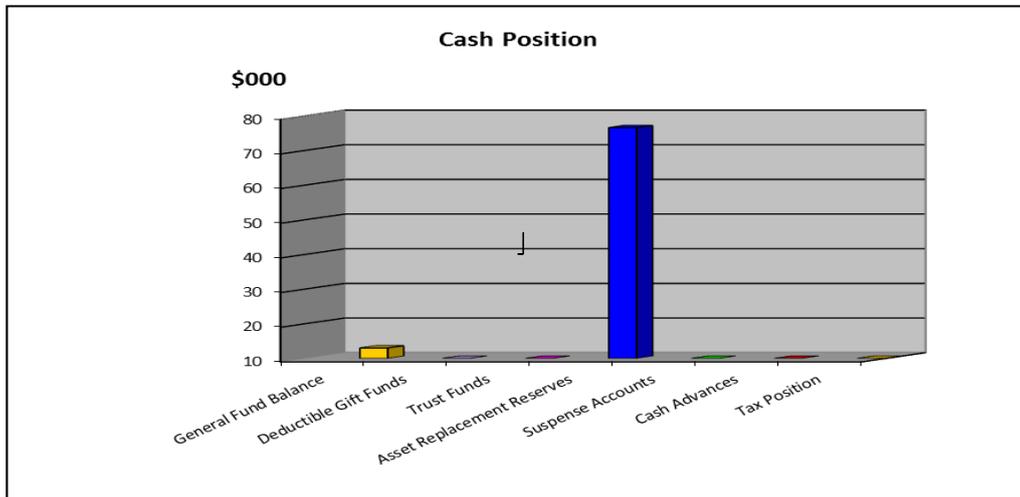
Expenditure:	
Current Year Budgeted Expenditure	\$ 102,843.00
Actual Expenditure	\$ 91,597.91
Expenditure Remaining	\$ 11,245.09
Unallocated Expenditure Budget	\$ 1,772.00
Unallocated as a % of Total Funds Available	1.7%
Actual Expenditure as a % of Budgeted Expenditure	89.1%



Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 97.00	\$ 97.00
2 Charges and Fees	\$ 1,625.00	\$ 1,625.00
3 Government Allowances	\$ -	\$ -
4 P&C Contributions	\$ 3,250.00	\$ 3,250.00
5 Fundraising/Donations/Sponsorships	\$ 230.00	\$ 230.00
6 DoE Grants	\$ 55,204.11	\$ 55,203.90
7 Other State Govt Grants	\$ 4,750.00	\$ 4,750.00
8 Commonwealth Govt Grants	\$ -	\$ -
9 Trading Activities	\$ -	\$ -
10 Other	\$ 2,397.00	\$ 2,397.07
11 Internal Transfers	\$ 3,500.00	\$ 3,500.00
Total	\$ 71,053.11	\$ 71,052.97
Opening Balance	\$ 33,561.89	\$ 33,561.89
Total Funds Available	\$ 104,615.00	\$ 104,614.86

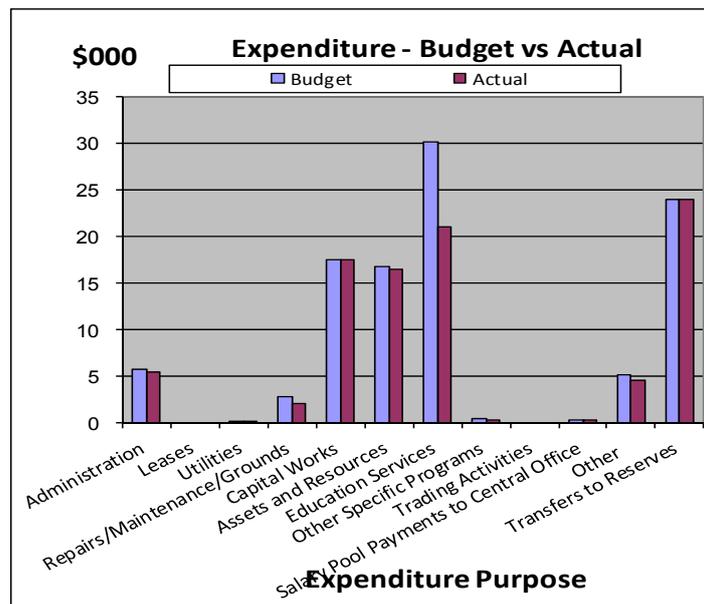


Expenditure	Budget	Actual
1 Administration	\$ 5,770.00	\$ 5,401.34
2 Leases	\$ -	\$ -
3 Utilities	\$ 120.00	\$ 112.09
4 Repairs/Maintenance/Grounds	\$ 2,700.00	\$ 2,083.62
5 Capital Works	\$ 17,534.00	\$ 17,533.64
6 Assets and Resources	\$ 16,716.00	\$ 16,490.59
7 Education Services	\$ 30,103.00	\$ 20,983.89
8 Other Specific Programs	\$ 480.00	\$ 232.55
9 Trading Activities	\$ -	\$ -
10 Salary Pool Payments to Central Office	\$ 270.00	\$ 270.00
11 Other	\$ 5,150.00	\$ 4,490.19
12 Transfers to Reserves	\$ 24,000.00	\$ 24,000.00
Total	\$ 102,843.00	\$ 91,597.91



Cash Position as at:

Bank Balance	\$	89,247.85
Made up of:	\$	-
1General Fund Balance	\$	13,016.95
2Deductible Gift Funds	\$	-
3Trust Funds	\$	-
4Asset Replacement Reserves	\$	76,598.90
5Suspense Accounts	\$	-
6Cash Advances	\$	-
7Tax Position	-\$	368.00
Total Bank Balance	\$	89,247.85



School Planning

The planning cycle begins in term 4 with all staff reviewing the school operational plan. Teachers' reflections on learning programs and analysis of student progress data against IEP specified outcomes drive the review. The new plan is then drafted and finalised in term one the following year. The budget is framed and funds allocated to support each learning program and identified priority areas. Our comprehensive self-reflection and planning processes lead to a positive and self-critical school culture striving for on-going improvement. Learning programs evolve as continuous teacher reflection on student performance drives pedagogy more responsive to student needs.

Challenges And Opportunities For 2014

It is our aim to build the capacity within the school and its community to ensure success for all students; improve student attendance; enhance engagement and behaviour; provide high quality teaching and leadership and to remain a capable and responsive organisation.

We will continue to provide all our students with a positive learning environment through an energised staff who seek new challenges within the curriculum, providing explicit teaching and instructional strategies in the classroom.

We will aim to increase our enrolment and participation from the community within the school in 2014. Building on the success of our Early Years Programs and maintaining and extending teaching and learning opportunities for students in the middle and senior primary years is also an important part of our planning. As will be the provision of specialist programs which will meet the wide ranging needs of our students.

Literacy and Numeracy will always remain a school priority and we will always seek to renew and refresh its focus to ensure achievable outcomes suited to our diverse student profile. We look forward to another positive, stimulating year where each student is given the opportunity to reach his/her potential.

21st Century learning is integral to all students learning and our challenge will be to promote and engage both students and teachers, providing new technologies; new



Signed

_____ Principal

_____ School Council

_____ School Council

_____ School Council

_____ School Council

_____ School Council