



# **Westminster Education Support Centre**

**2014**

**Annual Report**

## **From the Principal**

The Annual Report provides parents, caregivers and members of the community with an overview of Westminster Education Support Centre's performance over the past year. It provides information on school programs, attendance, finances, staffing and student achievement.

At Westminster Education Support Centre we work in partnership with parents, including our Parents and Citizen Association, other schools and outside agencies. We acknowledge the contribution these partnerships make to both the running of our school and the success of our students.

The staff at Westminster Education Support Centre work as a team, to create optimum learning environments and programs for students. All teaching staff reflect upon and contribute to the critical review of, and development of school planning documents. Our comprehensive self-reflection and planning processes lead to a positive and self-critical school culture, striving for ongoing improvement. Programs evolve as continuous teacher reflection on student performance drives pedagogy to respond to student needs,

## **Our Mission Statement**

Our aim is to provide a purposeful and relevant curriculum which is outcomes focussed and responsive to the needs of each individual in a supportive, safe stimulating and inclusive environment, where the rights of all individuals are considered and independence is fostered.

## **Our Beliefs and Values**

At Westminster Education Support Centre...

- We believe that all students are capable of learning and achieving individual outcomes.
- We support students by scaffolding concepts and adapting programs to give them the best opportunities to grow in confidence and to achieve at a level that is developmentally appropriate.
- Through individual programs we are able to assist the students to progress along their continuum of learning.
- With encouragement and support, students are able to participate in all learning areas and achieve their individual outcomes.
- By learning relevant life skills students are enabled to participate and contribute in the wider community with confidence and dignity.

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## Our Context

Westminster Education Support Centre was established in 1985 and is located approximately 12 kms north of Perth in the suburb of Westminster. The ESC shares a site with Westminster Primary and Westminster Junior Primary School and caters specifically for students with special needs from Kindergarten to year 7. The school is located in a low socio-economic area and students come from diverse cultural backgrounds providing a wonderful vibrancy and creating a rich environment that promotes respect, tolerance and acceptance. Students have varying abilities and needs which are catered for through Individual Education Programmes in individual, small group and integrated mainstream settings. The highly trained staff prepare each child for the opportunities and responsibilities of life by developing their academic, social-emotional and communication skills, while fostering their potential independence. Westminster ESC has an active parent body and receives support from many outside agencies, ensuring student needs are met and families receive appropriate assistance.

## Staffing

All teaching staff at Westminster Education Support Centre hold relevant qualifications and are registered with the Teacher Registration Board of Western Australia. All staff participate in professional development to continually update their knowledge and skills to best meet Department of Education requirements and student needs. The increase in enrolments at Westminster Education Support Centre saw the staffing increase by almost 70% in 2014.

In 2014, Mrs Rae-Ellen Hawker, a long term teacher at Westminster Education Support Centre, was acknowledged as the winner of the "Primary Education Support Teacher of the Year" award by the Western Australian Education Support Principals and Administrators Association. Ms Cassie Pettit's nomination for "Education Assistant of the Year" was acknowledged at the Department of Education awards as well as at the Western Australian Education Support Principals and Administrators Association awards.

	<b>Number of Staff</b>	<b>Full Time Equivalent</b>
<b>Principal</b>	1	1.0
<b>Teaching Staff</b>	9	6.0
<b>Registrar/Officer</b>	3	1.4
<b>Support Staff</b>	24	19.7
<b>Total</b>	<b>37</b>	<b>28.1</b>

## **Priorities 2014**

In 2014 Westminster Education Support Centre aimed to build the capacity within the school and its community to ensure success for all students by improving student attendance; enhancing engagement and behaviour; providing high quality teaching and leadership and remaining a capable and responsive organisation.

We continued to provide all students with a positive learning environment through an energised staff who sought new challenges within the curriculum and provided explicit teaching and instructional strategies in the classroom. All staff completed professional development courses during the year to ensure their knowledge and understanding of curriculum and pedagogy was current and relevant to the needs of their students. We engaged external agencies, such as Therapy Focus, Centre for Cerebral Palsy, Autism Association, Disability Services, Healthy Schools WA etc to ensure all staff had the capacity and strategies to best understand and manage student behaviour, health and well being and learning styles.

We aimed to increase our enrolment and participation from within the school community in 2014. We continued to build on our Early Years Program, implementing many recommendations and strategies from the National Quality Framework and Standards and extended teaching and learning opportunities within the middle and upper primary school. We provided specialist music and art programs and integrated life skills and community access into our regular class programs. Parent participation and engagement was high, with most students having family attend concerts, carnivals, picnics and courses offered such as first aid and healthy lunch box ideas. The positive school spirit and reputation for excellent individualized programs saw our enrolment increase considerably over 2014.

Literacy and Numeracy remained a school priority in 2014. Staff continued to explore and implement both old and new strategies to ensure achievable outcomes suited to our diverse student profile. Due to the nature of teaching children with special needs no one strategy was appropriate for all students. Teachers and Assistants worked together to teach children individually or in small groups to cater for both ability and learning styles, ensuring all children were given the opportunity to reach their potential.

21st Century learning is integral to the learning of all students. 2014 saw Westminster Education Support Centre employing existing and acquiring several new technologies such as computers, iPads, whiteboards, resources and applications. Staff were upskilled on their use and the devices were successfully integrated into everyday classroom learning.

## Curriculum

At Westminster Education Support Centre we offer children a diverse student centred curriculum based on Department of Education requirements and individual needs. We cover all eight learning areas at levels appropriate for individual students, with a clear focus on functional literacy and numeracy. Children with special needs are exempt from NAPLAN Testing, therefore that data is not available for student or school achievement comparisons. All children at Westminster Education Support Centre work towards and are assessed on, individualized goals and desired outcomes. However, objective standardized data is available in the English learning area of reading.

### English

Teachers implemented a range of strategies to ensure all children were engaged and working to the best of their ability across reading, writing and spelling, speaking and listening and viewing. Strategies used include synthetic phonics programs, Direct Instruction, Discrete Trial Training, workbooks, mentored, shared and guided reading, film and television clips, games and technologies. One student was integrated into mainstream English classes with support.

1:1 reading testing was completed in term four in 2014 by the same teacher for standardized conditions and comparisons. This testing is objective and measures individual student achievement as a result of the variety of literacy strategies implemented by teachers at a classroom level. It was encouraging to see some older students make large improvements. This demonstrates that teachers continue to set high, yet achievable goals and are continually adjusting strategies to meet the needs of students, ensuring they reach their potential, regardless of historical performance. Our staff always believe in their students' capacity to learn.

### Results of 2014 Testing

#### Letter Names and Sounds

- There was a solid improvement in the acquisition of letter names and sounds this year, with many students demonstrating mastery.
- It was evident that teachers are utilizing letter sounds as opposed to names more in the class room as children had acquired them and were sounding out in later testing.

	Did not test or register		Registered		Mastered	
	Name	Sound	Name	Sound	Name	Sound
2013	2	3	15	15	5	4
2014	4	4	9	12	15	12

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### Blakes Word List

- Solid improvement was demonstrated in the junior school with capable students, some using decoding skills such as initial sound or sounding out words to recall them. Other students showed modest improvement consistent with their ability level and learning rate, with one senior student exceeding expectations, gaining 72 words in a twelve month period.
- The importance of maintaining a whole word or sight word bank program was highlighted by a decrease in sight words when concentrating on a DI phonics program only.
- Many students tested as having a word bank as they now recognise the letters a and l generally and therefore tested as having knowledge of the corresponding words.
- Some students may have appeared to underachieve on this test compared to their classroom ability. It is important to note that the test was carried out by a teacher who does not teach the students literacy, the test is in a format that students may not be familiar with and very little prompting is allowed. Generalization and consistency play a large part in these results.

	Did not test or register	Registered	Mastered
2013	3	17	2
2014	5	19	4

### PM Reading Benchmarking

- Many students did not register as readers or did not meet the prereading requirements to test. Two readers registered for the first time, two were at RR mastery level and many showed steady progress. Three students showed significant progress which is a credit to staff who persisted with finding strategies that best suited the learning styles of the students.
- An improvement in 1:1 word correspondence was evident throughout the Centre.
- Many students were unable to read for meaning. They demonstrated very little comprehension of what they had read, often with very little fluency, rather reading staccato in a word for word monotone.

	Did not test or register	Registered	Mastered
2013	11	10	1
2014	14	12	2

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Mathematics

Students worked on individual programs, in one on one or small group situations. Several strategies were employed to teach maths including Direct Instruction, Discrete Trial Training, math technology applications, workbooks, concrete mathematics and cooking. Most maths classes focussed on functional skills needed in everyday life such as time, money, measuring and basic number skills. These skills are important in allowing students to function independently within the community. The senior students operated a café for staff, shopping, taking orders, collecting money, preparing and delivering orders. This provided a purposeful hands-on maths program for students to put their knowledge into practice. Children enjoyed the online Mathletics program which was closely monitored and assessed by teachers.

The Arts

Westminster Education Support Centre employed a specialist art and music teacher in 2014 to ensure all children received a high level of instruction in this learning area. Children had their artwork displayed around the school and performed musical items at assemblies and school functions. Incursions and excursions featuring musical and theatrical performances were enjoyed by students throughout the year, both as a Centre and in collaboration with mainstream schools. Most students had an opportunity to participate in mainstream art classes and the Combined Schools Choir was run and conducted by the Westminster Education Support Centre music teacher.

Science

A broad range of topics were covered in science in 2014, focussing on the interests and abilities of the students in each class. An enquiry based approach, utilizing hands on and clearly observable and measurable systems, such as gardening were used as the basis for most themes. The students established an edible garden with assistance from staff and community donations. Middle school students were part of the Yates Junior Gardener program and the whole school enjoyed a cooking competition as its culmination. Westminster Education Support Centre was a member of Scitech Discovery Centre in 2014 and students enjoyed several visits to puppet shows and displays to enhance their learning. Student learning was also reinforced with visits to AQWA and the Perth Zoo.

The Primary Investigations science program was modified and incorporated into classroom teaching programs wherever possible. This ensured all areas of the curriculum were covered at the children's levels, whilst maintaining a mainstream type strategy and sequence of learning.

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Humanities

Our humanities programs were closely linked to special occasions and days of commemoration and celebration throughout 2014, such as Harmony day, ANZAC day, NAIDOC etc. A dinosaur theme was also studied to coincide with an interactive display touring at the Western Australian Museum. Teachers incorporated aspects of history, geography and civics and citizenship into each theme. Family participation was encouraged at several events. We received a grant through the PALS project that assisted our learning in the Australian history and Aboriginal culture learning areas.

Health and Physical Education

In 2014 all children at Westminster Education Support Centre met the minimum physical activity in schools requirement. With support, most students had an opportunity to participate in mainstream physical education classes, with some also participating in fitness, sport sessions and interschool sport activities also.

We utilized grants from the Healthy Schools WA Project and Healthways, as well as support from Foodbank WA that enhanced our learning in the areas of healthy eating, food preparation and hygiene. A teacher undertook nutrition and cooking classes with children each week.

Interm swimming lessons were successful in first term and we were given an opportunity for the older students to participate in a second series in term 3. It was noted that the students were less anxious and had retained more of the skills they had been previously taught and therefore, made more progress than when they completed swimming lessons once a year.

We were awarded an RAC grant which saw senior students travel to Gladys Newton School and participate in road awareness and bicycle safety lessons with Bike West. This reinforced and enhanced our classroom road safety lessons.

Design and Technology

During 2014 Westminster Education Support Centre acquired several additional technologies to integrate into other learning areas in the classroom. iPads were used extensively as learning tools, with several programs and applications being purchased to enhance classroom teaching. They were also used for recording and assessing students learning in progress.

Children enjoyed a variety of opportunities to explore the design-make-appraise cycle using a range of materials, whilst working with support at their own level.

### Language Other Than English (LOTE)

Students at Westminster Education Support Centre continued to study AUSLAN, the official sign language of Australia, in 2014. It was also used consistently by teachers in the classroom to reinforce letter sounds, colours, numbers and basic greetings and instructions. This method of communication helped to alleviate frustration in nonverbal students and allowed verbal and nonverbal people to communicate in a mutual method.

### **Value Adding Activities**

Westminster Education Support Centre aims to work in partnership with families and support agencies to develop the child as a whole, preparing them with the skills necessary to lead productive lives as independently as possible. During the year, staff, students and families participated in several activities which promoted this.

- We received money from the Healthy Schools Project and Healthways to promote healthy eating among children and their families. Parents were regularly invited to participate in cooking and education sessions at the school, including a Healthy Hamburger picnic, healthy breakfasts, a Crazy Carrot Cook-off and a Christmas lunch. Around 120 Christmas lunches were prepared for students and their families in 2014, which demonstrates that families are happy to come into the school to support initiatives.
- The RAC provided sponsorship to allow students to travel to Gladys Newton School to engage in Bicycle and Road safety lessons held by Bike West.
- We participated in several Aboriginal Cultural Awareness Celebrations including incursions from traditional performers, an excursion to Wongi Mia, Yanchep Cultural Centre and NAIDOC activities. We were grateful for a PALS grant which provided crucial funds to support these initiatives.
- All children participated in activities with mainstream students. Some children integrated into classes such as English, Art and Phys Ed and some senior students represented the combined schools in interschool sports activities.
- Children successfully participated in swimming lessons in first term and we were grateful to be offered a second set of lessons in term 3. Teachers observed that children retained more skills and made greater progress having lessons spaced closely together.
- In 2014 we participated in the Education Support Interschool Sports Carnival for the first time. Student, staff and parent feedback was very positive.
- Our Early Childhood program continued to provide an excellent foundation for students as they enter the school system. Numbers grew considerably in 2014 as our reputation spread throughout the community.

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### **Student Enrolments**

Enrolments at Westminster Education Support Centre grew considerably over 2014. We attribute this to our good reputation due to our experienced staff, extensive and appropriate programs, relationships with external agencies and increasingly positive school spirit and parent relationships.

As with many Education Support Schools, Westminster Education Support Centre experiences a high level of student transiency. 2014 saw many students transfer in to and out of our school from overseas, interstate and other school settings. This high level of student turnover saw our numbers increase steadily over the year. School staff endeavoured to ensure all families were warmly welcomed and students settled quickly into their new setting.

<b>K</b>	<b>PP</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
5	7	6	3	1	4	5	5	4	40

### **Student Destinations**

Nine students graduated from Westminster Education Support Centre in 2014. This was an increased number on previous years due to the Department of Education's new school years format, which sees the year seven program being transferred to high schools from 2015.

Four year seven students and three year six students participated in the transition program to Mirrabooka Senior High School Education Support Centre, with the remaining two year six students transitioning to Duncraig Senior High School Education Support Centre.

### **Student Attendance**

The majority of students at Westminster Education Support Centre had excellent attendance rates in 2014, higher than the state average. The staff provided an appropriate and engaging curriculum and parents place a high value on educating their children. However, unavoidable poor health among students with disabilities and one non attending student meant the school's average attendance rate was below the state average, despite a 4.6% improvement from 2013. Support agencies were engaged to assist the family of the non attending student.

## **Behaviour Management**

Westminster Education Support Centre employs a whole school behaviour policy that encourages consistency across classes. It is based on consequences for behaviour and encourages children to take responsibility for their actions. Positive behaviour is heavily rewarded in all classes and by the Principal. Children are acknowledged at assemblies with merit awards for outstanding behaviour, efforts and achievements.

Children who require additional support to follow class or school rules are placed on an individual behaviour plan in partnership with school staff and parents. We acknowledge that all children have the right to be safe at school and in some cases of extreme behaviour, in consultation with parents and Department of Education support staff, students at Westminster Education Support Centre were given in-school or external suspension.

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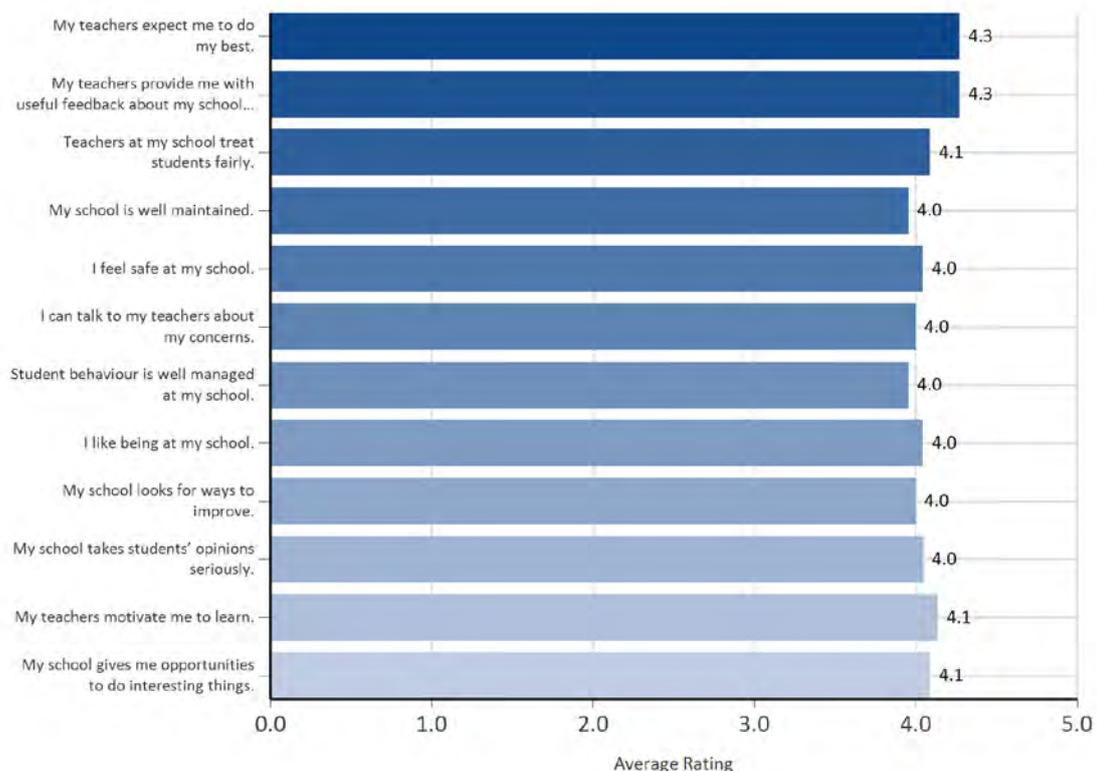
### Parent, Teacher and Student Satisfaction

In 2014 students, parents and staff were invited to partake in the ACARA School Survey to gauge the opinion of relevant stakeholders on how well the school is operating. The results were encouraging and reflect the improved school spirit, parent and student engagement and appropriate learning programs. This information will be used in future program analysis and direction for improvement.

The following scale applies.

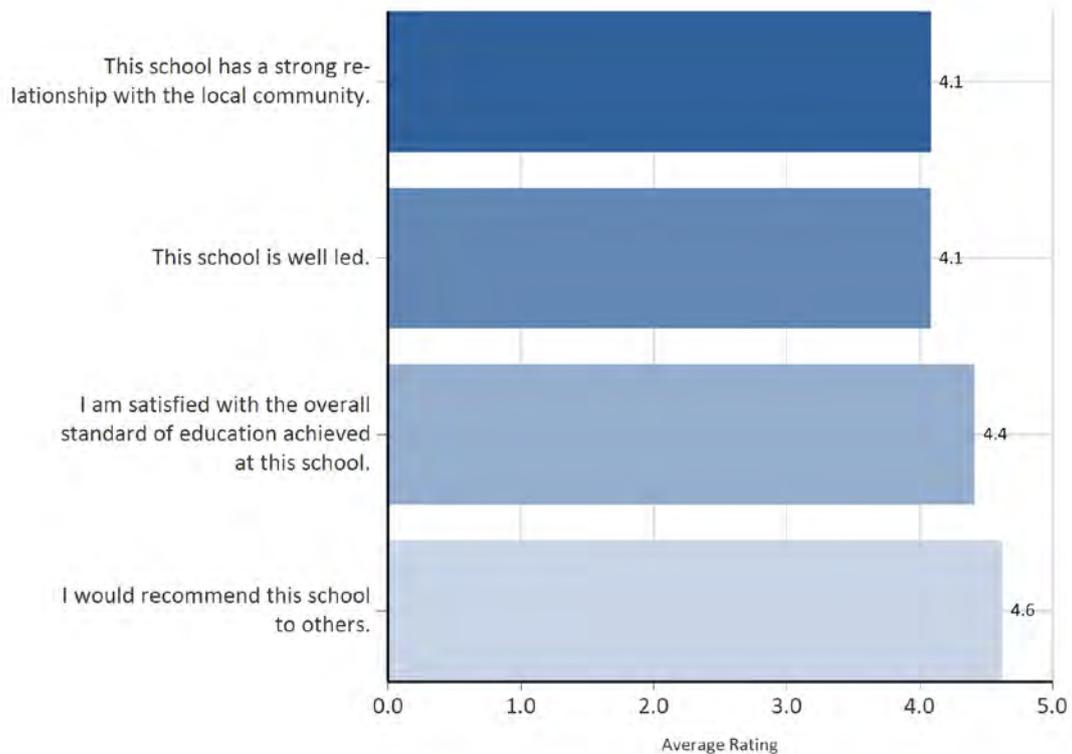
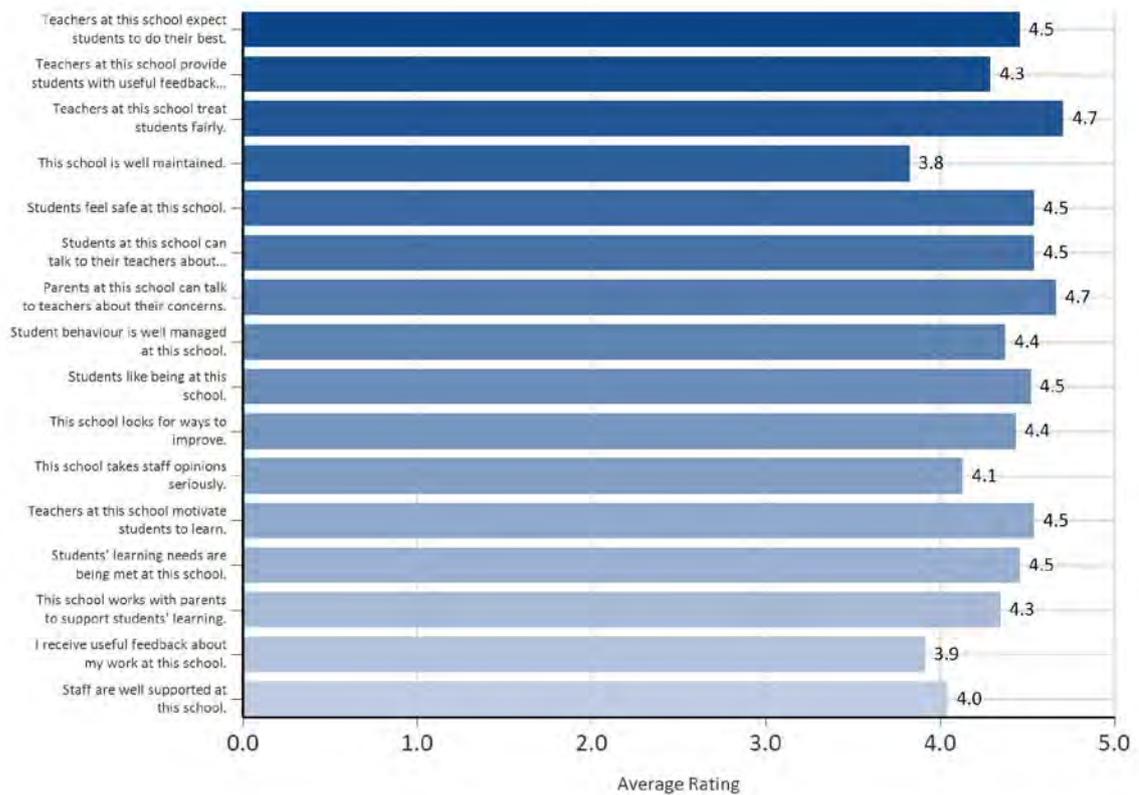
- 4.1 – 5.0 Strongly Agree
- 3.1 – 4.0 Agree
- 2.1 – 3.0 Neither Agree nor Disagree
- 1.1 – 2.0 Disagree
- 0 – 1.0 Strongly Disagree

### Student Survey Results



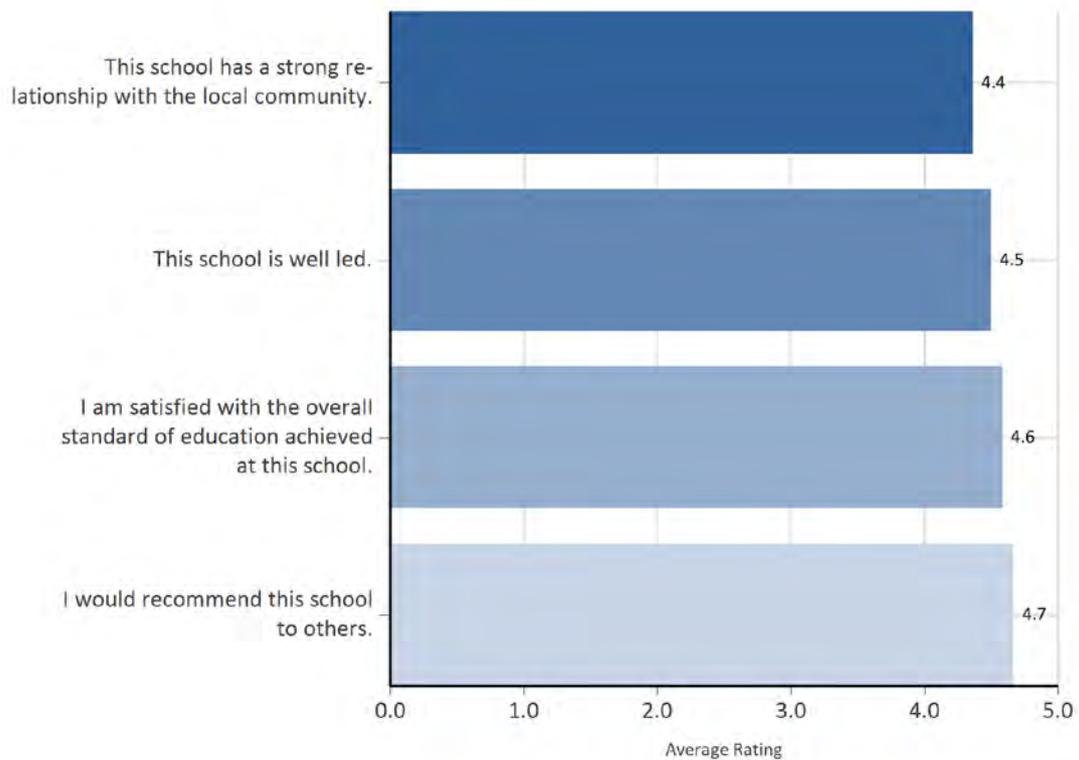
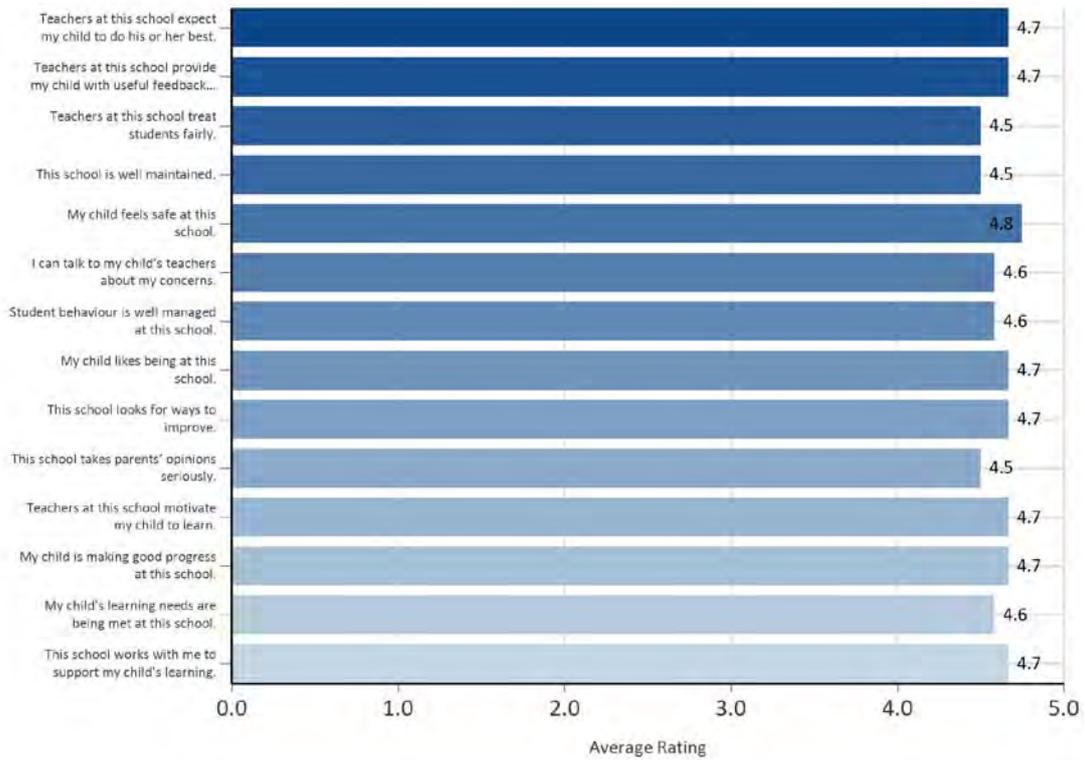
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## Staff Survey Results



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Parent Survey Results



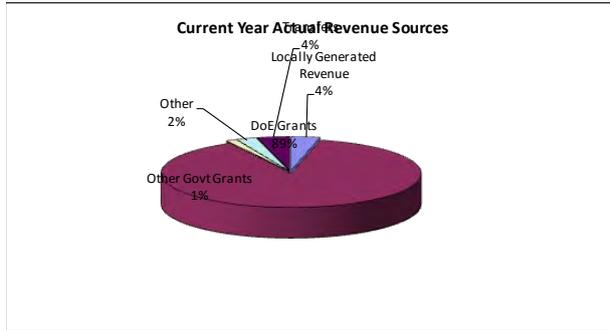
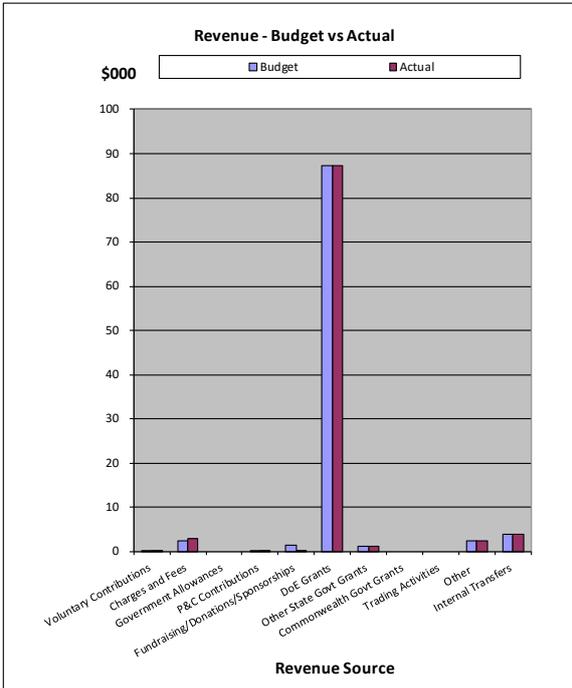
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## Financial Summary

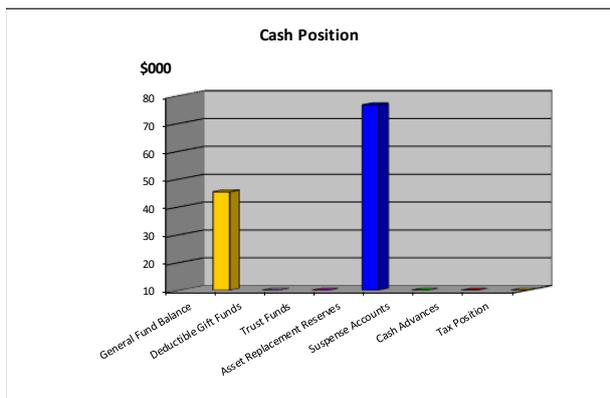
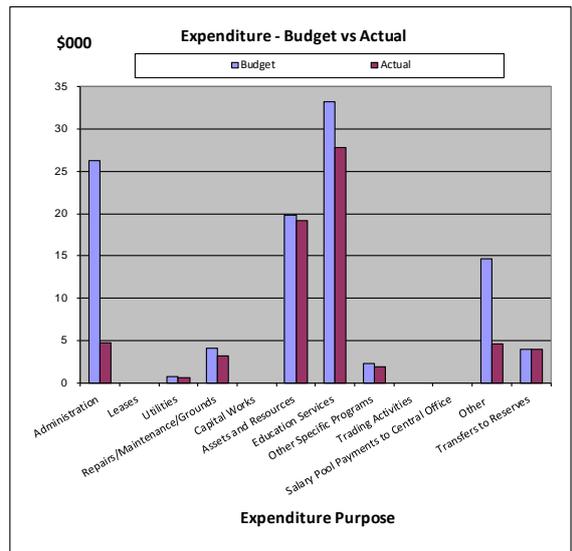
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### WESTMINSTER ESC Financial Summary as at 17 February 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 210.00	\$ 188.00
2	Charges and Fees	\$ 2,320.00	\$ 2,988.40
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 250.00	\$ 300.00
5	Fundraising/Donations/Sponsorships	\$ 1,340.00	\$ 60.00
6	DoE Grants	\$ 87,214.74	\$ 87,214.96
7	Other State Govt Grants	\$ 1,250.00	\$ 1,250.00
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ -	\$ -
10	Other	\$ 2,500.00	\$ 2,464.62
11	Internal Transfers	\$ 4,000.00	\$ 4,000.00
	<b>Total</b>	<b>\$ 99,084.74</b>	<b>\$ 98,465.98</b>
	<b>Opening Balance</b>	<b>\$ 13,017.00</b>	<b>\$ 13,016.95</b>
	<b>Total Funds Available</b>	<b>\$ 112,101.74</b>	<b>\$ 111,482.93</b>



	Expenditure	Budget	Actual
1	Administration	\$ 26,312.00	\$ 4,779.20
2	Leases	\$ -	\$ -
3	Utilities	\$ 800.00	\$ 670.90
4	Repairs/Maintenance/Grounds	\$ 4,050.00	\$ 3,243.86
5	Capital Works	\$ -	\$ -
6	Assets and Resources	\$ 19,820.00	\$ 19,184.56
7	Education Services	\$ 33,281.55	\$ 27,760.16
8	Other Specific Programs	\$ 2,337.00	\$ 1,858.98
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ -	\$ -
11	Other	\$ 14,658.00	\$ 4,615.89
12	Transfers to Reserves	\$ 4,000.00	\$ 4,000.00
	<b>Total</b>	<b>\$ 105,258.55</b>	<b>\$ 66,113.55</b>



Cash Position as at:	
Bank Balance	\$ 120,672.28
Made up of:	
1) General Fund Balance	\$ 45,369.38
2) Deductible Gift Funds	\$ -
3) Trust Funds	\$ -
4) Asset Replacement Reserves	\$ 76,598.90
5) Suspense Accounts	\$ -
6) Cash Advances	\$ 1,296.00
7) Tax Position	\$ -
<b>Total Bank Balance</b>	<b>\$ 120,672.28</b>

## **Future Directions**

It is our aim to build the capacity within the school and its community to ensure success for all students by...

- Improving attendance
- Enhancing engagement and behaviour
- Providing high quality teaching and leadership
- Remaining a capable and responsive organisation
- Building on our Early Years Program
- Ensuring increasing enrolments.

Our key focus learning areas for 2015 include...

- Literacy
- Numeracy
- Technology in the curriculum.