

Westminster Education Support Centre
Annual Report 2015



Westminster Education Support Centre

2015

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 (ESC) we work in partnership with Parents, the School Board, 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 ESC work as a team, to create an optimum learning environment for our students. Our 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 that is outcomes focussed and responsive to the needs of each individual in a supportive, safe, stimulating and inclusive environment.

Our Beliefs and Values

At Westminster ESC...

- We believe that all students are capable of learning and achieving individualised outcomes tailored to their needs.
- 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 specific outcomes.
- By learning relevant life skills students are enabled to participate and contribute in the wider community with confidence and dignity.

Our Context

Westminster ESC was established in 1985 and became an Independent Public School in 2015. It is located approximately 12 kms north of Perth in the suburb of Westminster. The ESC shares a site with Westminster Primary and Westminster

Westminster Education Support Centre
Annual Report 2015

Junior Primary School and caters specifically for students with special needs from Kindergarten to Year 6. Students at the school come from diverse cultural backgrounds providing a wonderful vibrant and rich environment that promotes respect, tolerance and acceptance. All students are supported through Individual Education Programmes (IEP's). Teaching and learning takes place on an individual basis, 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, whilst fostering their potential independence.

The Centre was nominated for "School of the Year" at the Western Australian Education Support Principals and Administrators Association awards in 2015. Members of staff and the community were thrilled with how the school was perceived.

In 2015 Westminster ESC successfully gained Independent Public School status. This enabled us to create a School Board; our members are:

Gary Hobson -	Principal
Suzette Boeyen -	Registrar
Tamara Utting -	Teacher
Dylan Grogan -	} NEXT – School Board Chair
Victoria Bishop -	
Hayden Long -	Team Leader Therapy Focus
John O'Rourke -	ECU Lecturer
Susan Beltman -	Director of student of Student Experience Curtin University
Michele Lamont Smith -	TAFE Lecturer
Priyanthi Ranasinghe -	Parent

Staffing

The education support staff at Westminster ESC are highly skilled and qualified to teach students with special needs. The school ensures current and relevant professional development is continually available for all staff. Due to the popularity of the Centre over the past 3 years there has been an increase in student enrolments at the school, leading to increased staff numbers.

	Number of Staff	Full Time Equivalent
Principal	1	1.0
Teaching Staff	9	6.6
Registrar/Officer	3	1.4
Support Staff	22	16.2
Total	35	25.2

- In 2015; Mrs Claire Deans was nominated for the "Primary Education Support Teacher of the Year" award by the Western Australian Education Support Principals and Administrators Association.

Westminster Education Support Centre
Annual Report 2015

- Mrs Vicki-Lee Lamey was also nominated for the “Education Assistant of the Year” award by the Western Australian Education Support Principals and Administrators Association.
- Mrs Tamara Utting (teacher) was awarded a sponsorship through the Landsdale Farm School Scholarship to undertake professional development. She will attend a conference in 2016 on childhood trauma in Melbourne and present her newly acquired knowledge at a leadership conference and to staff at Westminster on her return.

Priorities 2015

The school priorities for 2015 are linked to the School Business and Operational plans; literacy, numeracy, health and technology being focus curriculum areas. High quality professional learning is continued to be made available for all staff, ensuring that we meet the teaching and learning needs of all our students.

As an Abilities Based Learning and Education Support Western Australia (ABLEWA) pilot school we were able to trial a new Curriculum, Assessment and Reporting (CAR) resource. We believe this will place us at the forefront of CAR both in Western Australia and nationally.

Westminster ESC continues to invest in Technologies integrating various modes across all classrooms and curriculum areas. Collaborating with all our therapy providers to ensure relevant, specific and meaningful applications are readily available for our students to enable them to access the curriculum, in particular through assisted communication devices.

Student Attendance

Student attendance rates at Westminster ESC were excellent in 2015. The school's average attendance rate increased by 0.7%.

Enhancing Engagement and Behaviour

A purposeful and engaging curriculum is provided for all students, providing interesting and diverse learning experiences. Parents are encouraged to take part in whole school activities thus ensuring strong links between home and school. These solid relationships provide a consistent platform in increasing engagement and ensuring positive student behaviour. There is a strong sense of belonging within the centre between staff, parents, students and therapy providers.

A whole school behaviour policy is in place and is applied consistently across all classes. This consists of a positive rewards system which is reinforced with awards and prizes. Outstanding student behaviour and achievement is also acknowledged by the Principal at assemblies.

Westminster Education Support Centre
Annual Report 2015

For children who require additional support to engage in the school routine Individual Behaviour Management Plans (IBMP) are developed in collaboration with parents and the school psychologist. These too are based around the schools philosophy of rewarding positive behaviour.

Providing High Quality Teaching and Leadership

Westminster ESC provides 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 learning during the year to ensure their knowledge and understanding of curriculum, pedagogy and students individual special needs was current. Performance management processes were undertaken, with teaching staff developing their skills and knowledge in line with AITSL Standards. The Centre collaborated with external agencies and therapy providers, enabling all staff to meet the individual needs of each student. The Principal completed his Independent Public Schools Delivery Performance Agreement and also commenced his Leadership Plan.

Remaining a Capable and Responsive Organisation

In response to recent changes in the Early Years of Schooling, staff undertook research and professional development to ensure they were complying with new Australian and Department of Education legislation and initiatives. The Office of Early Childhood was engaged to present the National Quality Standards (NQS) to all staff. Teaching staff then completed the school NQS audit.

Early Years

The Centre continued to develop its Early Years Programs, the student enrolments also grew. In having a flexible and responsive team of staff the centre was able to establish a dedicated kindergarten class to meet increasing need. This allowed staff to concentrate on developmentally appropriate teaching and learning programs. Adaptations to the playground environment, classroom structure, resources and staffing allocation ensured its success.

Ensuring Increasing Enrolments

Enrolments at Westminster ESC grew once more in 2015. We attribute this to a strong recognition by the community of the school being a centre of excellence. This includes having highly skilled staff, extensive and inclusive programs, and strong relationships with external agencies; with positive home school links.

K	PP	1	2	3	4	5	6	Total
4	5	9	6	4	1	5	5	39

Westminster Education Support Centre
Annual Report 2015

Student Destinations

Five students graduated from Westminster ESC in 2015. Three students went to Mirrabooka SHS ESC, one student went to Servite College and another student moved over east.

Curriculum

At Westminster ESC we pride ourselves on offering a diverse student centred curriculum based on Department of Education requirements and individual needs. Our Kindergarten program is based on the five learning areas of the Western Australian Kindergarten Curriculum Guidelines. In other grades, we cover all eight learning areas of the Australian Curriculum at levels appropriate for individual students, with a clear focus on functional literacy and numeracy. As we focus on the child as a whole at Westminster ESC, we also emphasise heavily on independence, communication and social skills.

All children at Westminster ESC 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 across reading, writing and spelling, speaking and listening and viewing. Programs and strategies used include synthetic phonics programs, Direct Instruction, Discrete Trial Training, workbooks, mentored, shared and guided reading, film and television clips, games and technologies. The school introduced Diana Rigg's Promoting Literacy Development (PLD) Resources and several classes implemented all or parts of the program. We collaborate closely with the Westminster mainstream schools and many of their students attended the Centre for additional support.

Several students began to attempt to verbalize communication this year. Many others used a picture exchange program to communicate their needs. Staff worked extensively with speech therapists to ensure communication systems were consistent between home and school.

A 1:1 reading test was completed in term four by the same teacher for standardized conditions and comparisons. This testing is completed by all students in years 1- 6. It is objective and measures individual student achievement as a result of the variety of literacy strategies implemented by teachers at a classroom level.

Westminster Education Support Centre
Annual Report 2015

Results of 2015 Testing

Letter Names and Sounds

- There was a good level of acquisition of letter names and sounds this year, with many students demonstrating mastery.
- All verbal students were tested and recorded some level of achievement.
- It was evident that teachers continued utilizing letter sounds as opposed to names in the class room as children had acquired this skill and were able to sound out words in later testing.
- The extensive use of a wide range of strategies by staff ensured children had exposure to a system that suited their learning style.

	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
2015	3	3	11	11	14	14

Blakes Word List

- Solid improvement was demonstrated with capable students, some using decoding skills such as initial sound or sounding out words to recall words. Other students showed modest improvement consistent with their ability level and learning rate.
- The importance of maintaining a whole word or sight word bank program was highlighted as some students were able to memorize sight words without being able to recall all letter sounds. By presenting a whole word language program we ensure we cater for all learning styles.
- Many students tested as having a word bank as they now recognise the letters 'a' and 'l' generalising them 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
2015	5	17	6

Westminster Education Support Centre
Annual Report 2015

PM Reading Benchmarking

- Some students did not register as readers or did not meet the prereading requirements to test. Four readers registered for the first time, two were at RR mastery level and many showed steady progress.
- Most students were able to gain some meaning from their reading. Although, many demonstrated very little fluency.

	Did not test or register	Registered	Mastered
2013	11	10	1
2014	14	12	2
2015	12	14	2

Mathematics

Students worked on individual programs, in one on one or small group situations. Several programs and strategies were employed to teach maths including Direct Instruction, Discrete Trial Training, maths technology applications, song, workbooks, concrete mathematics and cooking. Most maths classes focussed on functional skills needed in everyday life and used the Clarke Road Meaningful Money Program. These skills are important in allowing students to function independently within the community. A cooking program operated in the school with students planning and purchasing ingredients. This provided 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 kindergarten program offered play based mathematics, linked to student interests and other learning areas.

The Arts

Westminster ESC employed a specialist music teacher in 2015 to ensure all children received a high level of instruction in this learning area. Children 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. Some students had an opportunity to participate in mainstream art and music classes and the combined Schools Choir was run and conducted by the Westminster ESC music teacher. Mainstream kindergarten students attended an integrated music class in the ESC each week. All students regularly participated in art activities within their classroom. The students' artwork was displayed publicly at different times throughout the year. One student won the Therapy Focus "Help a Child Grow" art award and had her work published alongside another students in their book.

Westminster Education Support Centre
Annual Report 2015

Science

A broad range of topics were covered in science in 2015. An enquiry based approach, utilizing hands on and clearly observable and measurable systems the basis for most themes. 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. Children enjoyed a variety of incursions and excursions to support their classroom learning; including the Living Eggs Program.

Humanities

Our humanities programs were closely linked to special occasions and days of commemoration and celebration throughout 2015, such as Harmony day, ANZAC day, NAIDOC etc. 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 Partnership Acceptance Learning Sharing (PALS) project that assisted our learning in the Australian history and Aboriginal Culture learning areas. We were runner-up in the Environment category in the Department of Aboriginal Affairs PALS Awards.

Health and Physical Education

In 2015 all children at Westminster ESC met the minimum physical activity in schools requirement. With support, many students had an opportunity to participate in mainstream physical education classes, with some also participating in fitness, sport sessions and interschool sport activities.

We utilized grants from the Healthy Schools WA Project and Healthways, as well as support from Foodbank WA that enhanced the education support staff, parents and children's awareness of healthy meal preparation and the benefits of healthy eating and physical activity. We undertook a bowling program which culminated in participation of a Western Australia Disabled Sports Association (WADSA) Bowling Championship, with one of our students being the overall winner.

Intrm swimming lessons were successful in first term with many students making sound progress and some parents showing interest in their children participating in out of school swimming lessons due to their child's success.

Senior students travelled to Gladys Newton School and participated in road awareness and bicycle safety lessons with Bike West. This reinforced and enhanced the centre's classroom road safety lessons.

Design and Technology

During 2015, Westminster ESC acquired several additional technologies to integrate into other learning areas in the classroom. iPads and their applications were integrated across all curriculum areas providing valuable learning opportunities with several new 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 ESC continued to study AUSLAN, the official sign language of Australia, in 2015. It was also used consistently by staff 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 supported verbal and nonverbal communication.

Value Adding Activities

Westminster ESC 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, some of which are highlighted below:

- Healthy Schools Project – promoting physical activity amongst students with disabilities.
- WADSA sports carnival
- RAC sponsorship of Bike West Bicycle and Road Safety for students with special needs.
- Successful application for Department of Aboriginal Affairs as a PALS grant - Runner up for our PALS native Garden.
- Senior students camp at Landsdale Farm.
- Introduction of Boom Wackers into whole school music program.
- Successful integration and reverse integration with mainstream partner schools.
- Term 1 Swimming lessons.
- North Metro Education Support Interschool Sports Carnival.
- Two staff members undertook an MSSD project looking at how the AITSL standards looked for teachers of children with special needs.

Future Directions

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

Provide high quality teaching and leadership.

- Professional development that responds to school needs will be undertaken by all staff to ensure our targets and student needs continue to be met.
- All staff will participate in performance management, with teaching staff being assessed against AITSL Standards.

Remaining a capable and responsive organisation.

- The staff will follow best practice in teaching and learning highlighted by the Department of Education and Schools Curriculum Standards Authority; responding to the needs of our students, families and the wider school community.
- ABLEWA will continue to be developed as a Curriculum Assessment and Reporting resource.

Building on our Early Years Program.

- The staff will continue working towards their commitment to implementing the Early Years Learning Framework and NQS.
- Continued investment in professional learning for staff and develop programs to ensure our students receive a 'best practice' education.

Provide high quality teaching and learning opportunities.

- Continue to provide students with comprehensive teaching and learning programs.
- Maintain strong home school links and close partnerships with leaders in therapy and support.
- Continue a strong and collaborative Independent Public School Board, maintaining strong community links.

Literacy.

- Continue to implement standardized literacy testing, ensuring all students' progression is monitored accurately during their time at school.
- Transitioning towards ABLEWA as an assessment method to provide quality data which ensures students learning needs are met.

Westminster Education Support Centre
Annual Report 2015

Numeracy.

- Participate in the ABLEWA maths program when it becomes available in 2016 to provide data that can be used to accurately monitor student progression during their time at the school.
- Continue to provide engaging mathematics programs using a variety of teaching strategies, with a focus on functional numeracy.

Technology in the curriculum.

- Continue to develop and integrate technology to optimise student engagement and learning experiences across all learning areas.

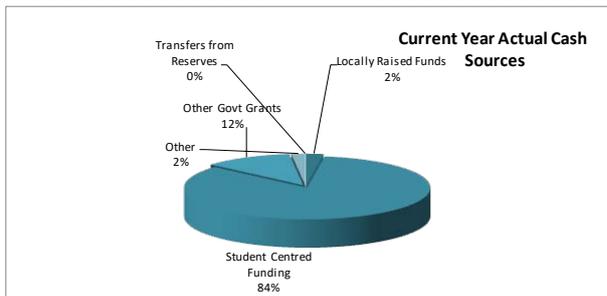
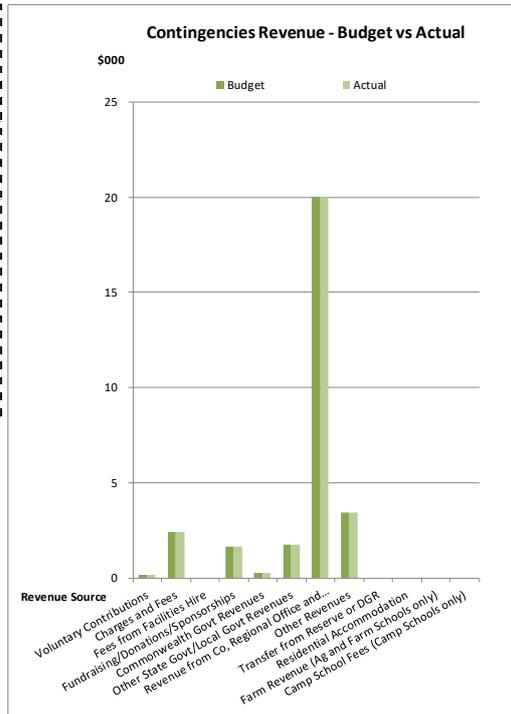
Westminster Education Support Centre Annual Report 2015

Financial Summary

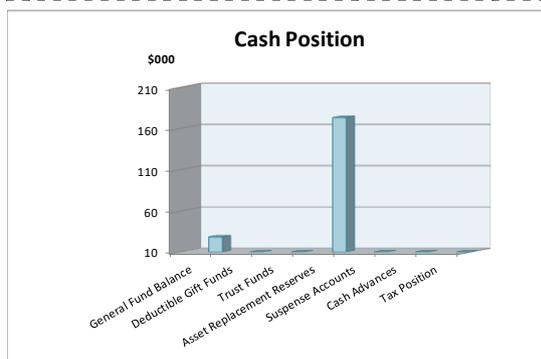
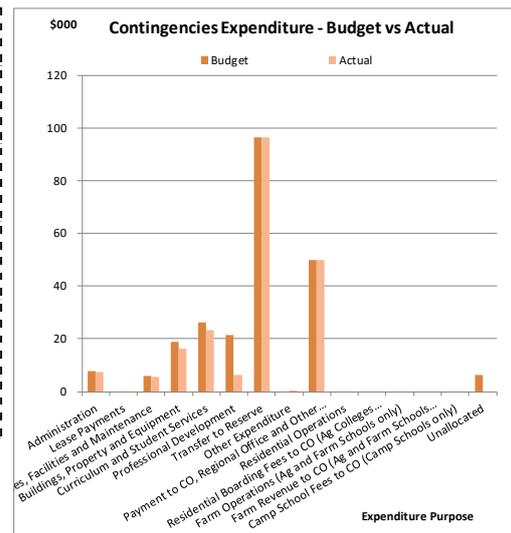


Westminster ESC
Financial Summary as at
4 February 2016

Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 189.00	\$ 189.00
2 Charges and Fees	\$ 2,418.00	\$ 2,418.10
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 1,670.00	\$ 1,670.00
5 Commonwealth Govt Revenues	\$ 261.00	\$ 261.38
6 Other State Govt/Local Govt Revenues	\$ 1,750.00	\$ 1,750.00
7 Revenue from CO, Regional Office and Other Schools	\$ 20,000.00	\$ 20,000.00
8 Other Revenues	\$ 3,429.00	\$ 3,429.06
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 29,717.00	\$ 29,717.54
Opening Balance	\$ 45,369.00	\$ 45,369.38
Student Centred Funding	\$ 158,060.00	\$ 158,060.00
Total Cash Funds Available	\$ 233,146.00	\$ 233,146.92
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 233,146.00	\$ 233,146.92



Expenditure	Budget	Actual
1 Administration	\$ 7,895.00	\$ 7,267.72
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 6,083.00	\$ 5,377.99
4 Buildings, Property and Equipment	\$ 18,748.00	\$ 16,311.48
5 Curriculum and Student Services	\$ 26,357.00	\$ 23,129.16
6 Professional Development	\$ 21,300.00	\$ 6,332.23
7 Transfer to Reserve	\$ 96,391.00	\$ 96,391.00
8 Other Expenditure	\$ -	\$ 4.20
9 Payment to CO, Regional Office and Other Schools	\$ 50,000.00	\$ 50,000.00
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)	\$ -	\$ -
15 Unallocated	\$ 6,372.00	\$ -
Total Goods and Services Expenditure	\$ 233,146.00	\$ 204,813.78
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 233,146.00	\$ 204,813.78



Cash Position as at	
Bank Balance	\$ 200,601.04
Made up of:	
1 General Fund Balance	\$ 28,333.14
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 172,989.90
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ 722.00
Total Bank Balance	\$ 200,601.04