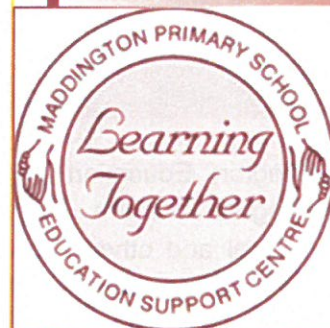


# Maddington Education Support Centre

*Annual Report 2015*



***Ensuring all students have the opportunities to develop the skills, knowledge and confidence they require to achieve their individual potential.***



## School Profile

Maddington Education Support is situated on the same site as Maddington Primary School in Maddington. We are a Level 3 Government school catering for primary school aged students with intellectual and other disabilities. Students are enrolled at the school after approval is given through Regional Office. Students have access to a school bus service if approved by the Public Transport Authority. The school will assist with the online bus application if required. Our Centre operates a rotational TEACCH program four days a week, covering Literacy and Numeracy skills specifically tailored to each individual student's needs. This enables students to receive "one on one" tuition during the morning session.

Maddington Education Support Centre is an essential part of Maddington Community and Primary School. We have adopted the nomenclature "Maddington School" to describe the strong relationship between the two schools. "Maddington School" share whole school programs, incursions, in-term swimming lessons, sports carnivals, assemblies and school camps, as well as having a joint P&C and School Council. Staff from both schools are committed to inclusive practices and continue to work collaboratively to ensure all students benefit from an "all inclusive" education.

Maddington ESC incorporates strong social/life skills emphasis in all areas and this year the continuation of the PATHS programme (Promoting Alternative Thinking Strategies) was important in helping change some potentially challenging behaviours in each class. The teaching of Maddington School's core values; care, courtesy, respect and responsibility were essential to the process. A whole school approach ensured that all children were taught essential strategies for anger management and communicating positively with people. Staff modelled the strategies and this was significant for our students, who learn by visual means.

All students are required to wear school uniform and this can be purchased locally from Maddington Metro.

All our students are assessed annually and their Individual Education Programs (IEP) are designed to fit and meet their need. We have parent meetings at the beginning of each semester and parents are strongly encouraged to attend to discuss the IEP for their child. As a school, we value all Parents and Carers contributions to the planning of their child's educational, social and emotional needs. Parents /Carers and teacher then sign off on the agreed IEP goals.

At Maddington Education Support Centre, we work collaboratively with a wide range of outside agencies to produce high quality educational programs for our students. Therapy Focus provides in-class support for Speech, Physiotherapy and Occupational Therapy. All staff, at Maddington Education Support Centre, cooperate/liaise fully with these agencies to provide a holistic education for our students. At Maddington we also have a school Psychologist who is available for a half day a week and works closely with students, parents and staff.

All Teaching staff are registered with the Teachers Registration Board of Western Australia and meet the professional requirements of teaching in WA schools. All Education Assistants have Certificate III or higher in Education Assistant, Special Needs. Staff working in Early Childhood classes have additional qualifications in order to meet the specific needs of our young learners.

All permanent staff were retained in the school in 2015.

All Staff participated in a range of Professional Learning, either as whole staff development or for targeted learning for their individual needs. Formal and informal training over the course of the year included:

- 1 – 2- 3 Magic Positive Behaviour Support – Term 1
- Education Support South Network (ESSN) Conference – Term 2
- IT – Use of Department Portal Online Learning, SIS, Connect – Term 3
- Teach Team Basic - Term 3
- University of Canberra – Disability Standards in Education – Term 3
- Child Protection and Abuse Prevention online PL – Term 3
- Abilities Based Learning Education Western Australia – Term 3 and Term 4
- ESSN National Quality Standards – Term 4
- OnLine Training – Autism – Term 3 and Term 4
- Development of Individual Education Plans (IEPs) and SMART goals – Term 3 and Term 4

## Priority Areas

### English

#### *Listening and Speaking*

Listening and Speaking will continue to be a priority learning area for 2016 as this underpins the other areas of English. The majority of our students have difficulty in using language independently in both social contexts and in expressing their needs and wants. All teachers, with the support of Education Assistants, plan and conduct formal oral language lessons to address these concerns. Teachers will plan for individual student's needs through the Individual Education Plan (IEP) process.

#### *Viewing*

All classes continue have use to a Promethean Interactive Board and an iPad to support student learning during all literacy rotations.

The Community Access Program has been carried out by all classes this year at least once per term. The use of the CAPS bus has ensured all students, regardless of mobility, can participate in the program. Students undertook shorter journeys within walking distance from the school to enhance their comprehension of community signs. Students are showing more awareness of how to conduct themselves in public places and use the facilities more confidently.

Library skills have continued to be taught once a week on a Monday.



### *Reading*

Of the eleven students who sat the Waddington Reading Test in 2014 and 2015, nine students made gains in their reading age from two months to fourteen months. This data demonstrates that 81% of our students made gains in their reading age and two students showed a regression of two months.

In 2016 individual learning programs, as determined by the student's IEP, will be delivered through a rotation of individualized learning stations. Education Assistants will be responsible for the learning station they conduct under the supervision of the teacher by collecting and making resources and helping report on relevant outcomes.

We will continue our weekly visits to the school library as it promotes enjoyment of reading for pleasure especially in students who are not exposed to reading in their homes. This also gives Teacher and Education Assistants the opportunity to read to the students and expose the students to guided and shared reading.

### *Writing*

Of the eight students who sat the South Australian Diagnostic Spelling Test in 2014 and 2015, six students made gains in their spelling age from one month to twenty-six months. This data demonstrates that 75% of our students made gains in their spelling age and two students maintaining their score from the previous year.

Writing has become an important skill that is being taught throughout all four classes at Maddington Education Support Centre. Writing is being taught both individually during Literacy rotations and also during whole class lessons such as handwriting and daily writing. Teachers and Education Assistants are focusing on correct formation of letters, correct pencil grip, use of capital letters and full stops.

### *Recommendations*

Speaking and Listening will continue to be a priority area for 2016 as we see this learning area as underpinning all other learning areas. Many of our students have difficulties using language to communicate and interact with others. We will focus on speaking and listening for social purposes as this is important in developing independent and successful lifelong learners.

The school has been successful in acquiring and using interactive technology in the classroom through the use of Promethean Boards and has acquired selected resources to support the English Learning area for all classes.

With the use of iPads and the purchase of appropriate applications we have seen some very promising results. Teachers and Education Assistants will continue to be provided with appropriate Professional Development for the use of iPads to support teaching and learning. There will also be regular network meetings for Teachers and Education Assistants in the use of iPads to ensure they react immediately to the student's needs and to ensure all staff are working from the same parameters.

We will be continuing the set up of classes into learning stations for students to rotate through. This delivers a more explicit and targeted approach to teaching and learning and will be driven by the individual student's IEP.

Overall, we are making good progress in the learning area of English throughout the school. We are able to determine from our data the areas of improvement which are put in place through the learning area plan and the budget which reflects the resourcing to ensure programs to address our student's needs are delivered successfully.

## Maths

This year ESC students were assessed on ACER standardized tests 'I Can Do Maths' Test A and 'PATMaths Test A'. The placement of results on a continuum (similar to NAPLAN) gives comparative data against mainstream year levels and also itemizes outcomes the students have/have not achieved. This data can be used by teachers to create specific IEP mathematic outcomes.

Results from the ACER standardized tests indicate:

- Most students are working below their year level – up to six years below their year level.
- Pre-Year 1 level students are working between one and five years behind their peers in mathematics.
- One Year 1 level student is working at an age appropriate level.
- Five Year 1 level students are working between three to six years behind their peers in mathematics.
- One Early Year 2 student is working at an age appropriate level and the second student is two years below.
- One Year 2 Level student is one year above her age appropriate level, one student is age appropriate and the third student is four years below.
- Early Year 3 students are working between two and three years behind their peers in mathematics.
- The Year 4 student is working at an age appropriate level.
- Students from Year 1 level and upwards achieved well in geometry across the Centre.
- Out of nine students who sat the ACER testing this year and last:
  - One student regressed from Year 1 to Pre Year 1. (decrease of 20%)
  - Three students remained at the same level. (but increased scores by 6%, 13% and 54%)
  - One student progressed from Year 1 to Year 2. (increase of 20%)
  - One student progressed from Early Year 3 to Year 3. (moved up to the next test)
  - Two students progressed from Year 1 to Early Year 3. (increase of 20% and 30%)
  - One student progressed from Early Year 3 to Year 4. (scored 90% on the next test up)

Students remain in their class for mathematics. This will continue in 2016.

"Rotation stations" adopted from the TEACCH method have worked well enabling students to get explicit teaching on a one-to-one basis and targeted to their needs.

Each station focuses on a particular area of mathematics. The rotation stations will continue in 2016.

Streamlining the mathematics curriculum to suit the needs of our students worked successfully this year. The use of iPads enabled students to work independently, improve their navigation skills and provide challenging and interesting mathematical skills.

Students on community access put their money skills into practice in a 'real life' setting at shops and cafes.

Integrating mathematic concepts through other learning areas has helped students apply skills in 'a real world situation'. Doing regular cooking activities encourages students to use measuring terminology such as volume, fractions, division/sharing and 1:1 counting.

Whole language English programs embeds mathematical concepts and knowledge through a topic of interest which makes it more meaningful and real.

Although students have made improvements in mathematics, number continues to be an area of need together with money, sequencing, calendar, clocks and distinguishing left from right with the students who attempted the I Can Do Maths Test A and B.

In 2016 we will build up our app resources for the iPads to reinforce concepts, enhance new skills and motivate students. More resources will be purchased to add to the existing mathematics kits in each classroom.

### **Specialist Programs**

#### *Breakfast Club*

Through the generous donation from Manna, Maddington Education Support Centre provides breakfast and cooking programs throughout the week to support student learning in nutrition and independent living skills. During both programs, students taste a range of fresh fruit and vegetables, make healthy snack and meals and consolidate learning in their literacy and numeracy. These programs will continue to run in 2016.

#### *Swimming*

In-term swimming lessons were held at Darling Range Sports College for the first time this year. Students from the Centre attended all lessons with their peers from the primary School. Students were assessed and taught by qualified swimming instructors and supported by the Centre's Education Assistants. It is anticipated that all students will participate in 2016.

### **Celebrations**

Snapshots of our many highlights of 2015 are listed below:

NAIDOC  
Book Week  
School photo's  
Swimming lessons  
EDU Dance concert  
Athletics Carnival  
Celebrating Maddington  
Inclusive Year 6 Graduation  
Remembrance service for the ANZACs  
Parent afternoon tea.  
BBQ at Barndon Park.  
School Camp at Point Walter  
School display at ESSN Market Day



## Attendance

### Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2013	88.7%	92.6%
2014	91.5%	92.1%
2015	90.1%	92.7%

Care must be exercised when interpreting the data as it may refer to small student numbers and therefore the attendance rates may be volatile

From the table above, Maddington Education Support Centre had an overall attendance rate in 2015 of 90.1%. Factors impacting on student attendance include specialist medical appointments, illness and therapy sessions.

### Student Destination

At a wonderful graduation ceremony with all the glitz and glamour of 'Hollywood', we celebrated the achievements of our 6 students who start high school in 2016.

Student destinations are as follows:

- 2 students to Carson Street School .
- 2 students to Armadale ESC.
- 1 student to Canning Vale College
- 1 student to Thornlie SHS

# Maddington Education Support Centre – Annual Report 2015

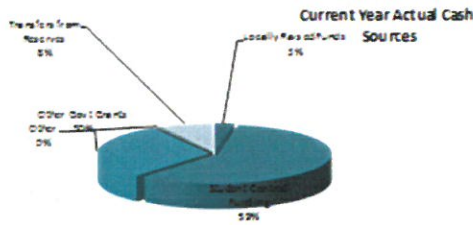
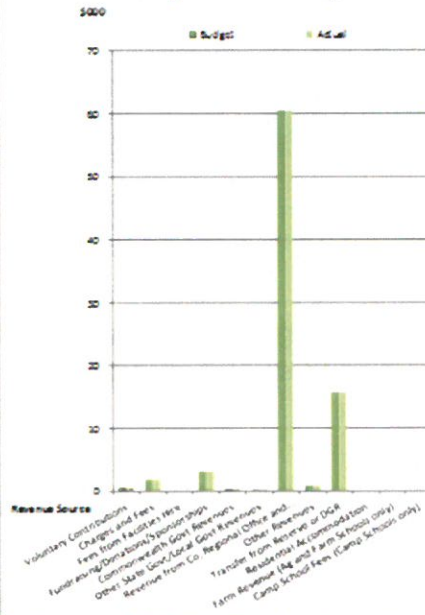
## Budget Summary

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### Maddington Education Support Centre Financial Summary as at 29 January 2016

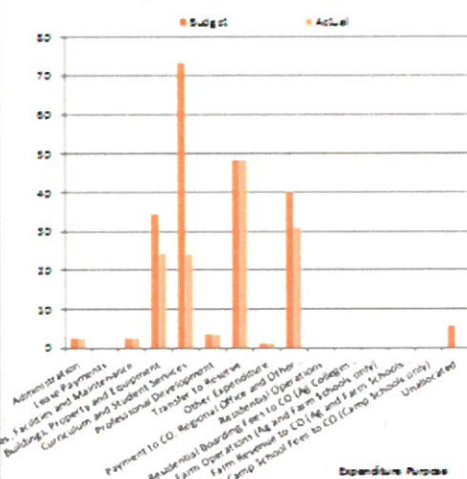
Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 660.00	\$ 660.00
2 Charges and Fees	\$ 1,861.00	\$ 1,861.34
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 3,175.00	\$ 3,174.32
5 Commonwealth Govt Revenues	\$ 361.00	\$ 260.86
6 Other State Govt/Local Govt Revenues	\$ 108.00	\$ 108.18
7 Revenue from Co-Regional Office and Other Schools	\$ 60,490.00	\$ 60,490.59
8 Other Revenues	\$ 558.00	\$ 886.71
9 Transfer from Reserve or DGR	\$ 15,720.00	\$ 15,720.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 39,134.00</b>	<b>\$ 83,162.00</b>
Opening Balance	\$ 11,090.88	\$ 11,090.88
Student Centred Funding	\$ 127,105.00	\$ 127,105.00
<b>Total Cash Funds Available</b>	<b>\$ 211,329.88</b>	<b>\$ 211,357.93</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 211,329.88</b>	<b>\$ 211,357.93</b>

Contingencies Revenue - Budget vs Actual

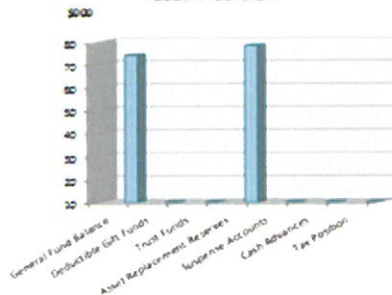


Expenditure	Budget	Actual
1 Administration	\$ 2,422.00	\$ 2,422.73
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 2,362.00	\$ 2,395.37
4 Buildings, Property and Equipment	\$ 34,439.00	\$ 24,439.35
5 Curriculum and Student Services	\$ 73,401.00	\$ 24,108.97
6 Professional Development	\$ 3,337.00	\$ 3,337.20
7 Transfer to Reserve	\$ 48,500.00	\$ 48,500.00
8 Other Expenditure	\$ 1,165.00	\$ 1,169.50
9 Payment to Co-Regional Office and Other Schools	\$ 40,000.00	\$ 31,106.23
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	\$ 5,694.00	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 211,390.00</b>	<b>\$ 137,490.39</b>
<b>Total Expenditure</b>	<b>\$ 211,390.00</b>	<b>\$ 137,490.39</b>

Contingencies Expenditure - Budget vs Actual



Cash Position



<b>Cash Position as at:</b>	
Bank Balance	\$ 15,150.33
Made up of:	
1 General Fund Balance	\$ 15,150.33
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 78,106.79
5 Suspense Accounts	\$ -
6 Cash Advances	\$ 456.00
7 Tax Position	\$ -
<b>Total Bank Balance</b>	<b>\$ 15,150.33</b>