

Annual Report 2020



MADDINGTON
EDUCATION SUPPORT CENTRE



Message from the Principal

I don't even want to say it, but I feel that I have to – we survived 2020 – the year of the global pandemic, that very much knocked on the door of our Education Support Centre here in Maddington.

Aside from all the talk of toilet paper, bats, cleaning supplies, hand sanitiser and hard boarders, there was also some amazing things that happened in 2020 and I hope to highlight this. 2020 was my first full year here at MESC and it was a good one!

The number of students enrolled in our school increased once again and our reputation for being a supportive school is spreading throughout the community. We offer a complete wrap-around service to ensure our students get what they need in all facets of their learning. Therapists from outside agencies are sharing what we do at Maddington ESC, and it is due to this that we are seeing surge in interest to enrol with us.

With the increase in numbers, we began the process to build a DOTT room that will also double as a therapy space. After many discussions we hope to build a new classroom and a meeting room in a transportable style as a way to plan for the projected increase in numbers. This will hopefully begin in mid-2021.

We had a little bit of time this year, when numbers were low at the peak of the COVID19 outbreak, to re-group and get some of our targets and goals up and running. The Marketing Committee worked very hard, and after 18 months and some very long meetings and discussions, a beautiful new logo was launched, and Maddington ESC finally had its own branding and could share its identity. Keeping tradition and history in mind, we all feel the logo encompasses everything we hope to be as a school.

We spent a lot of late Term 1 and early Term 2 preparing learning showbags that were delivered to the students so that they could continue their home learning. Staff upskilled in the technology department and prepared, danced and presented videos for the students to watch via SeeSaw.

The most exciting part of what was a crazy year was watching the progress made by the *stars* of our school – the students! Learning opportunities were very different this year, with parents and families taking on the bulk of the teaching at that peak time. I am very grateful to all of our wonderful families who supported us and took on this role. We know it wasn't easy.

The year closed with the resource room and Principals office being renovated and creating more space and a more inviting work environment for all. This is just the start of some of the changes we are making as our school grows and flourishes.

Thanks to everyone for a good year, and we welcome 2021 to bring us some normality.

Joanne Markovic
Principal

VISION

We encourage every child to reach their full potential.

PRIORITIES

Supportive Culture

Inspiring and professional
staff

Strong Community
Connections

Safe and Engaging learning
environments



MADDINGTON ESC

We encourage every child to reach their full potential.

2020 WE LAUNCHED OUR NEW LOGO



**40 FAMILIES
22 STAFF
INVITED TO SHARE
THEIR THOUGHTS**



**ONE AMAZING
DESIGN
COMPANY**

16 VERSIONS

Until we got to the final one that encompassed everything we are as a school.



**SUPPORTIVE
HANDS**

Reaching for the stars - always achieving our best. The logo represents everyone.

EXCITING



After nearly 36 years, Maddington Education Support Centre has its own identity.

THIS IS THE START OF THE CHANGE

See our new colours and logo at
<https://maddingtonesc.wa.edu.au/>

Committees

Our school priorities make up our committees. Each staff member was asked to join a committee and drive the operational plans within each sub-group. Our priorities and goals are set following a person-centred-planning approach.



Overarching Expected Behaviours

This year we had the chance to look at what we wanted as our umbrella 'rules', so-to-speak. This is what we all abide by and display at all times.

These are then broken down and explicitly taught for the students in their classrooms and in a variety of contexts.



All about me

1.

I am kind.

2.

I empty my bucket.

3.

I do my best..

4.

I listen to the bosses.

If everyone
does all of this - it means
we should feel safe at
all times.

Who is Maddington Education Support Centre?

Maddington Education Support Centre (MESC) demonstrates a calm, warm and caring environment where every child is valued and treated as an individual. We are a small, but growing school, collocated with Maddington Primary School.

We enrol Kindergarten to Year 6 students who have a diagnosis of an intellectual or intellectual/ physical disability and inclusive of students on the Autism Spectrum or Global Development Delay with High Educational Needs. All students have been placed into Maddington ESC in accordance with Schools Resourcing procedures.



All our staff are highly specialised in all areas of education support. They design and develop various programs that cater for all our students' needs throughout the centre, including the implementation of programs from outside agencies. All our classrooms are set up in a highly structured way that allows for 1:1 rotational routines. This program is highly beneficial for all students regardless of their diagnosis and is implemented in all rooms. We have five separate education support classrooms for all year groups which makes sure our students have this 1:1 tuition. All students have their own Ipad and all rooms have an electronic board for all students to interact with.

In conjunction with the rotations that work on each students' IEP goals, we also have specialised programs running. In 2020 we introduced Dance, Sport, Visual Art and Key Word Sign. Moving forward we are also introducing cooking and gardening.

MESC places an emphasis on rewards for positive and improved behaviours. This includes the establishment of tangible reward systems in each classroom. Every Friday, a student from each class is chosen for a principal's award. To assist in behaviour management 1.2.3 Magic was introduced into all classrooms to help children who had difficulties with compliance and on-task behaviours. In 2019 a Social Emotional learning program was steer headed and implemented by an Education Assistant who has created the Empty My Bucket program.



Many of our students have access to a school bus service. This is provided to students within an allocated area and if there are seats available by Perth Public Transport Authority (PTA). Applications are online for all families within a certain designated area. This is a door-to-door service that is offered free of charge. We have many families that live outside of this catchment area, but are happy to transport their children to school, so they are able to attend this great learning environment, which offers over and above the usual learning experiences.

What can our students do?

IEP results – Semester 2

WAC English - % of objectives were met.....

Year 6 100%

Year 5 88.3%

Year 4 64.21%

Year 3 72.68%

Year 2 79.8%

WAC Maths

Year 6 88.89%

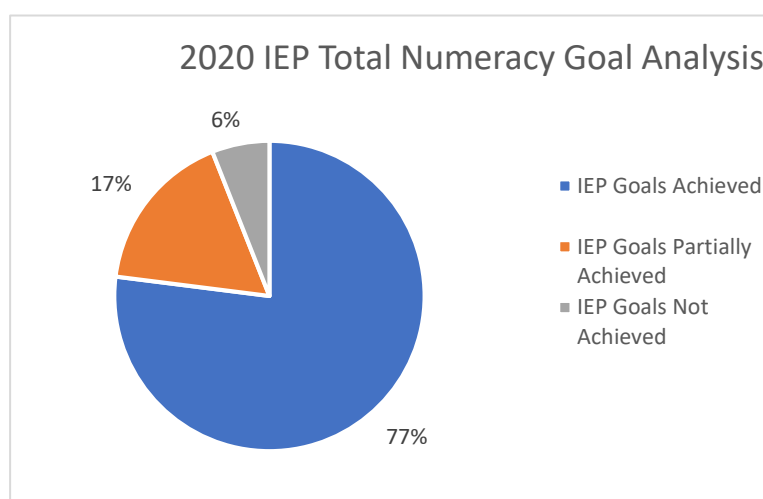
Year 5 84.4%

Year 4 68.67%

Year 3 69.8%

Year 2 70%

- 39 students had Numeracy IEP's at Maddington ESC in 2020
- 69% (27 students) achieved 70% or more of the overall IEP Numeracy goals
- Overall: 77% of the IEP goals were achieved
- 17% were partially achieved
- 6% were not achieved
- our target for the overall results in numeracy is 70% so, as a Centre, we exceeded that goal by 7%
- Student data is collated and compared over the years whilst the students remain at the Centre.



100% of students participated in Protective Behaviours

100% of students participated in KWS as a source of communication

100% of students participated in sport or fitness suitable to their level

100% of students participated in the Empty My Bucket program

What can our staff do?

- Professional Learning completed as a whole staff:

Trauma informed practice

Foetal alcohol spectrum disorders

Asthma

Team TEACH

Manual Handling

Epipen administration

Music Therapy

Record Keeping

1,2,3 Magic

Incontinence training for students with toileting needs

What do our staff think?

In late 2019 staff were asked questions about behaviour management and here are some of their responses.

What is not working well within your classroom?

- All staff using the 123 Magic, not consistently
- Focusing too long on a task with no sensory break for some children who need it
- Teacher to support EAs with Behaviour management
- Sometimes if a student has a pass to go to chill out the child is told they are trying to get out of work and they are stopped from going, with bad results.
- We need to constantly focus on giving students wait time and space to maintain win/win results.

What is not working within the school environment?

- I think we need to openly discuss strategies, student profile, during staff meetings and/or teacher collaboration meetings.
- Students need more guided play during recess and lunch.
- Lack of information about the other student's diagnosis in the centre, their behaviours and behaviour management plans.
- I think the chill out room is not used to its full potential and can be a wasted room. we should make it into a sensory room.
- When a student got to a level 3 at the top of the chart (in the past) at times there wasn't any real structure as to the consequence for the student (which we felt we had gone through the right procedure and they were sent straight back to class and not dealt with.)
- Communication; the 'Chinese Whispers' effect
Inconsistency when implementing interventions/management of behaviour
- Communication

Highlights of the year



4 kindy students joined us for their first time of formal schooling – this soon grew to 7

The icecream van – Mrs Sprinkles came and rewarded all the hard work we had done. It was our end of term treat!



We were on the front page of the local paper delivering learning showbags to our families.



We celebrated Rainbow Day together as a school.

During science we introduced the students to the Beebots.





We welcomed new student Neville, to our school. Neville is learning AUSLAN and we are excited to learn right along with him.

We learnt what 'I am Kind' could look like. The girls from Year 3&5 looked after a Year 5 boy when he hurt and skidded his knee



Sports carnival was very competitive, but so much fun!

We joined together with MPS and had the best time during the Colour Run!



We won both the junior and senior divisions of the ESSN Primary Soccer Carnival!!



The kindy students took over the Principal's office!





We had a beautiful mural created for us by Creative Soul Sessions. It represents all the beautiful cultures and heritage we have at our centre.



Although a little later than expected, we still got to dress up and enjoy the creativeness and fun of Book Week!



We enjoyed a fabulous evening celebrating and acknowledging the hard work of those in Education Support at the WAESPAA evening.

Our chickens were growing and laying eggs! (Not really – it was a fake rubber egg someone planted in a nest to surprise us!)



We had a fun Celebrating Maddington assembly and were able to donate hundreds of items for Moort Care, which we presented with honour.



Fourteen Years Later.....

The vision statement then was

"I belong to Maddington School Community and I aim to be the best person I can be"

In 2015 it was

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

2020 it is

"We encourage every child to reach their full potential" - It is now painted on the wall and there for everyone to see and be enveloped within.

School attendance rates

2004 – 89.7%

2005- 87.6%

2006- 88.4%

2006 enrolment 26 students

2020 enrolment 39 students

Destination schools

2006 Six Year 7 students.
 4 went to Cannington Community ESC
 1 went to mainstream
 1 very high needs went to Kensington Secondary ESC

2020 Five Year 6 students
 All went to Cannington Community ESC

What do our families think?

Just a few text/What's App messages we get through our school mobile phone. Like the old saying goes 'a picture is worth a thousand words.'

I know all the staff are fantastic with him and we love you all for it.

A Mum sent this through after a very traumatic escalation, and we were checking in on all of them.

A Mum What's App messaged after her two girls bought home their Christmas packages. It was a long decision and a lot of questioning and research before they moved their twins to us. Two gorgeous Year 3 girls with ADHD/Autism diagnoses. I think you can see the move was worth it for all involved.

Thank you so much for all the gifts and goodies they brought home today. We are truly so very happy that we decided to change schools to all of you at MESC. Everyone cares about them and loves them for who they are. You are all amazing

3:04 pm

All the following Policy and Plans are available on our Website

Policies

[MESC Attendance policy 2020.2021](#)

[MESC Countering Bullying policy 2020.2021](#)

[MESC Dress Code 2020.2021](#)

[MESC ECE Plan 2020.2021](#)

[MESC Health and Well being Policy 2020.2021](#)

[MESC Managing Student Behaviour Policy 2020.2021](#)

School Business Plan

We are one-year into our newly formed Business Plan - 2020-2022

This plan was based on two things; the public-school review from 2018 and where staff envisioned the centre moving toward in the next 3 years.

We decided as a staff, that our targets needed to be more holistic and less data driven. In saying that however we still look at data to help formulate our priority areas. We have adjusted our targets and priorities to focus on the whole student and their achievement (based on our findings from the data collected throughout the previous years) without that concentrated effort on only literacy and numeracy in its traditional form.

We will again review our Business Plan at the start of 2021 to ensure continuing successes within the opportunities built into the priority areas created in late 2019.

At the end of this Business Plan cycle we should be again due the services of the Independent Review Group to gain feedback regarding their findings on our school operations and effectiveness over the last 3 years.

What are we doing well?

- The teachers have been working further to streamline a checklist style document, that can be used to record the development of each student and then pass this on to the teacher for the following year.

This sequencing of these learning outcomes is in-line with the WAC/ABLESWA and assists the teacher in preparing their programs as well as allowing the EA's to see the progression and deficits in individual student ability. Here is an example of the Gross Motor skills checklist/continuum we are working on:

No.	Sitting Position Skills and Behaviours	Standing Position Skills and Behaviours	Running, Skipping and Galloping	Jumping	Catching	Rolling and Throwing
1.	Steadies head (when held on shoulders)	Briefly supports a small fraction of weight	Runs, but not necessarily in a coordinated manner	Attempts jump with one hand/held	Catches bounced playground ball by hugging it to the body	Rolls playground ball back and forth in a game while in sitting position
2.	Sits with head set forward with some control ^a	Lifts one foot (stepping movement) when held in a supported standing position	Runs with flight phase (non-support phase) *	Attempts jump without hand/held	Catches bounced playground ball with hands and chest	Hurls tennis ball (will throw ball with very little coordination, perhaps will not release at the right time, or will not follow through visually)
3.	Steadies head ^a	Briefly supports approximately half of weight	Runs well, stopping and starting with ease	Jumps with at least one foot leaving floor	Catches thrown playground ball by scooping under the ball and trapping it to the chest	Throws playground ball with both hands from an overhead position
4.	Attempts to right self when tilted	Supports most weight	Runs, leaning forward with most of weight on balls of feet and with arms swinging at sides more than outward	Jumps off floor with both feet	Catches bounced playground ball with both hands	Throws playground ball by holding ball above shoulders, using almost exclusive arm movement, with no change in feet position and with little or no body rotation

- ROTATIONS are used in each classroom to ensure students are explicitly taught their IEP goals in a 1:1 setting.

The major reason MESC has such success with the rotation model, is it is because it allows for such a flexible approach to each child and their learning style and goals. It is such a customisable way of teaching. This extremely fluid teaching style allows for each IEP goal to be introduced and then any adjustments and modifications can be made at point of need. This immediacy and individualised approach is so vital in order for our students to reach their goals.

The rotation model allows students to work at their own pace and within their own learning style. The EA'S like this approach also, as they can feedback the deficits and data to the teacher, who can then make any necessary adjustments to the content or IEP goals.

- 2019 a role of Social/Emotional Regulation Coordinator (SELCO) was given to an EA who was passionate about this learning area for our students.

The SEL Coordinator used previous PL and acquired skills to create her own *Empty My Bucket* program which now drives all of our behaviour management processes.

Students are explicitly taught what it means when your bucket is too full and they are going into a 'red zone' or are feeling overwhelmed. They then have 1:1 time with the SELCO to learn about different strategies and tools they can use to then empty their bucket.

What are we doing well?

Streamlining – The ESC teachers streamline the syllabus to suit the needs of our students. This leads to more purposeful teaching as teachers can focus on lifelong functional skills. More emphasis is placed on time, money, sequencing, calendar and number as these are a weakness across the Centre.

The majority of students continued to progress well this year. Measurement, number and geometry are embedded in other learning areas such as cooking and art as a 'hands on' approach is a successful learning style with our students.

Rotation Stations – Students remain in their set class. This year we continued 'rotation stations' to teach the students numeracy. The teacher and education assistants sit at a given station around the room. Students rotate around the stations individually or in pairs. Each student starts at a different station for a set period of time e.g. 10 minutes. Each station focuses on a particular area of numeracy. This approach works successfully as more explicit and intensive teaching can occur on an individual level. This results in students achieving their IEP outcomes and the checklist at each station breaks down the objectives into achievable steps.

Even better now that we have introduced.....but still a work in progress:

- AAC Coordinator (AACO) was given to an EA who was interested in increasing her skillset within this area and Key Word Sign (KWS).

She is currently developing the role to ensure that all our students that require AAC have access to a suitable device/system.

The AACO also teaches KWS to all classes, so that there is a basic common language that can be used by all.

- Introducing a Prac Coordinator. We wanted the pracs of both pre-service teachers and education assistants to be better coordinated, and for the prac students to feel supported whilst at MESC.
- Breaking the day up with brain breaks and sensory breaks that are planned.

EA's brought it to the attention of the classroom teachers, that students were losing interest, behaviours were increasing and interaction decreasing at certain times of the day. With this in mind, teachers were able to build into their daily schedule, sensory brain breaks. These looked like hula-hooping or limbo or a run around the building. Whatever was needed to keep students engaged and meeting their sensory needs.

- Data collection based on targeted behaviours.

The SELCO is also working on a data collection template and system that allows her to track targeted behaviours for set students. She will then meet with classroom staff and look at the data, determining trends, peaks and progress in success. This can then be matched up to the teachers' programs, daily timetable and determine where problems may lay.

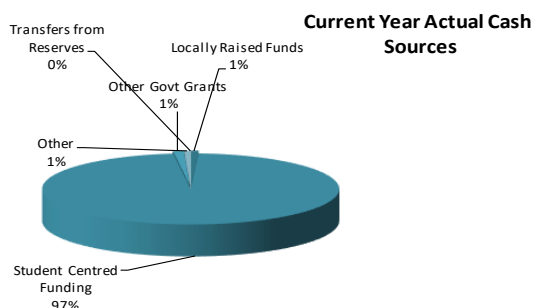
Small, sustainable changes every day!!!!

Item	Who	By	Completed
Business Plan	Jo	Week 3 T1	<input checked="" type="checkbox"/>
Operational Plans	Appropriate Sub committee	Week 6 T2	DNF
Behaviour	Watkins	Week 6 going out to Gwynne Park ESC	<input checked="" type="checkbox"/>
Committees formed	All staff	Week 3 T1	<input checked="" type="checkbox"/>
Score Card	Jo	On-going	DNF – Not needed
Annual Report Data	Temple & Breda	Week 5 T1	<input checked="" type="checkbox"/>
Annual Report	Jo and London to finalise and compile	Week 7 T1	<input checked="" type="checkbox"/>
Logo / Motto	Marketing Committee? Term 4	<input checked="" type="checkbox"/>
Health Care Plans	Community nurse	MOU to be finalised with Dept of Health	Partially
15 minute meetings – Fireside Chats	Jo	Done in 2 days in Week 4&9	<input checked="" type="checkbox"/>
The MPR – do we want to set it up more like a classroom?	All staff input		<input checked="" type="checkbox"/> It became a classroom due to increase in K
Staff Handbook	All staff	Changes and edits to Jo by Week 4 T2	<input checked="" type="checkbox"/>
Excursion Policy	London to Clean out the S:/ folder and only have the latest version.	Week 2 T1	<input checked="" type="checkbox"/>
Master Timetable for Therapy up in Admin	London	Week 6 T3	<input checked="" type="checkbox"/>
Duty rosters		Week 1 T1	
EA Prep time roster	Ind Rooms	Week 1 T1	
OSH	Jocelyn	Term 4 – ongoing database of PL and hazards.	<input checked="" type="checkbox"/>

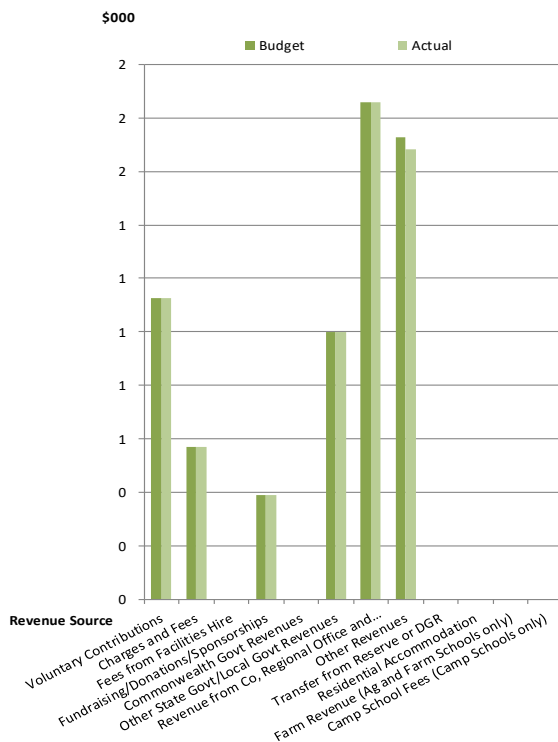


Maddington Education Support Centre Financial Summary as at 31 December 2020

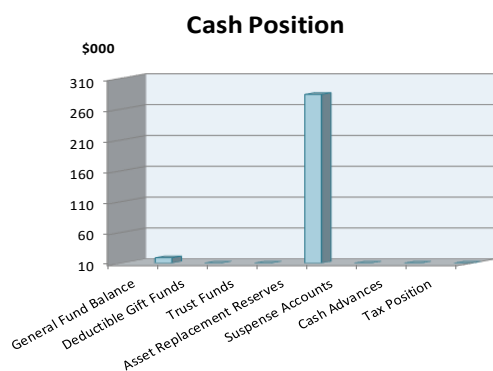
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,126.00	\$ 1,126.10
2	Charges and Fees	\$ 570.00	\$ 569.50
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 388.00	\$ 388.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 1,859.00	\$ 1,858.85
8	Other Revenues	\$ 1,729.00	\$ 1,682.56
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	\$ 6,672.00	\$ 6,625.01
	Opening Balance	\$ 17,582.37	\$ 17,582.37
	Student Centred Funding	\$ 236,763.00	\$ 236,763.30
	Total Cash Funds Available	\$ 261,017.37	\$ 260,970.68
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 261,017.37	\$ 260,970.68



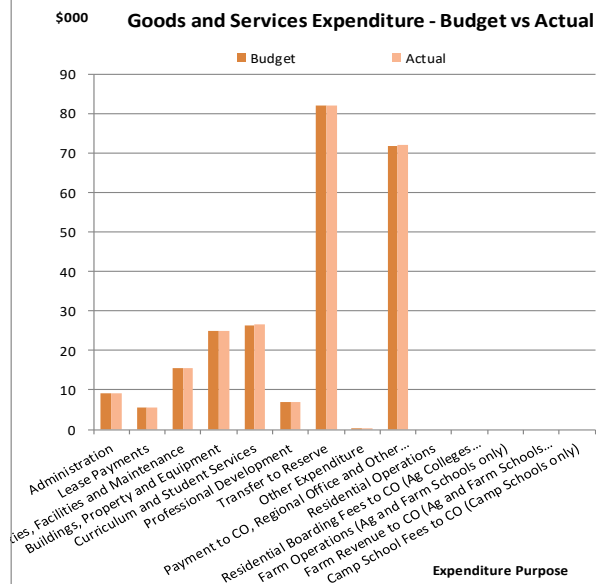
Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 9,173.00	\$ 9,243.77
2	Lease Payments	\$ 5,479.00	\$ 5,478.56
3	Utilities, Facilities and Maintenance	\$ 15,426.00	\$ 15,395.01
4	Buildings, Property and Equipment	\$ 24,827.00	\$ 24,826.59
5	Curriculum and Student Services	\$ 26,403.00	\$ 26,523.72
6	Professional Development	\$ 6,907.00	\$ 6,907.30
7	Transfer to Reserve	\$ 82,000.00	\$ 82,000.00
8	Other Expenditure	\$ 5.00	\$ 2.59
9	Payment to CO, Regional Office and Other Schools	\$ 71,830.00	\$ 71,919.59
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 242,050.00	\$ 242,297.13
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 242,050.00	\$ 242,297.13
	Cash Budget Variance	\$ 18,967.37	



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 300,058.34
Made up of:	-
1 General Fund Balance	\$ 18,673.55
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 283,602.79
5 Suspense Accounts	\$ 138.00
6 Cash Advances	\$ -
7 Tax Position	\$ (2,356.00)
Total Bank Balance	\$ 300,058.34

Curriculum Road Map Phase 1 for 2020

8.30am	Classrooms open - Morning Work (puzzles, drawing etc)
8:45am	Instruction begins—Sessions 1-3
10.45am	Recess play
11:05am	Session 4-6
1:05pm	Lunch Play
1:35pm	Session 7-8
2.30pm	Students collected from classes to go to buses
3.00pm	Students collected by parents

Structure of School Day

LEARNING AREA	JUNIOR (PP—2)	SENIOR (3—6)
ENGLISH	6	6
MATHEMATICS	5	5
HUMANITIES AND SOCIAL SCIENCES	1	1
SCIENCE	1	1
HEALTH AND PE	2	2
LANGUAGES	0-2	2
TECHNOLOGIES	2	2
THE ARTS	2	2
SOCIAL / EMOTIONAL	2—4	2
TOTAL TIME	25 HOURS	25 HOURS

Notional Teaching Time Allocations - SCSA outline



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