



# Maddington Education Support Centre 2019 Annual Report



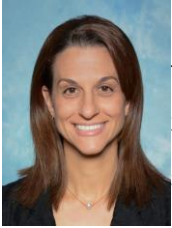
We are a proud public school located in the City of Gosnells and part of the Education Support South Network. We cater for children diagnosed with an intellectual and/or physical disability and/or cognitive disability.

We have four classes that cater from Kindy – Year 6.

We ensure students have IEP goals that are created with the parents and carers involvement.

Maddington Education Support Centre acknowledges and supports the Strategic Plan, High Performance – High Care for WA Public Schools 2016 – 2019. MESCC will continue to use this document to provide the broad and underlying framework for its school Plan

## From The Principal



I am very pleased to present my first Annual Report as newly appointed Principal on behalf of the staff and school council of Maddington Education Support Centre. I joined the centre from Semester 2 2019, and have not looked back. It was a warm welcome by all and a wonderful school to start my Principal journey within.

We are experiencing consistency in our numbers at the Centre, our holistic, wrap-around approach to our students and their needs continues to attract students from all over the Maddington area and beyond. We cater for four students in kindergarten and three in pre-primary which was a slight increase from the previous year. Our numbers in the primary years are maintained at thirty students. 6 year six students were successfully transitioned to Cannington Community Education Support Centre and one student to Byford Secondary College. One student successfully transitioned into – Autism Program at Gosnells Primary School at the end of 2019 ready to commence in 2020.

We have continued to work closely with the primary school with the joint campus P&C and School Council operating very effectively. We also have a joint Student Council. Individuals buddy up with primary school students on a regular basis which helps develop friendships across the campus.

We have highly specialized and dedicated staff who prepare targeted and individualized programs in collaboration with a range of professionals to ensure the best possible outcomes for all students. We encourage the children to become independent in all aspects of their lives by offering a range of opportunities both within the classroom and around the school. Our parents are extremely supportive of our school and are active on both the school board and P&C. I would like to thank them and all of our community members who have made positive and worthwhile contributions throughout 2019.

## School Purpose

We aim to ensure all students have opportunities to develop the skills, knowledge and confidence they require to achieve their potential.



## We Believe

The academic, social, emotional and physical needs of students are met developmentally. Relevant and engaging learning opportunities are provided for the whole school community. Collaboration is encouraged between students, staff, parents and the wider school community. A safe and caring school environment is essential for optimum learning to occur.



## Values

The attributes we value are

- Be courteous
- Be caring
- Be respectful
- Be responsible



Students are encouraged to display these values as they are taught to the students explicitly and incidentally.

We compliment and reward our students for appropriate use of values in their daily routines whilst in the classroom and outdoor areas.

## School Context

Maddington Education Support Centre is located centrally within the shared campus site and as such enjoys the benefits of a culture of inclusiveness. We work closely with the primary school on a range of initiatives not limited to the Crunch and Sip program, Waste Wise and the early morning Breakfast Club. All special days i.e. Graduation, Celebrating Maddington, ANZAC ceremony and NAIDOC celebrations and regular assemblies are inclusive of all students on the campus.

Classes are open to students fifteen minutes prior to the start of lessons and children complete independent morning activities. This ensures a good start to the day, with children well prepared and ready for learning.



Our campus typically has a community feel, where parents, staff and students are seen interacting, engaged in conversation, play and activity. Parents and other community members are encouraged to engage with the school on a number of levels including becoming a member of the P&C or school council. During 2019 the chair of the school council along with two other parents from the education support centre were valuable representatives on the school council.

Our school provides programs for children from Kindergarten through to Year 6. The majority of our students remain with us throughout their educational journey allowing us to capitalize on the benefits that continuity with staff and environment brings. Students typically remain with the same teacher for several years which generates a close bond between teacher and student. They are also surrounded by peers close to their unique developmental level.

Individual Education Plans (I.E.P.) are developed in consultation with parents, therapists and other professionals and continually reviewed. As there is such variance between student's needs, abilities and aspirations the programs offered are fluid in construct. We utilize a range of community learning experiences with our students. They are given the opportunity to benefit from swimming lessons, inter school athletic carnivals, Community Access Program excursions, camps and behavior reward excursions accessing the local and extended community.

## School Strategic Plan

The 2018 – 2020 strategic plan was reviewed by staff at the end of 2017. We adjusted our targets for student achievement based on our findings from the data collected throughout the year. Teachers became skilled in the use of small, measurable, achievable, relevant and timed (SMART) goals for students' individual education plans (IEP) thus ensuring the data we collect around IEPs is relevant.

We look forward to continuing with opportunities to enact the plan as we continue to review our data collection processes and improve them as necessary. At the end of this cycle we will welcome the services of the Independent Review Group to gain valued feedback regarding their findings on our school operations and effectiveness.



*1 - ESSN Primary Soccer Carnival, Senior Champions*

*hosted by Lynwood SHS.*

### SCHOOL COUNCIL

The first meeting in 2019 the "The Terms of Reference" were reviewed. The School Council endorsed the school's budget, voluntary contributions, fees and charges as well as reviewing policies. The NAPLAN data was reviewed for 2018 and recommendations were made. Discussions were had about increasing the profile of the Council within the wider community. Maddington Primary School has again nominated to be part of the program for Independent Public Schools in 2018.

### PARENTS AND CITIZENS ASSOCIATION

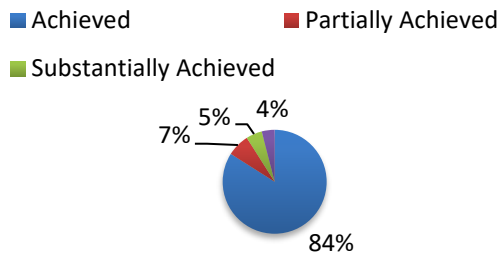
This year the P & C continued to focus on "Enhancing the playground" as their fundraising goal. They continued to run School Banking, Easter Raffle, Fathers' Day Stall & Raffle, Mothers' Day Stall and Raffle and the Christmas Stall and Raffle. Funds raised were then used to provide subsidies for excursions/incursions, as well as, providing awards for the Celebrating Maddington, Graduation, Science and Book Week prizes. To enhance the playground, three free standing wooden tepees and a little library were purchased for the students. Scotch College painted the sundial with Steph's assistance and Alan Wall the gardener.

## Student Achievement - English

Thirty-eight students attended Maddington ESC this year.  
74% achieved 70% or more of their IEP goals.

Overall: 78% of the IEP goals were achieved, 10% partially achieved, 10% substantially achieved and 2% not achieved.

### 2019 IEP Goals: Reading & Viewing



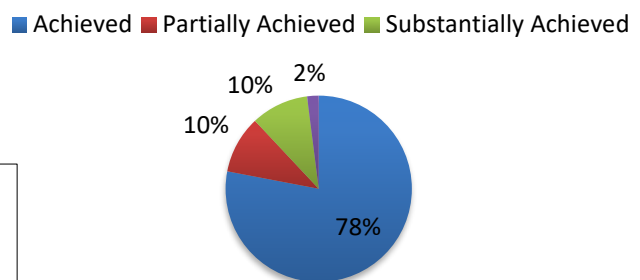
In Reading and Viewing, 72% achieved 70% of their IEP goals.

Overall: 84% of the IEP goals were achieved, 7% are partially achieved, 5% substantially achieved and 4% not achieved.

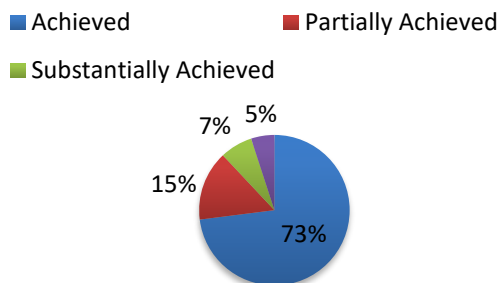
In Writing, 67% achieved 70% of their IEP goals.

Overall: 78% of the IEP goals were achieved, 10% were partially achieved, 10% were substantially achieved and 2% not achieved.

### 2019 IEP Goals: Writing



### 2019 IEP Goals: Speaking & Listening



In Speaking and Listening, 75% achieved 70% of their IEP goals.

Overall: 73% of the IEP goals were achieved, 15% were partially achieved, 7% were substantially achieved and 5% not achieved.



### Waddington Reading Test 2019:

Twenty-eight students attempted the Waddington Reading Test in 2019.

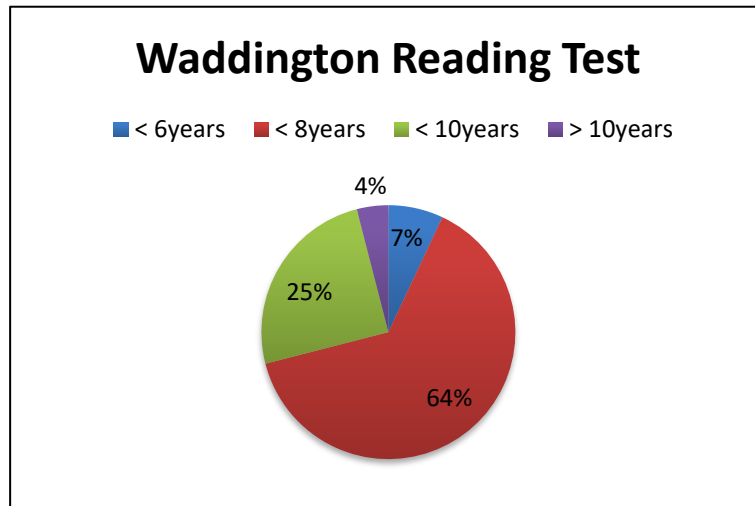
Kindergarten and Pre-Primary students did not sit the test.

Twenty-two of the students had sat the test in 2018.

Eighteen of the students reading ages made raw score gains between one and fourteen.

Six of the students reading ages regressed.

None of the students remained on the same score.



This

ages that students have achieved across the Waddington Reading Test in 2019.

graph identifies the reading

### South Australian Spelling Test 2019:

Twenty-eight students attempted the South Australian Spelling Test in 2018.

Kindergarten and Pre-Primary did not sit the test.

Eighteen of the students had sat the test in 2018.

Thirteen of the student's raw scores have progressed.

Two of the student's raw score has regressed.

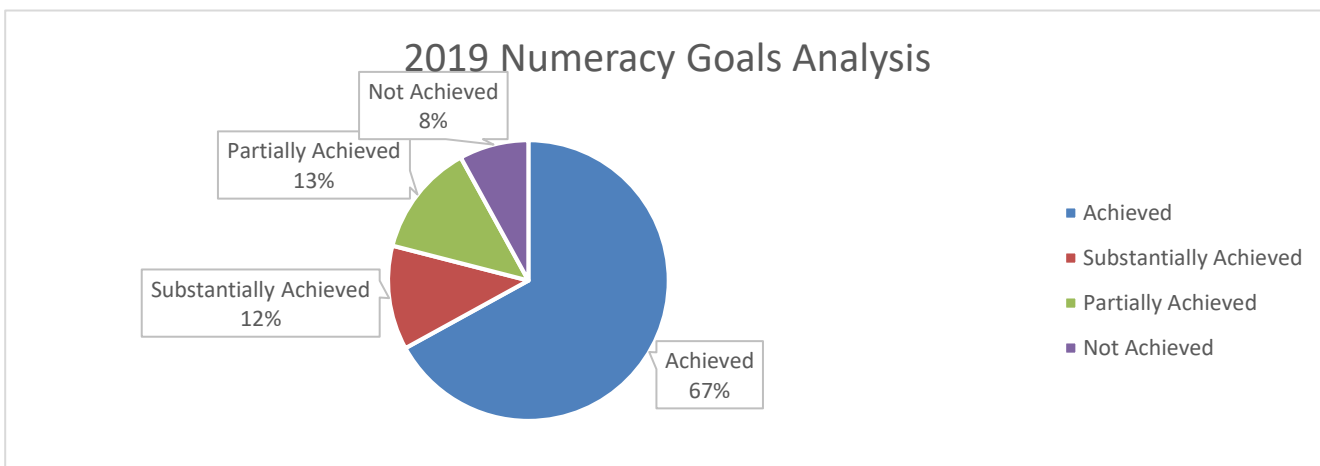
Three of the students remained on the same score.

These results demonstrate that 72% of students have made an improvement in their raw score, 11% of the students did not reach this goal and 17% of the students remained the same.



## Student Achievement - Maths

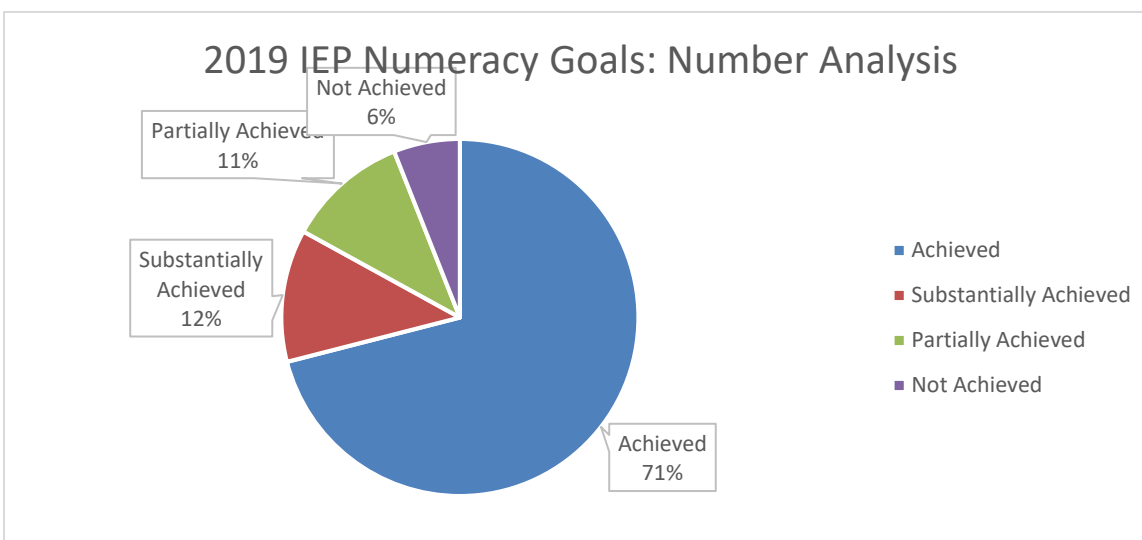
### 2019 IEP Goals Analysis



Thirty-seven students had Numeracy IEP's at Maddington ESC in 2019.

49% (18 students) achieved 70% or more of their IEP goals.

Overall: 67% of the IEP goals were achieved, 12% were substantially achieved, 13% were partially achieved and 8% were not achieved. Our target for the overall results in numeracy is 70% so, as a Centre, we fell short by 3%.

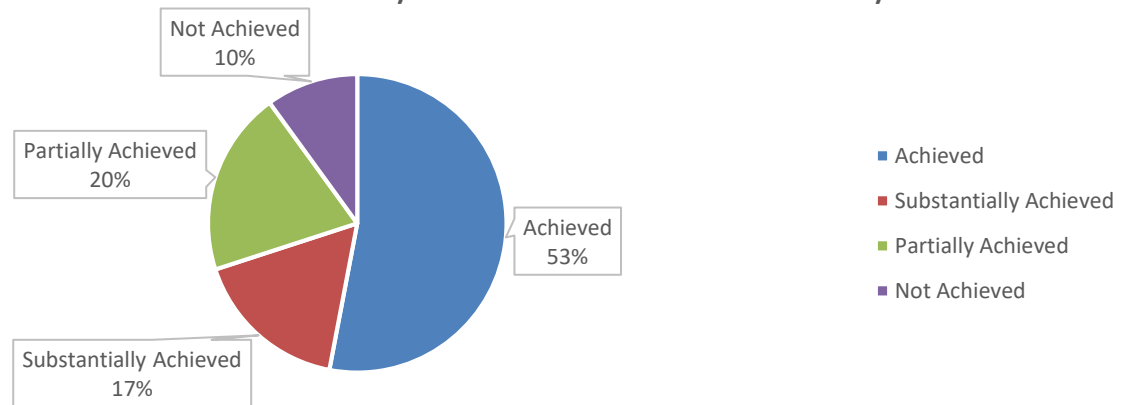


In the number area, 62% (23 students) achieved 70% or more of their IEP goals.

Overall: 71% of the IEP goals were achieved, 12% were substantially achieved, 11% were partially achieved and 6% were not achieved. Our target for the overall results in number is 70% and we exceeded this by 1%.

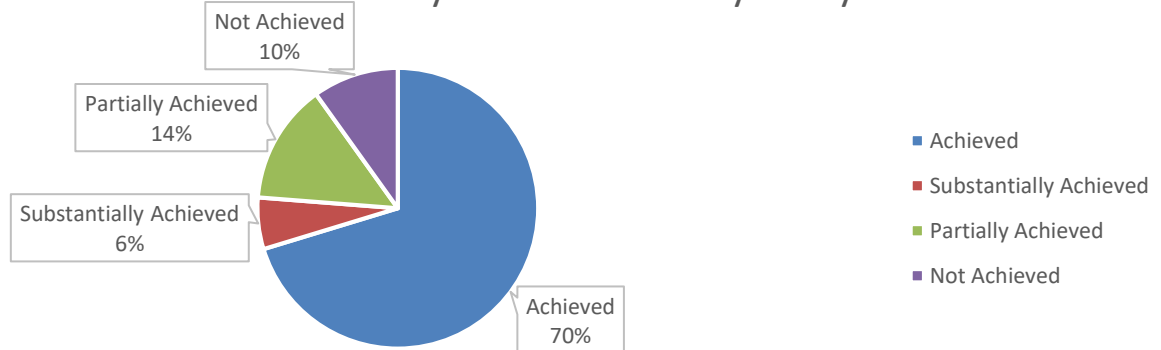


### 2019 IEP Numeracy Goals: Measurement Analysis



In the measurement area, 35% (13 students) achieved 70% or more of their IEP goals. Overall: 53% of the IEP goals were achieved, 17% substantially achieved, 20% partially achieved and 10% were not achieved. Our target for the overall results in measurement is 70% so, as a Centre, we fell short by 17%.

### 2019 Numeracy Goals: Geometry Analysis



In the geometry area, 57% (21 out of 37 students) achieved 70% or more of their IEP goals. Overall: 70% of the IEP goals were achieved, 6% were substantially achieved, 14% were partially achieved and 10% were not achieved. The overall target for results in geometry is 70% and this target was met.

### I Can Do Maths Assessment Record – Level A – 2019 Standardized Testing Analysis

Seventeen students attempted the I Can Do Maths, Level A Assessment Test in 2019. All questions were read to the students and counters were supplied where appropriate. A total of thirteen students did not sit the test including Kindy and Pre-Primary students and three non-verbal students. Five of the students sat the test for the first time this year and they scored 60%, 67%, 70%, 77% and 83% respectively.

## Attendance

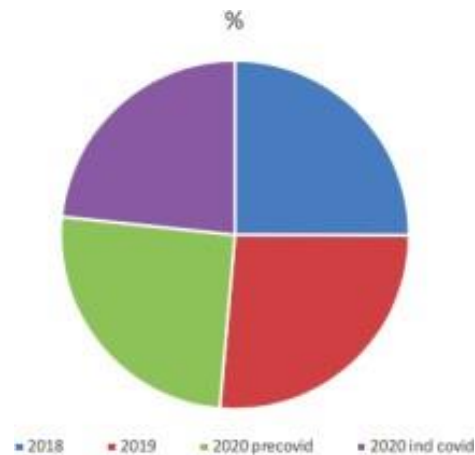
2018 = 84.5%

2019 = 88.87%

2020 pre-covid = 85.24%

2020 inc-covid = 78.70%

As can be seen, attendance is stable.



Date Range: 4 FEB 2019 to: 19 DEC 2019

Year	Gender	% Attendance			No. Attended	No. of Half Days	½ Day Absences	% Attend
		0	50	100				
6	M	<div><div></div></div>			334	388	54	86.08
6	F	<div><div></div></div>			355	388	33	91.49
6	F	<div><div></div></div>			348	388	40	89.69
6	M	<div><div></div></div>			356	372	16	95.70
6	M	<div><div></div></div>			383	388	5	98.71
6	M	<div><div></div></div>			288	290	2	99.31
6	M	<div><div></div></div>			349	388	39	89.95
6	F	<div><div></div></div>			356	388	32	91.75
6	M	<div><div></div></div>			364	388	24	93.81
6	M	<div><div></div></div>			370	388	18	95.36

Date Range: 4 FEB 2019 to: 19 DEC 2019

Year	Gender	% Attendance			No. Attended	No. of Half Days	½ Day Absences	% Attend
		0	50	100				
6	M	<div><div></div></div>			354	388	34	91.24
5	F	<div><div></div></div>			375	388	13	96.65
5	M	<div><div></div></div>			333	388	55	85.82
5	F	<div><div></div></div>			170	388	218	43.81
4	M	<div><div></div></div>			379	388	9	97.68
6	M	<div><div></div></div>			368	388	20	94.85
4	M	<div><div></div></div>			379	388	9	97.68
4	M	<div><div></div></div>			366	388	22	94.33

Date Range: 4 FEB 2019 to: 19 DEC 2019

Year	Gender	% Attendance	No. Attended	No. of Half Days	½ Day Absences	% Attend
		0 50 100				
3	M	<div><div></div></div>	331	388	57	85.31
2	M	<div><div></div></div>	276	290	14	95.17
4	M	<div><div></div></div>	350	388	38	90.21
4	F	<div><div></div></div>	356	388	32	91.75
3	M	<div><div></div></div>	363	388	25	93.56
2	M	<div><div></div></div>	170	194	24	87.63
4	M	<div><div></div></div>	371	388	17	95.62
3	M	<div><div></div></div>	373	388	15	96.13
3	M	<div><div></div></div>	366	388	22	94.33
3	M	<div><div></div></div>	146	156	10	93.59

Date Range: 4 FEB 2019 to: 19 DEC 2019

Year	Gender	% Attendance	No. Attended	No. of Half Days	½ Day Absences	% Attend
		0 50 100				
2	M	<div><div></div></div>	131	180	49	72.78
P	M	<div><div></div></div>	112	198	86	56.57
1	M	<div><div></div></div>	350	388	38	90.21
2	M	<div><div></div></div>	360	388	28	92.78
2	M	<div><div></div></div>	309	388	79	79.64
P	M	<div><div></div></div>	182	198	16	91.92
P	M	<div><div></div></div>	126	190	64	66.32
1	M	<div><div></div></div>	319	388	69	82.22
P	M	<div><div></div></div>	181	190	9	95.26
1	M	<div><div></div></div>	276	292	16	94.52



## Highlights of the year

- **Hospital Incursion.** The Association for the Welfare of Children in Hospitals WA came to Maddington with lots of props ready to teach the students all about hospitals. The students enjoyed dressing up in surgical gowns, using crutches & wheelchairs and learning about sick children through the use of dolls.
- Kate from **Infinite Dance** came to Maddington ESC for 10 consecutive weeks in term 1 and 9 consecutive Mondays term 3 where students learned basic choreographed dance routines. Students proudly performed the routines for their families at an end of term performance. The dance program was held twice as it was a huge hit with the students.
- Students from rooms 10 and 11 ventured out to our local **Woolworths** store in Maddington where they were shown around and taught about food handling skills and the benefits of healthy eating.
- Half our centre participated in a **Cricket** sporting schools program whilst the other half of the school participated in a sporting schools **Lawn Bowls Program**. Volunteers from local Cricket and Bowls clubs came weekly throughout the first half of the term to teach students their craft.
- As a good behavior reward for term 1, students attended the **Armadale Reptile Centre** and learnt all about reptiles. They enjoyed a picnic lunch at the centre before returning to school in the afternoon.
- MESC was lucky enough to host two **Perth Glory Soccer** representatives and two **Perth Demons District Football Club** representatives for a 4-week sporting schools program in term 2. Classes were split and students attended either Soccer or AFL football, depending on their interests.
- WADSA organized a **Ten Pin Bowling carnival** for our older classes to attend. Students went to Zone Bowling and met with other Education Support Centres to participate in some friendly competition.
- **Crocs Play Centre Excursion**
- Staff participated in a **Key Word Sign** PD and began the Implementation of KWS in our classrooms so that all students will learn to communicate using sign language.
- The **Life Education Van** visited Maddington School and all classes participated in activities with the primary school to learn about various life topics.
- Maddington ESC held a **Sports carnival** in September where students competed against their peers and watched their parents and teachers competing in parent/ teacher races too. Everyone involved had a great time.
- **Armadale AUSLAN Choir visit.** Year 9 and Year 10 students from Armadale Education Support Centre visited our students and performed a number of songs in AUSLAN Australian Sign Language. The high school aged students then branched out and spent time with our students in their learning environments. Our students really enjoyed spending time with older role models.
- The City of Gosnells **Constable Care** Incursion was a whole school event that involved both campuses learning together. The Constable

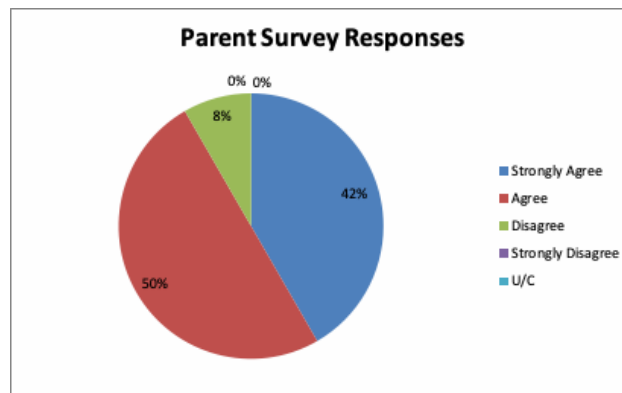


Care program offered two different sessions for age appropriate learning of themes including getting to school safely (road safety) and anti-bullying (Violence & harm prevention).

- **Wellbeing 4 Kids** came to MESC providing modified yoga teachings designed for our students. Students attended sessions in class groups and enjoyed learning how to stretch and move.
- **WADSA T-Ball Carnival** held at Success Primary School room 10 & 11
- **ESSN Soccer Carnival** Students participated in an ESSN **soccer** carnival hosted by Lynwood Senior High School. Rm 10 & 11
- Students travelled to Fremantle where they became immersed in the **World of Magic** performance presented by the Spare Parts Puppet Theatre.
- **Swimming lessons.** All students from years PP – 6 attended the Darling Range Sports College swimming pools for a week of daily swimming lessons. **Interm Swimming Program** provided by the Department of Education WA.
- The chaplain continued to run the three day a week **Breakfast Club** and provided fruit for crunch and sip on Fridays.
- MESC hosted the '**Christmas Assembly**' where our students performed an Aussie outback Christmas song. The assembly included students from both schools and was attended by a large group of parents.
- **Graduation assembly** was held in conjunction with the primary school for year six and recognized seven of our students and nearly fifty of the primary school students.
- The year 6 students attended the Cannington Community College Education Support Centre for a **transition** program which continued for two weeks.



## Parent Survey



In 2019, the school invited parents and caregivers to participate in the National Opinion Survey to provide feedback on how we are going as a school. We will continue to trial different ways for parents to complete surveys, and even often incentives in the future, but we only had 12 parents complete the survey. For our size school this reflects 33% of families responded.

Key findings of this survey included:

1. Teachers treat students fairly
2. Students behavior is well managed at this school
3. My child likes being at this school
4. This school takes parents opinions seriously
5. My child's teachers are good teachers.

## Retirement of Ms Britton

South Metro Regional Office undertook the process of employing anew Principal after the retirement of Kathleen Britton.

As a school community we would like to thanks and acknowledge Kathy for her years of work with the Department of Education as well as her years with Maddington ESC. Her passion for students and their families was well established and will remain in the ethos of the school in the years ahead.

Kathy is now enjoying her retirement looking after the grandchildren and just enjoying a leisurely life.

Thank you Mrs Britton for your time and energy over the years. Enjoy your retirement.

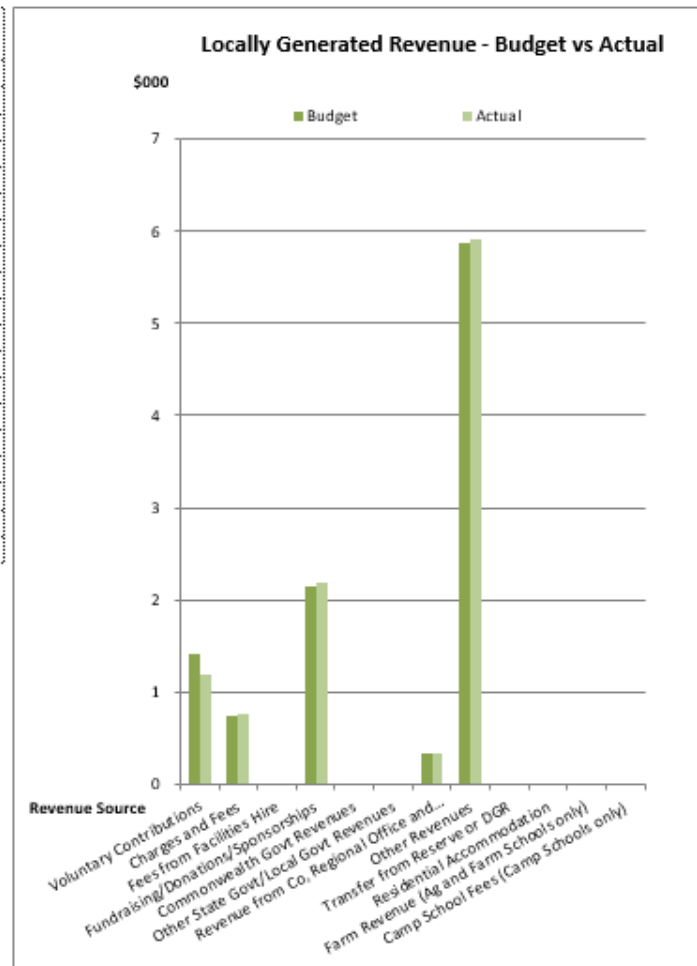
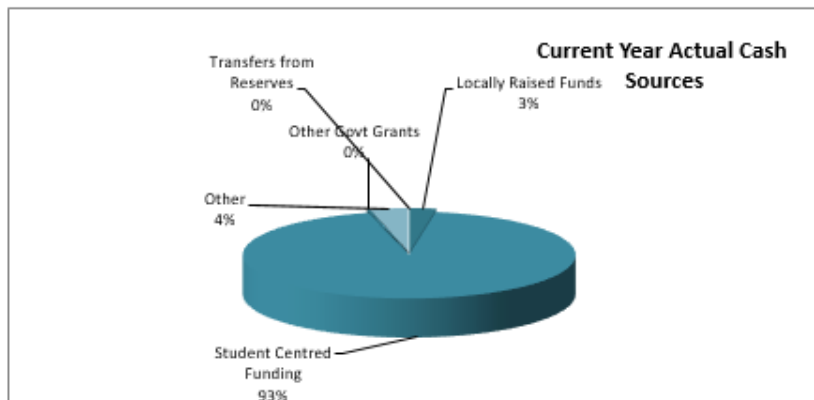
# Financials

Insert your School  
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## Maddington Education Support Centre

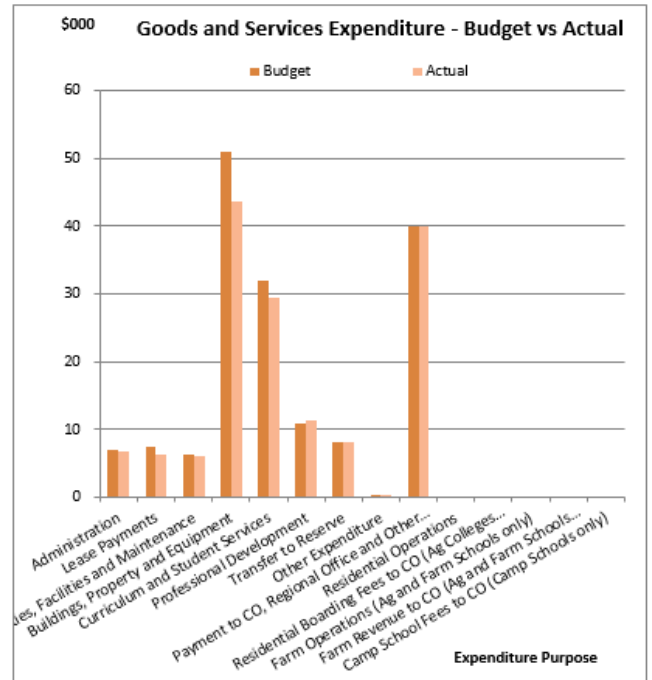
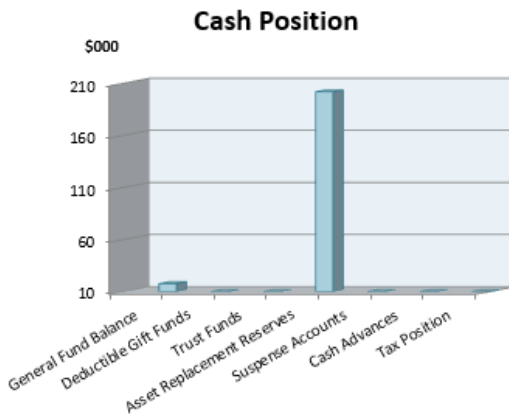
Financial Summary as at  
31 December 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,410.00	\$ 1,180.50
2	Charges and Fees	\$ 737.00	\$ 757.46
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 2,144.00	\$ 2,193.90
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Sch	\$ 334.00	\$ 333.64
8	Other Revenues	\$ 5,869.00	\$ 5,915.56
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 10,494.00</b>	<b>\$ 10,381.06</b>
	<b>Opening Balance</b>	<b>\$ 8,877.13</b>	<b>\$ 8,877.13</b>
	<b>Student Centred Funding</b>	<b>\$ 149,600.00</b>	<b>\$ 149,600.00</b>
	<b>Total Cash Funds Available</b>	<b>\$ 168,971.13</b>	<b>\$ 168,858.19</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 168,971.13</b>	<b>\$ 168,858.19</b>





	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 6,913.00	\$ 6,619.33
2	Lease Payments	\$ 7,370.00	\$ 6,209.87
3	Utilities, Facilities and Maintenance	\$ 6,149.00	\$ 5,974.38
4	Buildings, Property and Equipment	\$ 50,912.00	\$ 43,702.69
5	Curriculum and Student Services	\$ 32,031.00	\$ 29,356.14
6	Professional Development	\$ 10,919.00	\$ 11,374.08
7	Transfer to Reserve	\$ 8,000.00	\$ 8,000.00
8	Other Expenditure	\$ 5.00	\$ 4.88
9	Payment to CO, Regional Office and Other School	\$ 40,000.00	\$ 40,034.45
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges on	\$ -	\$ -
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 162,299.00</b>	<b>\$ 151,275.82</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 162,299.00</b>	<b>\$ 151,275.82</b>
	<b>Cash Budget Variance</b>	<b>\$ 6,672.13</b>	



<b>Cash Position as at:</b>		
<b>Bank Balance</b>	<b>\$</b>	<b>216,844.16</b>
<b>Made up of:</b>		
1 General Fund Balance	\$	17,582.37
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	201,602.79
5 Suspense Accounts	\$	268.00
6 Cash Advances	\$	-
7 Tax Position	\$	(2,609.00)
<b>Total Bank Balance</b>	<b>\$</b>	<b>216,844.16</b>