

# Avonvale Education Support Centre

## 2020 Annual School Report



### Vision Statement

*At Avonvale Education Support Centre we  
are a professional, responsible team of  
experts catering to the diverse needs of our  
students through meaningful,  
individualised programs that maximise  
each student's potential*

# Avonvale Education Support Centre

**The Annual Report for 2020 reviews Avonvale Education Support Centre's (AESC) performance in all aspects of teaching and learning across a differentiated curriculum which caters for the individual educational, social and emotional needs of the student cohort.**

AESC is a public school for students with special needs providing a high quality educational pathway for students. Individual needs of all students are catered for by flexible structures, specialist programs, diverse student support programs and close ties with local schools and outside agencies. Avonvale Education Support Centre is a Kindergarten to Year 12 school that specialises in a variety of intensive programs that supports all teaching and learning areas with particular focus on Literacy, Numeracy, Science and the Arts, as well as life skills and protective behaviours.

In the senior school, students in years 11 – 12 are provided with opportunities to gain work skills through Work Place Learning and TAFE courses to support their transition into post school pathways.

AESC shares sites with Avonvale Primary school and Northam Senior High school. Working closely with both schools provides opportunities for integration, transition and enrichment as well as strong social and emotional inclusion in a larger setting.

Enrolment in the centre is governed by very specific eligibility criteria as established under the Department of Education policy and guidelines. All students must satisfy these criteria which are subject to regular review and scrutiny to determine eligibility and appropriate placement.

Most students have a diagnosed intellectual disability, which is the primary basis for enrolment; however students do present with a broader range of disabilities including autism spectrum disorders, genetic, neurological and behavioural disorders as well as psychiatric conditions which preclude students from successfully engaging in mainstream settings. Enrolment for students with a typical diagnosis is determined on an individual basis and subject to annual reviews.

Located in the town of Northam, AESC is the only Education Support facility in the Wheatbelt Region. Our highly knowledgeable and expert staff provide outreach support to a number of schools in the region in the areas of Behaviour Management and Curriculum adjustments in the classroom.



*At Avonvale Education Support Centre we believe learning happens best when;*

- **High quality teaching and whole school consistent goals are driven by purposeful professional learning and a team approach**
- **Teaching incorporates high expectations and curriculum differentiation which leads to student success**
- **We provide safe and respectful learning environments which engage students through quality effective programs consistently throughout the school**
- **Our students feel a strong sense of belonging through engagement with the school community**



## Our Learning Program

**Avonvale Education Support Centre concluded the year with 18 full time students across 3 classrooms, 2 primary classrooms and 2 secondary classroom, with enrolments in Pre– Primary to Year 12.**

Students at Avonvale Education Support Centre are provided with comprehensive and balanced curriculum that addresses each student's needs with a program that addresses their academic, functional and social needs. The curriculum is supported by the individual documented plans and supports the Western Australian Curriculum as mandated by the School Curriculum and Standards Authority (SCSA).

All whole school planning encompasses the following:

- Classroom First Strategy
- Focus 2020
- Strategic Plan for Public Schools
- Disability Discrimination Act
- Disability Standards for Education

At Avonvale ESC we provide an environment that meets each child's individual needs; we provide predictability and routine; support communication; and understand that difficult behaviour is a symptom of an underlying difficulty the child is experiencing that we need to identify, understand and address.

Staff work together as a team to provide support for students experiencing self-regulation and social-emotional disorders and behaviours .

### Additional Programs in 2020

The following Programs were incorporated into our 2020 Learning Programs to support student learning and allow students access to the curriculum by providing additional support:

- Colourful Semantics
- Whole School Fine Motor Program
- Key Word Signing
- Response to Intervention - Whole school developed program
- Discrete Trial Training/Task Analysis
- Language for Learning Program

### School Performance

At the beginning of each year the classroom teachers undertake a number of comprehensive assessments of students strengths and weaknesses. From these assessments, teachers identify what outcomes should be included in each individual students documented plans (Individual Education Plans).

Using the diagnostic information provided as result of these assessments informs the outcomes set for the student to achieve over a semester. Students' progress is then regularly assessed throughout the term and the consequent achievements reported to parents.

At a school level, the analysis of the IEP's against goal achievement forms the current basis for self-review and improvement. For many students in the education support context, learning is not linear. Over the duration of an IEP student learning for many students often fluctuates with gains and regression in goal achievement being a common occurrence.

## Targets for Achievement

AESC staff set individual and group targets for achievement based on the Western Australian Curriculum and SEN Planning P Descriptors and ABLEWA. The targets are set in Individual Education plans, whole class, and group planning. Individual adjustments are then made to allow student to access the appropriate curriculum as set out in the Western Australian Curriculum. These goals/targets are used to determine each student's success. Success is dependent on a number of variables including: good health, well-determined and achievable outcomes, sound attendance and appropriate engagement in the learning process.

The School targets to achieve this are:

- Each student will master no less than 70% of their outcomes in English and Maths by the end of each school year as identified in their Documented Plan.
- The school will achieve an overall attendance rate of 90%
- Embed Protective Behaviours in the classroom teaching and learning programs

# Avonvale Education Support Centre

## Our School Year

### 2020 Focus and Priorities

We were tested in ways we hadn't experienced in 2020. COVID-19 had an enormous impact on the world and although relatively safe in Northam we had to deal with the uncertainty a pandemic brings. We needed to adapt quickly, make decisions quickly and be prepared for things to change quickly. Our school passed the tests thrown our way in a commendable manner. Staff members accepted the challenges we faced, supporting each other to ensure we did all that was possible to continue each students learning and looked out for each other. Staff in general coped well with the difficulties they were presented with and when the students returned we were able to resume our usual program with relative ease.

Our focus for 2020 was based on our Strategic Plan and Operational Plans developed to support this. Our Priorities for 2020 were:

- English—Communication AAC/Key Word Signing
- Behaviour – Develop a Positive Behaviour Support in School plan and update our Behaviour Management in Schools Plan.

### Programs

- Teachers developed IEPs for each student in consultation with parents, carers. The plan is links specifically to the student's needs. Goals, modifications, accommodations, personnel, and placement
- Students participated in weekly community access programs. Activities included swimming lessons, grocery shopping, utilising the PCYC gym and utilising community facilities such as parks and cafes.
- A number of students transitioned successful to alternate schools after early intervention at AESC.
- All students participated in healthy cooking and eating programs. A vegetable garden was planted and maintained by the secondary students.
- Secondary Students participated in weekly Work Experience sessions.

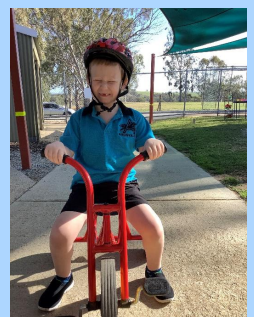
**An intensive Early Intervention Program** established for students with diagnosed Autism and/or Global Developmental Delay was developed by the ECE teacher. Support provided by SEN Sensory visiting teachers provided additional strategies and goals for individual students.

**Imaginative play programs** were developed to teach play skills and develop social and emotional development in the K – 2 year. The Early Years Framework was unpacked to staff and the Centre developed a comprehensive NQS plan.

Utilisation of the **Multi Sensory Room** to explore a variety of sensory activities through planned programs. Staff attended sensory workshops at the centre and developed Sensory plans and checklists that suited the needs of individual students. Teaching staff developed a whole school plan to ensure consistency of program delivery. Individual assessments and sensory plans catered to the individual students needs.

**PODD/PECS books** in Primary and Early childhood classrooms continued development and application of these communication tools in the classroom. On-going professional development for staff is provided weekly by expert staff delivering training at point of need. Proloquo2go is accessed by all students on the centre iPads. Staff continued to be trained in the use and application of this program to ensure the students are using a variety of strategies to communicate their needs

- **Key Word Signing** has been used at the AESC for a number of years.
- **TEACCH program** continued to be incorporated into our everyday lessons.
- **Cooking Classes** were provided in each classroom across the Centre.
- **Gardening Program** – across campus the students grew a number of herbs and vegetables culminating in the produce been used in the cooking program.







**Avonvale Education Support Centre concluded the year with full time students across 3 classrooms, 2 primary classrooms and 1 secondary classroom, with enrolments in Pre– Primary to Year 10.**

- Collating the data to measure the success of the outcomes as set down in the Individual Education Plans has identified: the following after reflection by the teaching staff:
- In 2021 teachers of students in their early years of schooling, will factor in the amount of time it takes for students to learn the routines associated with learning when determining and reviewing student outcomes.

IN 2021 WE WILL EXPLORE OTHER FORMS OF ASSESSMENT TO

## Value Adding

- ◇ Major Facilities improvements across both campuses
- ◇ Independent Living Classroom
- ◇ TAFE Leadership classes for secondary Students
- ◇ Collaboration with inter-agencies to support our students and families
- ◇ Collaboration with Avonvale Primary School
- ◇ Implementation of the TEACCH program in classrooms
- ◇ Whole School Key Word Signing program with parent workshop.
- ◇ Providing Professional learning and support to primary and Secondary Schools In our Network
- ◇ School based therapy services.
- ◇ Team Teach Coordinators/trainers
- ◇ Community Access programs across all year levels
- ◇ Discrete Trial Training and implementation of Applied Behaviour Analysis techniques
- ◇ Protective Behaviours Program provided and a Whole School approach implemented.

**Achieved** = 70% of outcomes as set into Individual Education Plans were achieved.

**Not Achieved** = less than 70% of the outcomes set into the Individual Education Plans were not achieved.

**N/A** not applicable—no students in this year level

**Secondary** = low numbers in each year level therefore individual year levels not able to be represented.

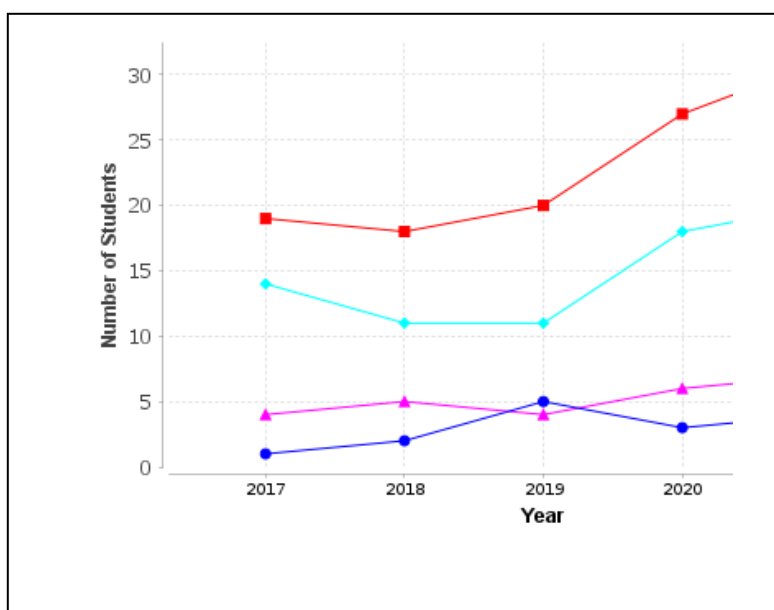
At the completion of 2020	English Outcomes	Mathematics Outcomes
Pre Primary	Achieved	Achieved
Year 1	Achieved	Achieved
Year 2	Achieved	Achieved
Year 3	Achieved	Achieved
Year 4	Achieved	Achieved
Year 5	Not Achieved	Achieved
Year 6	Achieved	Achieved
Year 7	Achieved	Achieved
Secondary	Achieved	Achieved



## Target Two: Student Attendance

In 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to other years.

Enrolment Trends – Enrolments have shown a steady increase in total since 2019 particularly in the Primary stream.



## Avonvale Education Support Centre Staff Profile

Occupation Group	Active Head-count	Active FTE	Inactive Headcount	Total Head-count	Total FTE
Leadership	2	1.4	0	1.4	1.4
Teacher	7	6.6	0	6.6	6.6
Education Support EAs	13	12.6	1	22.9	13
Admin	3	2:2	0	3	2:2
Other	1	0.1	0	1	0.1
<b>Total</b>	<b>26</b>	<b>22.9</b>	<b>1</b>	<b>34.9</b>	<b>23.3</b>

### Staff Qualifications

All teaching staff meet the professional requirements to teach in Western Australian public schools. All permanent teachers hold Education Support qualifications. All Education Assistants hold Cert III or IV in Education Assistant: Special Needs.

### Staff Participation in Professional Learning

The staff at Avonvale Education Support Centre are highly trained and strong professional collegiate support is provided to each and every staff member. Professional Learning time is provided weekly and staff skills and knowledge are revisited and reviewed on continual cycle of improvement. Teaching staff meet weekly to collaborate on improving student outcomes and refining professional judgements.

**Administration staff, teachers, and education assistants participated in the following professional learning activities:**

- Child protection
- Team Teach
- Senior First Aid
- Asthma and Management of allergies and anaphylaxis in schools.
- PEG Feeding
- Behaviour management/Applied Behaviour Analysis/Discrete Trial Training
- Early Intervention/Kindergarten Guidelines
- Ethical and Accountable Decision Making
- Augmentative Communication
- Key Word Signing
- TEACCH
- Protective Behaviours
- Sensory Planning and Management
- Key Support Teacher – Autism
- Whole School Positive Behaviour Support
- Protective Behaviours Training
- Applied Behaviour Analysis
- Childhood Trauma



## Avonvale Education Support Centre: Community

Communication with parents : Throughout 2020 we continued to improve our communication with parents and carers. Newsletters are extremely comprehensive Teachers communicated with families formally and informally throughout the year. Communication books, face to face conversation and meetings were a number of strategies teachers used to communicate with families. Feedback throughout 2020 has indicated that families do feel more informed. . The school has worked hard throughout 2020 to seek out ways to access the school community through our Community access program although at time this has been difficult due to the COVID 19 restrictions. Staff have looked for alternatives and utilised these to communicate with parents. Council Meetings took place via technology when applicable.

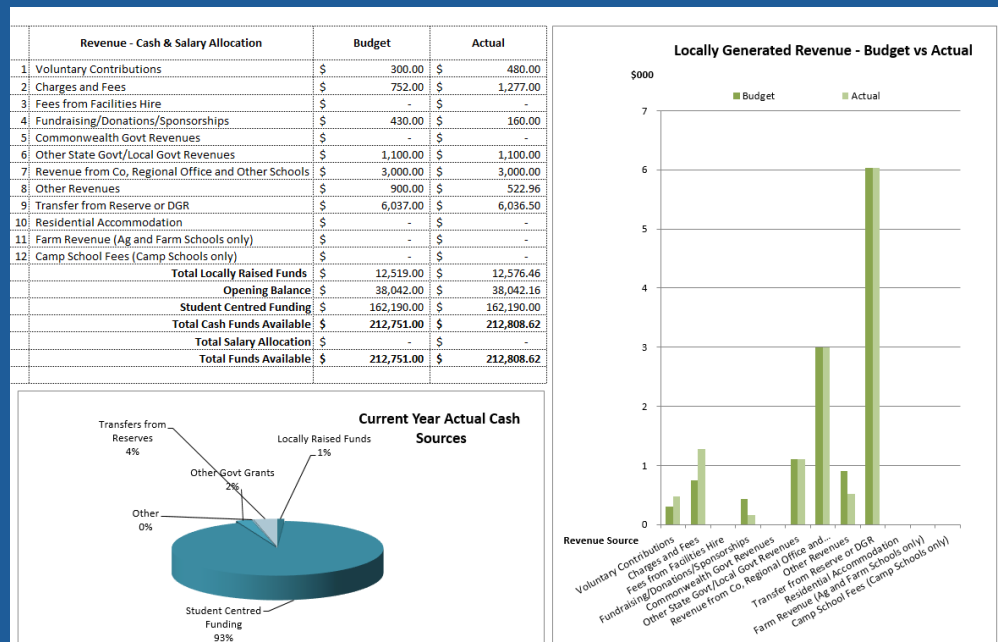
### School Surveys:

*Due to COVID -19 School Surveys were postponed by the Department of Education for 2020.*





# 2020 Financial Summary



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 23,338.00	\$ 19,677.75
2	Lease Payments	\$ 13,844.00	\$ 14,487.56
3	Utilities, Facilities and Maintenance	\$ 36,654.00	\$ 28,408.48
4	Buildings, Property and Equipment	\$ 31,407.00	\$ 10,214.04
5	Curriculum and Student Services	\$ 23,600.00	\$ 16,474.96
6	Professional Development	\$ 8,000.00	\$ 8,623.02
7	Transfer to Reserve	\$ 10,600.00	\$ 10,600.00
8	Other Expenditure	\$ 400.00	\$ 44.23
9	Payment to CO, Regional Office and Other Schools	\$ 45,000.00	\$ 45,000.00
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 192,843.00</b>	<b>\$ 153,530.04</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 192,843.00</b>	<b>\$ 153,530.04</b>
	<b>Cash Budget Variance</b>	<b>\$ 19,908.00</b>	

The financial figures represent the funds the school received into our cash account. It also represents the funds the school anticipated receiving against the actual amount received.