



Annual Report 2021

**We inspire all students in a supportive environment
and encourage opportunities for success**

Principal's Message

As Principal of Westminster Education Support Centre, I am always impressed with the warmth and generosity of spirit shown by staff, students and families alike. I count myself as privileged and honoured of leading such an innovative and diverse school. Over the past year COVID continued to have an impact throughout Australia. However, at Westminster Education Support Centre we remained a safe and happy place to be for the whole school community. Adversity shows true character and I have seen a supportive, understanding and kind community working with an experienced, hardworking and dedicated staff group for excellent outcomes for all our students.

The Annual Report provides information on a range of programs and an overview of the depth and breadth of education at Westminster Education Support Centre. Curriculum, Infrastructure and Operations are all key to ensuring our school is sustainable and our continued growth in student numbers, building work and specialist programs are a few highlights of how we are making sustainability central to what we do.

In 2022 we will be developing a new business plan, however I am sure our purpose and priorities below will still be focused on as we seek to enhance everything we do.

- *Success for all students.*
- *Excellence in teaching and leadership.*
- *Strong governance and communication.*
- *A safe, supportive and sustainable environment.*

I would like to take this opportunity to thank all members of our P&C and School Board for the time they volunteer to attend meetings, organise events and the crucial role they play in our school. Both groups act as a vital link between home and school, and are important in developing the successful learning community of Westminster Education Support Centre.

Finally, I look forward to working with all members of our vibrant school community as we continue building on the successful programs already running and introduce exciting new initiatives in 2022.



Our School Community

We have a positive and robust reputation for providing a high quality education for students with special needs. Our aim is to provide a supportive, engaging setting - “we inspire all students in a supportive environment and encourage opportunities for success”. Administration staff, education assistants, teachers, psychologist and leadership make up a strong and caring community, committed to providing individualised, challenging and rewarding learning experiences that are differentiated to cater for each student’s unique learning needs. Parents, caregivers and families are the pivotal partners in meeting the educational needs of our students. We build positive relationships with parents/caregivers in educational planning through a range of formal and informal processes. Westminster Education Support Centre is committed to being a school with expert and specialist facilities and programs for our students. We have a deep commitment to our core priority areas of Communication, Literacy, STEAM, Maths, Positive Behaviour Support and Protective Education (Behaviours).

School Overview

At Westminster Education Support Centre, we:

- Support our students through a high quality, evidence based inclusive learning opportunities.
- Use data and evidence to provide a rich and relevant curriculum which is responsive to the needs of each individual student.
- Implement a targeted approach in providing teaching and learning programs which enable all students engage in their education and experience success.
- Foster strong links between Therapy Providers, School and Home.
- Engage all students in STEAM.

Success for all students

ABLE WA Personal and social capabilities demonstrated out of the 60 students assessed 8% of students progressed a stage in a year (significant improvement for education support) and 45% progressed in their stage they were working at. There were 23 students (38%) new to the school.

Out of the 48 students who registered on the numeracy assessments, 40% of students improved by a year level and 52% progressed.

Student literacy continued to improve with 11 students moving from the functional literacy to Diana Rigg program.



Semester one, nearly half of our students achieved over 80% of their IEP goals and a further 23% over 50% of their goals. Semester two nearly all of our students achieved over 80% of their IEP goals.

The new functional learning assessment was trialled for 22 students who did not fully register on the literacy and numeracy assessments. This assessment collects data on student's adaptive behaviours, self-help skills, visual skills, receptive and expressive language, motor and verbal imitation, social and play skills and ABLEWA Maths and English A/B. Data between semester one and two demonstrated progress in each focus area.

- Adaptive behaviours: 100% student progress
- Self-help skills: 95% student progress
- Visual skills: 91% student progress
- Receptive language: 81% student progress
- Motor Imitation: 95% student progress
- Verbal Imitation: 36% student progress
- Requests: 86% student progress
- Expressive language: 59% student progress
- Play Skills: 91% student progress
- Social Interaction: 82% student progress
- English ABLEWA A: 77% student progress
- English ABLEWA B: 68% student progress
- Maths ABLEWA A: 55% student progress
- Maths ABLEWA B: 55% student progress

Continued to meet National Quality Standards in the early years.

Specialist programs; including STEAM, Swimming, WADSA sport; Tee Ball, Bowling and Gymnastics and Your Move cycling program.

Provided leadership opportunities for students, including a leadership camp.

Integration with mainstream peers continued with physical education, economics and whole school events.

Enrolments continued to increase.



Excellence in Teaching and Leadership

- Every student has access to ICT to access online programs. These services effectively provide children with a range of contemporary learning opportunities in all areas of the school curriculum.
- Workforce planning has ensured the recruitment and retention of high quality, skilled teaching and support staff.
- Professional Learning Communities (PLC) became integral to operational and curriculum planning.
- Peer mentoring and coaching continued to ensure ongoing staff learning and the sharing of knowledge and skills. Professional learning (PL) logs ensured staff provided feedback to relevant staff and ran internal professional learning.
- Teacher performance management continued to inform individual development and whole school initiatives and planning.
- Teachers continued to use AITSL professional standards to self-reflect on their professional practice.
- Self-reflection using the Aboriginal Framework began.
- Education Assistants provided input into the PLC's and Operational Plan.

Strong Governance and Communication

- Provision of parent workshops, assemblies and school events.
- Cohesive working partnerships maintained with therapists improving student IEP goals.
- ICT technician continued to develop the school Facebook page and created a new website and app.
- Leadership action plan supported the development of the Business Plan.
- Developed links within the Education Support Network North partner schools and developed shared knowledge of teaching, learning, curriculum planning, reporting to parents and data collection.
- Family community events were held throughout the year including an Art Exhibition, EID celebrations, STEM fest and Walk Safely to School Day.
- Participation in the Westminster Schools new buildings and major refurbishment group.



School Board

Westminster ESC school board provided governance, contribute to the long term future of the school and maintaining oversight, of the school's operation. The Board supports the Principal by providing additional expertise and advice to help achieve the best possible outcomes for the students.

We would like to acknowledge and thank Peter Dearlove for his contributions over the past few years who has stepped down due to work commitments. Jia White from Curtin University joined the board in 2021 and we look forward to working with Jia in 2022.

The 2021 School Board Members:

Gary Hobson	Principal
Dr Susan Beltman	Associate Professor, Curtin University (Chair)
Kirsten Dunn	Associate Principal
Dr John O'Rourke	Senior ECU Lecturer
Suzette Boeyen	MCS
Raphaelo Shilo	Education Assistant
Jan Tilbrook	Health & Safety Rep
Vanessa Garland	Parent
Natalie Krekora	Parent
Krista Kerr	Lecturer North Metro TAFE
Jia White	Lecturer Curtin University

2021 Board contributions:

- Reviewed targets and milestones in the school's Business Plan.
- Reviewed student performance data.
- School Board Members accessed training.
- Endorsed the school financial statements and annual budget.
- Endorsed school development days for 2022.
- Determined the 2022 voluntary contributions and charges.
- Attended school events and functions.
- Supported professional learning.
- Participation in the Westminster Schools amalgamation implementation committee.



Safe, supportive and sustainable environment

Be You team created an Action Plan involving community and school surveys. Results indicated priorities in Family partnerships and staff wellbeing. A Health and Wellbeing hub was created in collaboration with the Child and Parent Health Centre. Specific section each fortnight in the school newsletter is dedicated to educating families in what services are available for them for specific health and wellbeing aspects.

Collaboration with Luke George from By George consulting continued, focussing on educating staff on strategies for reducing stress and restoring balance to keep in line with the department's "High Performance, High Care" initiative. Specific support was customised from the results of a High Performing School Culture Survey

Provided a conduit for families to access support services and providers and also the school Chaplin and AIEO.

Provided Professional Practice Placements for students from local TAFE and Universities.

Continued capital works for wheel chair access to the school site including wheelchair friendly entrance, upgrade to ramps and new disabled car parking bays.

Your Move Program engaging students in bike riding and the completion of a successful grant application to purchase bikes and helmets.

A successful Sporting Schools grant application to engage students in gymnastics and Ten Pin bowling and T- ball.

Successful Partnership Acceptance Learning Sharing grant application to engage students in a PALS program including the production of a collective canvas and Yirra Yaakin performance.

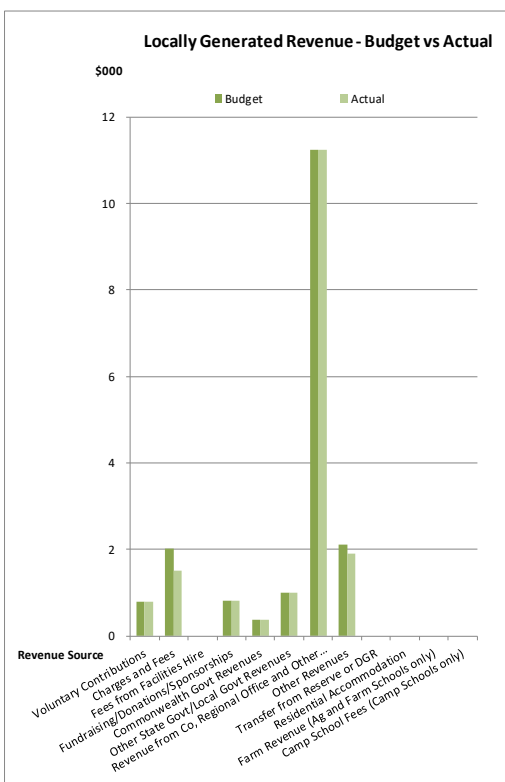
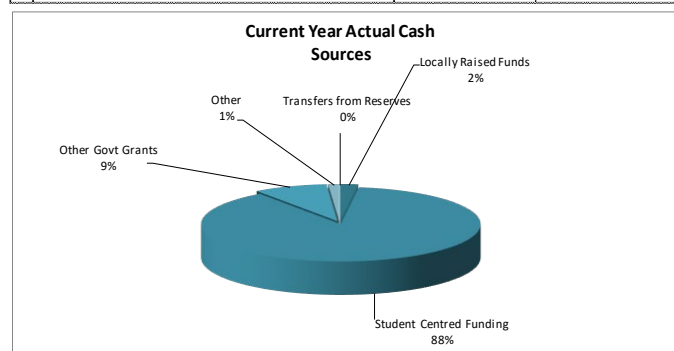
Staff wellbeing was a focus with whole staff Escape Rooms, African Drumming workshops, morning teas, extra DOTT allocation, Brain Ambulance PL and networking opportunities.

Westminster ESC Financial Summary

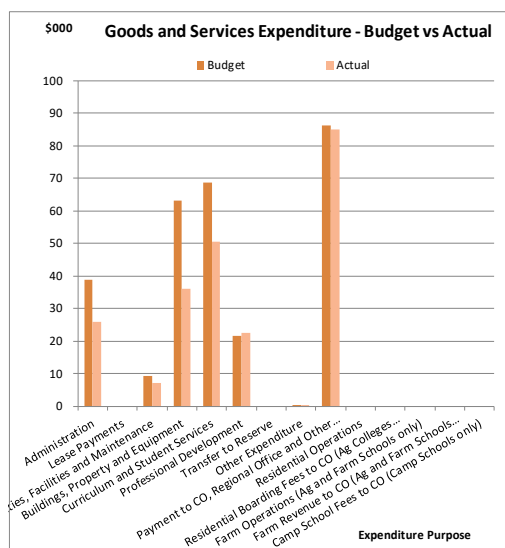
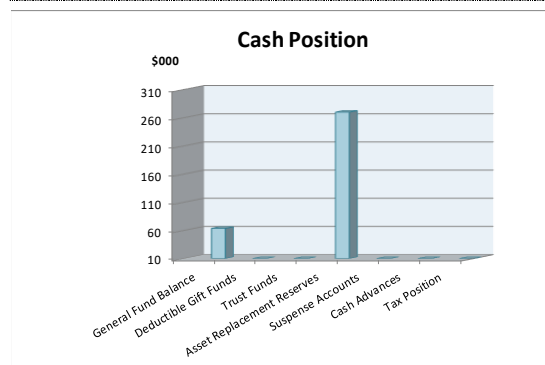


Westminster ESC
Financial Summary as at
31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 795.00	\$ 795.00
2 Charges and Fees	\$ 2,021.00	\$ 1,501.00
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 808.00	\$ 807.55
5 Commonwealth Govt Revenues	\$ 381.00	\$ 380.76
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 11,250.00	\$ 11,250.00
8 Other Revenues	\$ 2,105.00	\$ 1,905.14
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	\$ 18,360.00	\$ 17,639.45
Opening Balance	\$ 143,093.00	\$ 143,092.53
Student Centred Funding	\$ 129,875.00	\$ 129,875.00
Total Cash Funds Available	\$ 291,328.00	\$ 290,606.98
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 291,328.00	\$ 290,606.98



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 38,875.00	\$ 25,777.38
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 9,150.00	\$ 7,208.23
4 Buildings, Property and Equipment	\$ 63,115.00	\$ 36,094.47
5 Curriculum and Student Services	\$ 68,731.00	\$ 50,486.38
6 Professional Development	\$ 21,406.00	\$ 22,433.37
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 90.00	\$ 94.49
9 Payment to CO, Regional Office and Other Schools	\$ 86,250.00	\$ 85,004.95
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	\$ 287,617.00	\$ 227,099.27
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 287,617.00	\$ 227,099.27
Cash Budget Variance	\$ 3,711.00	\$ -



Cash Position as at:	
Bank Balance	\$ 332,491.61
Made up of:	
1 General Fund Balance	\$ 63,507.71
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 269,862.90
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ (879.00)
Total Bank Balance	\$ 332,491.61