



Kalamunda
PRIMARY

EDUCATION SUPPORT CENTRE

ANNUAL REPORT 2020



Growing literate, numerate,
functional, independent and
employable adults.



Education Support

Education Support is the provision of services to support students with disabilities. The support a student will receive is dependent on the environment in which they are educated. Within Kalamunda Primary Education Support Centre (KPESC) each student's Documented Plan is negotiated with families and key stakeholders and forms that student's individual and unique curriculum.



Learning Program

The overarching target for all students' learning programs, and implicit in their Documented Plans is that they will be literate, numerate, functional, independent and ultimately, employable as adults.

Staff aim to provide each student with a comprehensive and balanced learning program that addresses their unique academic, functional and social needs. This learning program (curriculum) is driven by the Documented Plan and supports the Western Australian Curriculum as mandated by the School Curriculum and Standards Authority (SCSA).

KP ESC rigorously adheres to the Department of Education's policy that ensures students spend no less than 50% of their school week targeting English and Math outcomes. This is evidenced in our students' Documented Plans by the number of outcomes identified across these two learning areas.

School Performance

In 2020 KP ESC began the school year working with students to complete a number of comprehensive assessments that clearly identified what to include in students individual Documented Plans. Diagnostic information sourced through these assessments ultimately informed student's outcomes which were then regularly assessed and reported on to families using the Reporting to Parents - Special Educational Needs (RTP-SEN) tool. Classroom staff continued to work with families to ensure that the outcomes set were achievable, measurable and appropriate.

The anomaly for the 2020 school year was the impact that COVID 19 had on schools, families and student performance and attendance.





COVID 19

In February 2020, the impact of COVID 19 was felt, both in WA and around the world. By mid March, schools were directed to remain open, but where possible move all learning online and/or remotely. It was a time of great uncertainty for students, families and staff. The impact of such a virus was unknown and put schools in territory never experienced before.

Term 2 started with the majority of students working online from home with school staff “Zooming” lessons, which were supplemented by hands on work packages. These packages were hand delivered by school staff as everyone came together to ensure that the impact of such massive changes were minimised and student health, both physical and mental, maximised.

Schools were decisively led by the Director General, Lisa Rodgers, and directed not to mark students as absent whilst working from home, nor report on student achievement for Semester One.

The focus moving into Semester 2 was about both the physical and mental health of all students, families and staff before slowly moving back into an academic curriculum that would be assessed and reported on at the end of the school year.

Some of our students bounced back quickly, returning to school in Semester 2, whilst other students, particularly those with underlying health conditions and concerns, slowly returned to school and ultimately, back into their academic program.



TARGETS FOR ACHIEVEMENT

Kalamunda PESC uses the standardised achievement scale to report on student achievement.

The scale used is:

- **Achieved:** The student independently demonstrates skills mastered in one setting at least 80% of the time (mastery learning stipulates demonstration of concept/skill 8 out of 10 times tested)
- **Substantially Achieved:** The student independently demonstrates skills mastered in one setting at least 60% of the time
- **Partially Achieved:** The student demonstrates the skill under continued teacher direction at least 80% of the time
- **Not Achieved**

TARGET ONE

Each student will **SUBSTANTIALLY ACHIEVE** no less than 75% of their English and Mathematics outcomes as outlined in their Documented Plan (DP) by the end of Semester 1. *This target was not assessed.*

TARGET TWO

Each student will **ACHIEVE** no less than 75% of their English and Mathematics outcomes as outlined in their DP by the end of Semester 2.

TARGET THREE

The school will achieve an annual overall attendance rate of 85%.

TARGET TWO – not met

Semester One	ENGLISH	MATHEMATICS
Pre Primary	Met	Not Met
Year One	Met	Met
Year Two	Not Met	Not Met
Year Three	Met	Not Met
Year Four	Not Met	Met
Year Five	Not Met	Not Met
Year Six	Met	Not Met

Upon examination of the student's report results, the following information was extrapolated:

- ❖ COVID 19 had a significant impact on the **full year's learning journey** for most students
- ❖ Although Semester 2 was closer to what is considered a "typical" semester, the lingering impact of learning online and uncertainty of the further impact of COVID 19 on schools and families was felt and ultimately impacted on students results
- ❖ The impact of the disruptions to Semester One, may have been underestimated by classroom teachers when considering what students could realistically achieve in Semester 2

When interpreting the data, it is important to note that classroom teachers are designing the students learning outcomes based on their knowledge of the student, their knowledge of how much the student can learn in a 12 month period and their experience in writing measurable and achievable learning outcomes.



TARGET THREE - Met

Breakdown	Attendance Rate %
PPR	91.2%
Y01	89.8%
Y02	85.1%
Y03	92.4%
Y04	91.8%
Y05	78.2%
Y06	94.1%

Compulsory Attendance TOTAL: 89.1% in Semester 2

Education Support is a unique school setting, often catering for some of the most fragile and unwell students (attributed both to their disability and their general health) in the Public School system. KP ESC has set a target, that we feel is appropriate and achievable for our student population.

The results as shown in the above table, actually reflects that across the board, even with the impact of COVID, our students met this target in Semester 2.

Attendance is, and continues to be our focus, as it does restrict students access to an appropriate learning program and therefore their final results. Staff are committed to always working with families to identify ways to improve attendance.



Financial Information

At the end of 2020, KP ESC was in a sound financial position and confidently managed the implementation of the one line budget referred to as the "Student Centred Funding" model. The Finance Committee facilitated the annual budget to ensure that each student's unique educational needs were addressed, with a focus on improving student outcomes.

Financial summary as at 24th December 2020 is as follows:

Salary	YTD as at 24 Dec
Carry Forward	\$8,708
Student-Centred Funding	\$2,959,183
School Transfers	-\$215,790
Department Adjustments	-\$11,938
Total Funds	\$2,740,164
Period Spend	\$209,957
YTD Spend	\$2,622,500
YTD Balance	\$117,663
Projected Expenditure (HRMIS)	\$2,622,500
Future Planned Expenditure (Planning)	\$0
Forecast Expenditure	\$2,622,500
Forecast Variance	\$117,663

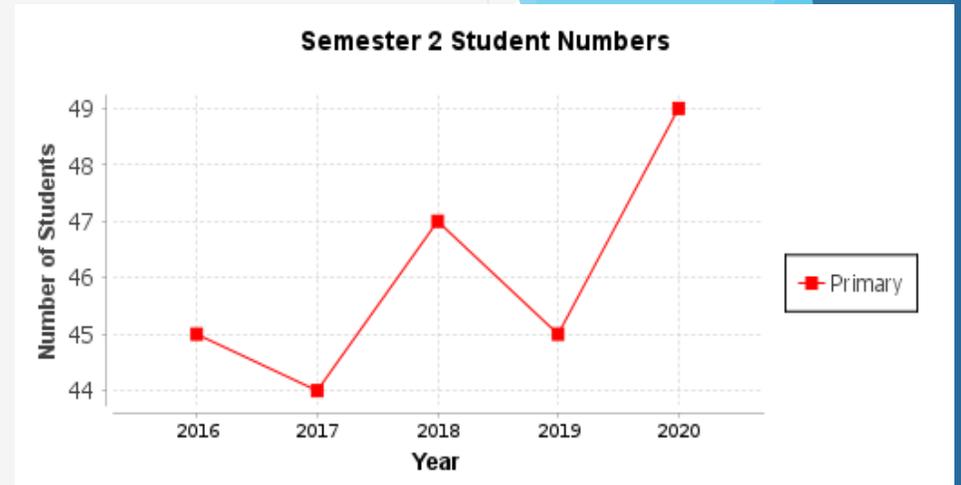
Cash	Verified Dec
Carry Forward	\$117,366
Student-Centred Funding	\$11,250
School Transfers	\$211,090
Department Adjustments	\$0
Locally Raised Funds	\$48,878
Total Funds	\$388,584
YTD Spend (Goods and Services)	\$267,717
YTD Balance	\$120,868
Forecast Expenditure	\$318,126
Forecast Variance	\$70,458

Note: The Variance is the amount carried over into the next year's budget

Please note that this financial information is reported in Salary and Cash figures. This salary and cash split of the total Student Centred Funding figure is determined by the Finance Committee to ensure that the students needs are met appropriately. The 2020 forecast Variance in Cash can be attributed to the saving of \$45000.00 for the upgrade of the Home Economics Teaching and Learning space planned for early 2021.



Enrolment Trend



The enrolment trend for students with disabilities has continued to shift, with a significant increase in enrolment since 2012.

Enrolment data for 2016-2020 also demonstrates consistency in enrolment figures and does not include students enrolled, who do not have a formal diagnosis of disability at time of census.



Note: enrolments exclude Kindergarten students.

PARENT SURVEY INFORMATION

In October 2020, KP ESC utilised the standard Department of Education online “School Survey” tool to seek feedback from the 2020 cohort of families:

Our families were asked about their feelings in the areas of:

- ❑ Student behaviour
- ❑ School safety
- ❑ Planning
- ❑ Parent/staff engagement
- ❑ Overall opinion of how successful families feel KP ESC is in delivering a quality education to all students

Survey Results

- ❖ Approximately half of our family population responded to the survey
- ❖ All respondents either agreed or strongly agreed with all statements presented
- ❖ All families responded that **“Teachers at this school care about my child”** with a score of either 4 or 5. Four equates to “agree” and 5 equates to “strongly agree”.
- ❖ All families responded that they felt their **child’s teachers were good teachers** and that would **recommend our school to others**.
- ❖ Full survey results can be accessed on request



VALUE ADDING

KP ESC staff and families believe that we have added value to each student's learning journey through the implementation of a variety of programs and initiatives to support our overarching goal of each student being as literate, numerate, functional, independent and ultimately employable as adults. (The whole Child)

- ❖ Smaller classes with high staff student ratio
- ❖ Accessing the most relevant professional learning for staff based on current research and pedagogy in order to deliver excellent teaching programs.
- ❖ Consistently targeting students individual social needs.
- ❖ Working hard to develop collegial relationships between ESC and mainstream staff in order to have a sound and consistent understanding of our students needs.
- ❖ Offering alternative ways of learning, as all students engage differently.
- ❖ Giving each child their own voice to express in their own time and way.
- ❖ Providing students with an education that they can use throughout their lives ie functional skills and social skills as well as academic.
- ❖ We encourage students to do their best at all times and ensure they have a good self-esteem and self-worth. We make learning a fun and enjoyable activity.
- ❖ Supporting our students to be independent and socially integrate with their peers.
- ❖ Support students to learn and then practice how to self regulate their emotions and feelings
- ❖ Utilizing the expertise of specialists (Physio, OT and Speech) to develop holistic learning programs for ALL students irrespective of their access to NDIS therapists
- ❖ Working with students NDIS therapists to ensure consistency across settings and expectations
- ❖ Supporting students and families during COVID lockdowns and restrictions to ensure maintained connections with school and staff





OUR SCHOOL YEAR

Staff, students and their families were asked about what they considered were the highlights of our 2020 school year.

This is a summary of their feedback:

- ❖ Outback Splash end of year whole school excursion
- ❖ Senior students overnight camp at the Zoo in Term 4
- ❖ Moving into new staffroom and Administration building
- ❖ Positively responding to the COVID crisis and supporting students and families at home through regular contact, "Zooming" and work package deliveries
- ❖ Supporting our Year 6 students who all transitioned to Kalamunda Secondary ESC successfully
- ❖ All students participating in and embracing the philosophies of yoga as a tool to better support their regulation and learning

DESTINATION OF OUR STUDENTS

In 2020, six students graduated to high school whilst two other students moved to new schools; one to a mainstream school placement and the other, another Education Support School.

Four of our graduating students moved to Kalamunda Secondary Education Support Centre for 2021. Two further students are currently transitioning to Kensington School.





This school report for the 2020 school year was ratified by the KP ESC School Council on the 18th March 2021.

For further information please contact the Principal, Jarna Wright on 9257 4750.

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