

East Victoria Park Education Support Centre



Annual Report 2020



We are committed to:

- ❖ *Providing integration opportunities with our partner school*
- ❖ *Providing a welcoming, safe, secure learning environment for both students and staff*
- ❖ *Fostering Values in education*
- ❖ *Using innovative and new ideas*
- ❖ *Working collaboratively*
- ❖ *Providing curriculum to suit individual student needs*
- ❖ *An ongoing priority of professional development for staff*

OVERVIEW

The East Victoria Park Education Support Centre (EVP ESC) is a Level 3 Government facility catering for students with intellectual and/or physical disabilities and Autism in the South Metropolitan Region. EVP ESC is an integral part of the East Victoria Park Primary School (PS) campus where students have access to some excellent resources both in classrooms, the school library and the playground. We share the PS core values of Care, Organised, Respect and Engage (CORE). EVP ESC has a joint P&C body with EVP Primary and a separate School Council. We are grateful to our School Council body of parents and staff who have worked hard to support our centre and promote us to the wider community.

Our Occupational Safety and Health (OS&H) representative ensures we work and learn in a safe environment. Inclusive practices consider each individual student's needs and staff work collaboratively to maximise learning opportunities for each student. Students are assessed individually and some

spend varying amounts of time in both school settings.



Enrolment numbers increased to 35 by term 4.

In 2020 we ran 3 classes. Auslan and Key signs were taught in our Languages program and this was enhanced through songs in our Music program. Music lessons were delivered by a Music specialist for up to two hours a week. Therapy Focus therapists provided service to identified students and a School Psychologist was available to support staff and students. Staff had responsibility for Curriculum Learning Areas, special programs, managing Cost Centres and a variety of leadership roles.

A very clear profile was available for each student and Individual Education Plans (IEPs) were developed which outlined priority outcomes each student was working towards. These plans were designed in collaboration with parents, teachers, therapists, specialist teachers and support staff. Selected students also had an Individual Behaviour Management Plan (IBMP).

Curriculum design focuses on developing knowledge, skills, understandings and attitudes which prepare students to participate effectively in today's changing society. Staff worked on the Abilities Based Learning Education, Western Australia (ABLEWA) resource to target planning and assessment. Students worked towards developing an acceptance of people from varying cultures, beliefs and lifestyles. They also worked towards developing skills of citizenship through a variety of learning experiences both in the Centre and the Primary School. For students with communication difficulties a variety of approaches were utilised including a Picture Exchange Communication System (PECS), Go Talk and Proloquo2go. Visual timetables are used to promote and support communication with all students. TEACCH was also utilised to develop independent work skills.



We see communication as vital to the smooth running of the centre. Weekly communication meetings were held and teacher meetings were scheduled regularly. Regular communication is conducted through emails and Connect. Parents were kept informed through newsletters, telephone calls, daily communication books, email and face to face contact as they dropped off or picked up their child.

A Behaviour Management Policy is followed by all staff for the centre and a whole school policy is followed for the shared playground facilities. These policies are continually being reviewed as situations change.

Finances are closely monitored and resources were purchased to effectively support all learning areas. The Centre has a Finance Committee comprising of three teachers, one Education Assistant, the Manager Corporate Service and the Principal. Meetings were held twice a term.

PRIORITIES IN 2020 were:

- Health and well-being of students and staff
- Functional Literacy

Our special programs add value to the curriculum resulting in positive outcomes to the overall development of each individual student.

With COVID-19 there were disruptions to the teaching and learning of all students. Staff prepared work packages and made you tube videos to support the students learning at home.

Cooking Safe and hygienic preparation of healthy food is part of the Technologies learning area. As in previous years, students participated in cooking lessons on a weekly basis, where they learnt to prepare a range of healthy meals and baked items. Students harvested vegetables from our garden to cook with, linking food production to what we eat in our daily lives. Within these lessons, students learnt to grate, mix, chop, measure, knead and spread food items, as well as learning how to follow a procedure. Students also learnt the safe handling of utensils, self-help skills of washing and drying dishes and setting a table place. Additionally, it provided students another opportunity to use their language skills in context and build their vocabulary around food and its production.

Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) is used internationally for Children with Autism and Communication disabilities. The classroom environment is structured to enhance student's individual progress and development. This structure is essential to the functioning of students with Autism and students with communication difficulty because of their need for support in the areas of organisation and their inability to understand or successfully manage themselves without assistance, direction and support. This method has enhanced independent skills and has consolidated the learning of key concepts. After teaching the children the process, they are able to work independently to complete the tasks. Work is directly related to the child's Individual Education Program (IEP). Once the child has completed the learning for TEACCH, non-verbal prompts/cues only are used. There can be between 1 and 3 students working independently in the TEACCH room at any one time. It has been very pleasing to see the progress of all the students participating in the program this year. Some students have also used TEACCH to self-regulate at this quiet time. Staff time is allocated to manage resources and conduct assessments.



Community Access Program (CAP) is designed to provide opportunities for our students to practise and develop the social / life skills learned at school. The program consisted of a variety of excursions and provided intensive transport and safety training out into the community. We also had the use of a bus from Carson Street School each week to support this program. Students were able to utilise their social skills in real life situations, making the experiences as meaningful as possible.

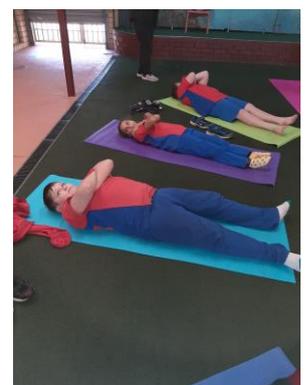
We have been fortunate to have the use of the Carson Street School **Swimming Pool** for lessons on Wednesday afternoons for selected students. The teacher provided intensive teaching for one hour where students gained confidence initially to participate and gradually acquired skills during the year. Students are also on a dressing program to teach independence skills after they have completed their lesson. This includes showering, dressing and basic grooming. Swimming lessons for other students were timetabled with the primary students as a two week block during in term swimming at Aqualife.



Health & Physical Education Health education includes teaching important personal and safety skills. We worked on understanding and accepting rules (school, playground and community), recognising feelings, and strategies to follow when dealing with changing emotions and consequences for our own actions. Personal safety around the classroom, sun and water safety practices, stranger danger, and observing personal space are discussed and applied at point of need. The physical education component comprised of increased personal fitness and physical skills development. Selected students are integrated with the primary school according to year level to participate in physical education. This enhances skill development as well as interaction with peers. Eligible students participate in senior sport sessions with the primary school practising team sports and training for the sports carnival.

The centre, in conjunction with the primary school have adopted a Positive Behaviour Support (PBS) program which has been modified to suit the needs of our children. The program is designed to manage behaviour and acknowledge positive choices. Students earn value tokens which are then tallied before each assembly and placed in a raffle barrel. Prizes are awarded at each assembly.

The centre has a Health and Well - Being committee to oversee and organise activities to support the health and well-being of staff.



Technologies Electronic whiteboards, desktop computers and iPads are utilised in classrooms. The students can utilise the apps and internet during free time and have been using the iPads for specific learning areas and outcomes. The iPads are used as communication tools using a range of programs as well as supporting student learning in most curriculum areas. Robotic equipment such as Bee Bott, Osmo and Dash & Dott are introduced and utilised in Science, Technologies, Engineering and Mathematics (STEM) activities. The students use apps on an iPad to engineer movements of tangible robots and equipment. The students have continued to independently utilise the computers on a regular basis for Reading Eggs, Maths Seeds, Mathletics, word documents and Symwriter.

2020

Visual Art – This area is incorporated with special days, celebrations, curriculum integration as a focus, sensory stimulation and student interest and engagement. Students had opportunities to experiment with various forms of media and enjoyed participating and displaying their finished masterpieces.

Music The Centre employed a specialist music teacher who delivered fun, energetic lessons which incorporated speech therapy, occupational therapy and physiotherapy. Incidental music and concepts learnt in the music sessions permeate other lessons. There has been a strong emphasis on fine motor and gross motor dexterity throughout the musical songs and activities chosen. The programming is largely based on *Kids n Music – Leonie Cecich*, although a variety of activities and songs from other music specialists and therapists are also used e.g. The Music Room. When teachers have identified a weakness in a student e.g. fine motor pencil grip, balance, crossing the midline or locomotion issues we often discuss and think of ways we can encourage strength in this area using music, as it is proven to be extremely beneficial. The students use a variety of instruments, puppets, props, a bubble machine and a rainbow ring during the music sessions. The students are placed in ability groups so that drills and activities to meet similar goals, can be easily met. WADSA have supported the students on numerous occasions to provide interesting music activities. They have introduced equipment that enhanced eye and hand coordination, sound and beat and rhythm patterns. We have an arrangement with WADSA for continued support and ongoing incursions.



Auslan During 2020 Key Signs from Auslan have been positively received by the students and staff. The initial organisation of the programming for Key Signs was incorporating it through the music session as there are quite a few Kids n Music songs based on using sign language. The students responded extremely well and began learning some basic signs within a few weeks e.g. eat, drink, more, please, thank you and play. The students have been involved in learning songs in Auslan and have viewed children in other schools singing songs in sign language on the interactive whiteboard. Some students are using Key Signs to communicate with their peers who are non-verbal and recognise it as a language that is necessary for some people to be able to communicate. Students have also recognised the uses of sign language during political press conferences and announcements during COVID and have made mention of these practices. Staff constantly promoted the use of the Key Signs throughout the day when working with non-verbal students. Staff has also encouraged students who are verbal to learn some signs to help them communicate with the students who are non-verbal. The students are having exposure to learning signs over a wide range of topics e.g. food, school items, colours, weather, days of the week, numbers, letters, sport, and festivities etc. Many students can sign the first letter of their name and some can sign their whole name. Staff have engaged in further training to learn Key Signs and have supported each other in the classrooms.

Therapy Services, provided by a range of organisations, delivered Speech therapy, Physiotherapy and Occupational therapy to selected students. In order to access this service parents / caregivers met with therapists where an assessment was conducted to determine the therapy required and the priority needs for each child. Therapists visited school and delivered one on one therapy or small group activities.

Educational Excursions and Incursions were carefully selected to link to specific areas of work studied by students during the year. These included local shopping centres, Town of Vic Park Library, weekly swimming at Carson St, Fire Brigade visit and Woolworths Healthy Eating. Students also earned points collaboratively to earn a whole school excursion to Hungry Jacks. We had a visit from an animal farm and some children who were reluctant to go near the animals at the beginning were introduced with support from the farmer who used a gentle approach to gain successful interactions. The students from the Senior class also had a special day with proceeds from their classroom café funding an all expenses day at Cannington Bowling Alley – which happened to coincide with the class teacher’s birthday! A fun day of bowling, arcade games and birthday cake was enjoyed by all.



Gardening -Time was spent in reorganising the whole of the planting area. Each bed was emptied and revitalised with using lots of our own generated compost from our tumbler. Students helped clear the area and they planted vegetables, - lebanese cucumbers, carrots, beetroot, beans, spring onions, zucchini and potatoes. Cherry tomatoes were harvested and eaten in a number of different ways. Apple trees, strawberry plants and the citrus tree bore fruit. The students were involved in watering, caring and harvesting plants. A new gate and fence was erected to provide greater security.

Staff worked as a cohesive team and was committed to conducting rigorous self-evaluation and delivering exemplary programs. Learning opportunities were thoroughly planned in consultation with key stakeholders in each student’s education. The centre team has developed very positive working relationships where staff strengths are shared and leadership skills are fostered. Ongoing supportive and reflective practices were employed which lead to ongoing improvements across the centre.

We are proud to have hosted a variety of students on their practicums from a range of institutions including the North and South Metropolitan Institutes of Technology, Notre Dame University and Murdoch University. All students found their experiences most beneficial and they enjoyed the warm, caring support they received from all staff. Many students this year have come back to do relief.

Surveys A parent survey was handed out in September. Parents had an opportunity to complete online or hard copy. A high percentage of the parents responded and gave feedback that will inform future planning. Parents were highly satisfied that their children felt safe at school. The majority informed that they were satisfied with approaches to their children’s learning needs, behaviour management and well being at school. Parent input is highly regarded.



STAFF PROFESSIONAL DEVELOPMENT

All staff engaged in a minimum of 5 days of Professional Development. These sessions included:

First Aid	Dysphagia
Sensory Regulation	Behaviour Management
Salary Packaging	Dance Therapy
Manual Handling	Symwriter
Team Teach	CBD Challenge
Yoga	Well - being for kids
Positive Partnerships	Pre - Lit

STUDENT ATTENDANCE

The Department of Education collects data on student attendance rates. As part of this information student attendances are compared with state levels and like schools. Attendance was adversely affected by COVID-19 and there are no comparisons with the state in 2020.

DESTINATION OF STUDENTS

Students who live in this area and continue their secondary schooling in Education Support in the South Metropolitan Region can go to Cannington Community Education Support Centre (CCESC), Kensington Secondary and Ursula Frayne. In 2020 we had five students graduating.

ESC HIGHLIGHTS

T ball carnival. Senior students attended a T-Ball carnival hosted by Success Primary school. Our students’ behaviour was exemplary and a fun day was had by all who participated.



We also participated in a faction athletics carnival with East Victoria Park Primary School. This day is always a highlight of the year. We took part in a range of other activities some of which are listed below:

Shopping, bowling, Book Week Parade, Colour Run fundraiser, weekly swimming, Rick the Rock Eagles visit, Science Week, Recycling, Fletcher Park Excursion, Old McDonald Farm visit and hosting students on practicum.

Glossary of terms:

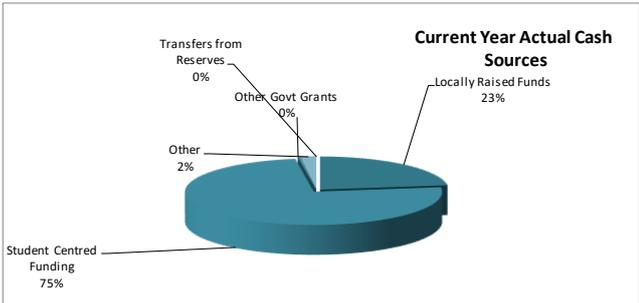
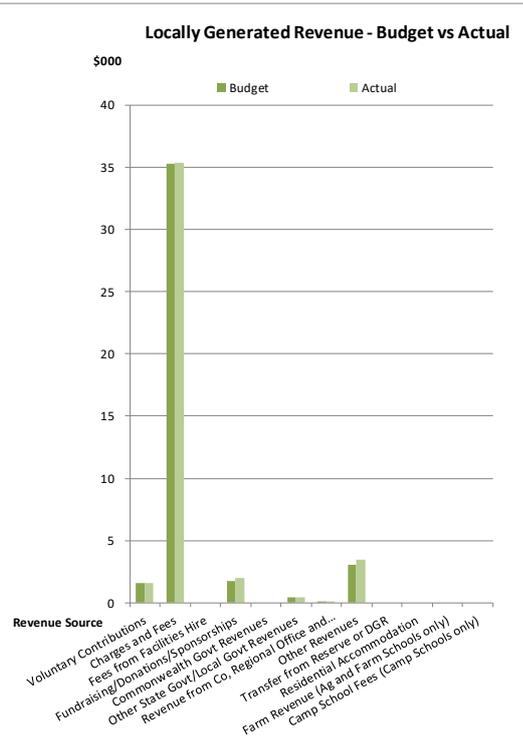
ABLEWA	Abilities Based Learning Education WA	IEP	Individual Education Plan
CAP	Community Access Program	P&C	Parents and Citizens
DoE	Department of Education	PMP	Perceptual Motor Program
ESSN	Education Support South Network		
IBMP	Individual Behaviour Management Plan	TEACCH	Treatment and Education of Autistic and related Communication Handicapped Children



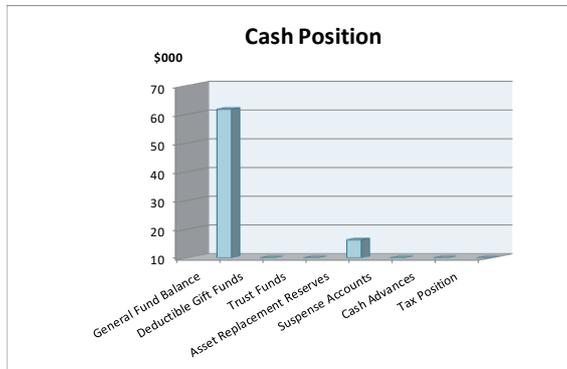
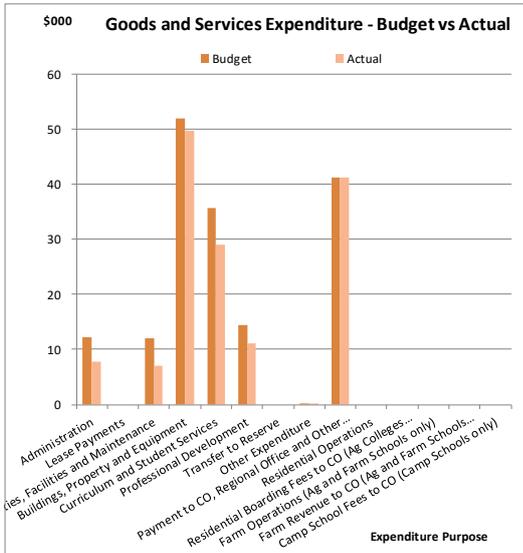
**East Victoria Park ESC
Financial Summary as at
31 December 2020**

Celebrating Diversity

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 1,565.00	\$ 1,565.00
2	Charges and Fees	\$ 35,298.00	\$ 35,376.87
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 1,748.00	\$ 1,981.54
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 400.00	\$ 400.00
7	Revenue from Co, Regional Office and Other Schools	\$ 48.00	\$ 47.50
8	Other Revenues	\$ 3,069.00	\$ 3,422.16
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	\$ 42,128.00	\$ 42,793.07
	Opening Balance	\$ 37,374.00	\$ 37,374.06
	Student Centred Funding	\$ 127,450.00	\$ 127,450.00
	Total Cash Funds Available	\$ 206,952.00	\$ 207,617.13
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 206,952.00	\$ 207,617.13



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 12,268.00	\$ 7,763.84
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 11,960.00	\$ 7,030.94
4	Buildings, Property and Equipment	\$ 51,969.00	\$ 49,700.00
5	Curriculum and Student Services	\$ 35,605.00	\$ 28,910.77
6	Professional Development	\$ 14,315.00	\$ 11,105.96
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 185.00	\$ 167.07
9	Payment to CO, Regional Office and Other Schools	\$ 41,254.00	\$ 41,254.54
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	\$ 167,556.00	\$ 145,933.12
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 167,556.00	\$ 145,933.12
	Cash Budget Variance	\$ 39,396.00	



Cash Position as at:	
Bank Balance	\$ 78,069.80
Made up of:	\$ -
1 General Fund Balance	\$ 61,684.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 16,247.79
5 Suspense Accounts	\$ 421.00
6 Cash Advances	\$ -
7 Tax Position	\$ (283.00)
Total Bank Balance	\$ 78,069.80