

East Victoria Park Education Support Centre



Annual Report 2021



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 40 by term 4. In 2021 we ran 4 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. A range of Therapy organisations 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. The TEACCH program 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 2021 were:

- Health and well-being of students and staff
- Strengthen relationships through improved communication

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

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.



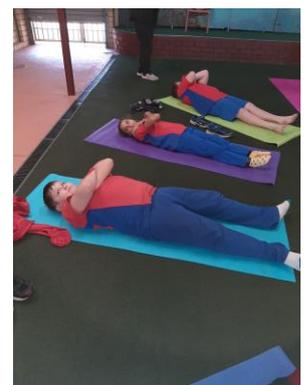
Community Access Program (CAP) is designed to provide opportunities for our students to practise and develop the social / life skills learned at school. The program consisted of a variety of excursions and provided intensive transport and safety training out into the community. We also had the use of 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 also 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.

2021

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. During the music sessions, the students are placed into four ability groups. This has been effective in programming for students with similar abilities and enabled the consolidation of skills. Smaller groups have also been beneficial in opportunities for staff to work one on one with students and keep the child's interest. We are learning similar songs, focusing on different aspects, e.g., fine motor strength or singing songs. The students have been practising three songs for most of the year, ready to perform to an audience at the end of year book awards concert.



Auslan is utilised by staff and taught to students to support students to communicate their needs and wants.

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, Rayment Park and weekly swimming at Carson St. We also had a visit to the school from Gymbus.

Gardening – A wide range of vegetables were planted from the donated seed boxes from Woolworths at the beginning of the year. One of the senior students is in charge of the composting and science lessons were integrated with plant growth, soil testing, plant naming and environmental studies. A large range of succulents were planted which were used in combination with art and craft activities for presents and the vegetables supported our cooking program.



We created an extra classroom by having the partition moved in the old library. Soft fall was laid in the activity area adjacent to the other classrooms. In the early childhood playground a new garrison fence was installed plus a bike path, sandpit and soft fall section. Shade sails were also constructed over two sections of the early childhood playground. Outdoor seating was purchased which gave the students alternative areas to sit at break times.

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 and Curtin 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.



2021

STAFF PROFESSIONAL DEVELOPMENT

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

First Aid and CPR	Applied Behaviour Analysis
Cued articulation	Asthma
Aboriginal Education	Behaviour Management
Connect	School Guidelines for students with suicidal behaviour and non-suicidal self-injury (NSSI)
Team Teach	Literacy Blocks – Jayne Farrell
Behaviour Tracking – Darin Cairns	Trauma Informed Practice
Protective Behaviours	TEACCH
Be You	Edu Touch

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.

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 2021 we had six students graduating.

ESC HIGHLIGHTS

Soccer carnival. Senior students attended a Soccer carnival hosted by Parkwood Primary school. Our students' behaviour was exemplary and we were highly successful in winning the perpetual cup and senior team trophy.



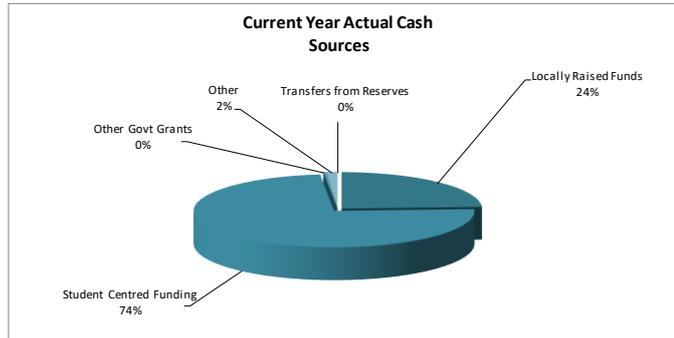
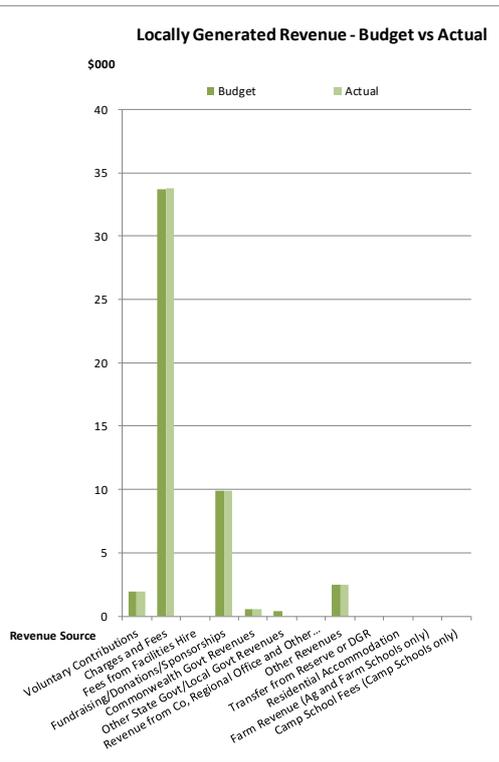
We also participated in a faction athletics carnival with East Victoria Park Primary School. This day is always a highlight of the year. We took part in a range of other activities some of which are listed below:

Shopping, bowling, WADSA incursions, Book Week Parade, weekly swimming, Rick the Rock Eagles visit, Science Week, Recycling, Fletcher Park Excursion and hosting students on practicum.

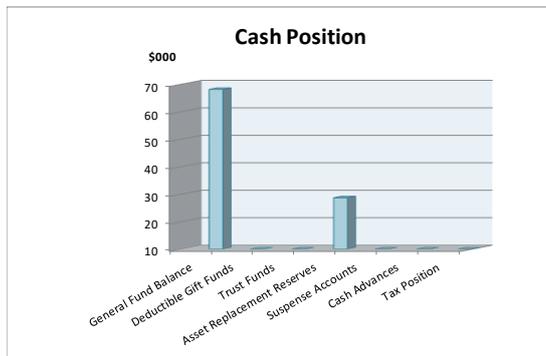
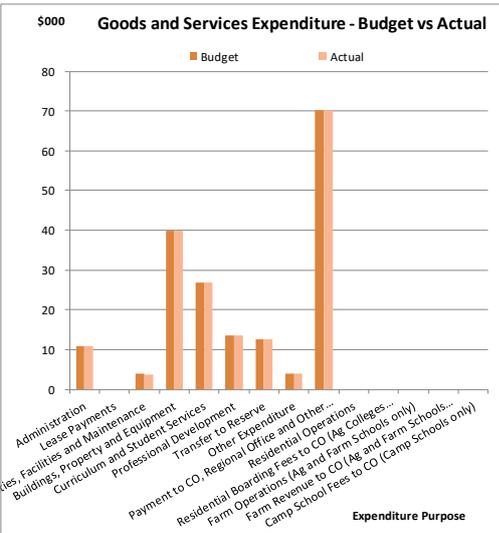


**East Victoria Park ESC
Financial Summary as at
31/12/2021**

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 1,956.00	\$ 1,935.00
2 Charges and Fees	\$ 33,671.00	\$ 33,755.79
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 9,917.00	\$ 9,917.21
5 Commonwealth Govt Revenues	\$ 539.00	\$ 539.41
6 Other State Govt/Local Govt Revenues	\$ 400.00	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 2,444.00	\$ 2,443.63
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	\$ 48,927.00	\$ 48,591.04
Opening Balance	\$ 61,684.01	\$ 61,684.01
Student Centred Funding	\$ 139,435.00	\$ 139,435.00
Total Cash Funds Available	\$ 250,046.01	\$ 249,710.05
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 250,046.01	\$ 249,710.05



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 10,878.00	\$ 10,878.28
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 4,058.00	\$ 3,752.12
4 Buildings, Property and Equipment	\$ 39,961.00	\$ 39,960.82
5 Curriculum and Student Services	\$ 26,901.00	\$ 26,826.78
6 Professional Development	\$ 13,481.00	\$ 13,480.98
7 Transfer to Reserve	\$ 12,435.00	\$ 12,435.00
8 Other Expenditure	\$ 4,002.00	\$ 4,003.08
9 Payment to CO, Regional Office and Other Schools	\$ 70,242.00	\$ 70,241.65
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	\$ 181,958.00	\$ 181,578.71
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 181,958.00	\$ 181,578.71
Cash Budget Variance	\$ 68,088.01	



Cash Position as at:	
Bank Balance	\$ 96,312.13
Made up of:	
1 General Fund Balance	\$ 68,131.34
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 28,682.79
5 Suspense Accounts	\$ 422.00
6 Cash Advances	\$ -
7 Tax Position	\$ (924.00)
Total Bank Balance	\$ 96,312.13