

# Annual Report 2023



**MADDINGTON**  
**EDUCATION SUPPORT CENTRE**

## Message from the Principal

The number of students enrolled in our school increased yet again and our reputation for being a supportive school is continuing to spread throughout the community.

### Enrolment trends

2019 36 students

2022 56 students

2023 64 students

2024 72 students

With this increase in numbers, 3 new transportable rooms for ECE, giving us 7 classrooms.

We have continued to grow our 'Stars' narrative as everything we do is about reaching for the stars and bettering ourselves. The mural painting on our outside wall encompasses all that we represent – reach for stars – our formal vision is below.

2023 saw our Public School review take place, and we were very happy with the results, and the recommendations came as no surprise as we knew we were on a new journey. (full PSR can be found on our website)

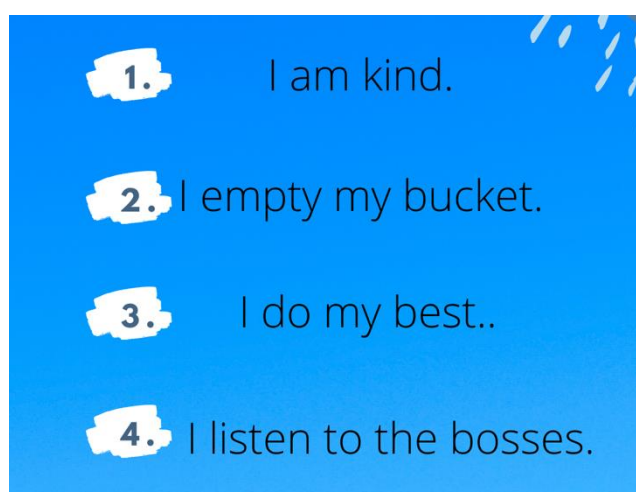
Joanne Markovic  
Principal

## Committees

Our school priorities are the base on which our committees are formed. Each staff member was asked to join a committee and drive the operational plans within each sub-group.

## Overarching Expected Behaviours

We have been exploring what our values look in practical terms and our students are truly understanding what this looks like. These are then broken down and explicitly taught for the students in their classrooms and in a variety of contexts.



## Who is Maddington Education Support Centre?

Maddington Education Support Centre (MESCC) demonstrates a calm, warm and caring environment where every child is valued and treated as an individual. We are collocated with Maddington Primary School. We enrol Kindergarten to Year 6 students who have a diagnosis that meets eligibility for a special needs' placement.

All our staff are highly specialised in all areas of education support. They design and develop various programs that cater for all our students' needs throughout the centre, including the implementation of programs from outside agencies. All our classrooms are set up in a highly structured way that allows for 1:1 rotational routines. This program is highly beneficial for all students regardless of their diagnosis and is implemented in all rooms. We have five separate education support classrooms for all year groups which makes sure our students have this 1:1 tuition. All students have their own Ipad and all rooms have an electronic board for all students to interact with.

MESCC places an emphasis on rewards for positive and improved behaviours. This includes the establishment of tangible reward systems in each classroom. Our Social Emotional learning program was steer headed and implemented by our Lead Education Assistant who has created the Empty My Bucket program.

Many of our students have access to a school bus service. This is provided to students within an allocated area and if there are seats available by Perth Public Transport Authority (PTA). This is a door-to-door service that is offered free of charge. We have many families that live outside of this catchment area, but are happy to transport their children to school, so they are able to attend this great learning environment, which offers over and above the usual learning experiences.

## **What can our students do?**

100% of students participated in Protective Behaviours

100% of students participated in KWS as a source of communication and as their LOT(spoken)E

100% of students participated in sport or fitness suitable to their level

100% of students participated in the Empty My Bucket program

## **What can our staff do?**

- Professional Learning completed as a whole staff:

Trauma informed practice

Foetal alcohol spectrum disorders

Asthma

Team TEACH

Manual Handling

Epipen administration

Music Therapy

Record Keeping

1,2,3 Magic

Diabetes training

Incontinence training for students with toileting needs

Foundation Skills Curriculum

Letters and Sounds (Phonics)

# Highlights of the year



SWIMMING



GLOW DISCO



WHEN I GROW UP



SPORTS DAY

## School attendance rates

2004 - 89.7%	<b>2023</b>  <b>84.87%</b>
2005 - 87.6%	
2006 - 88.4%	

## Destination schools

Cannington Community ESC – 6 students

Armadale ESC – 1 student

Kensington Secondary School – 1 student

## What do our families think?

Just a few text/What's App messages we get through our school mobile phone. Like the old saying goes 'a picture is worth a thousand words.'

I know all the staff are fantastic with him and we love you all for it.

A Mum sent this through after a very traumatic escalation, and we were checking in on all of them.

**All the following Policy and Plans are available on our Website**

EYLF  
Attendance  
Bullying

# School Business Plan

New cycle is about to roll-out in 2024. We finalised all targets reviews at the end of 2023 and reflected in our committees what needed to stay a priority and what needed to be re-modelled and renewed.

This self-reflection and 2024 plan was based on two things; the public-school recommendations and where staff envisioned the centre moving toward in the next 2 years based on the growth in enrolment and the shortage in teacher specialisation in special education needs.

We decided as a staff, that our targets needed to be more data driven. We have adjusted our targets and priorities to focus on the whole student and their achievement (based on our findings from the data collected throughout the previous years) with the new 2024+ efforts focussing on literacy and numeracy through a new foundational skills curriculum.

## What are we doing well?

- The teachers have been working further to streamline a checklist style document, that can be used to record the development of each student and then pass this on to the teacher for the following year.
- ROTATIONS are used in each classroom to ensure students are explicitly taught their IEP goals in a 1:1 setting.

The major reason MESC has such success with the rotation model, is it is because it allows for such a flexible approach to each child and their learning style and goals. It is such a customisable way of teaching. This extremely fluid teaching style allows for each IEP goal to be introduced and then any adjustments and modifications can be made at point of need. This immediacy and individualised approach is so vital in order for our students to reach their goals.

The rotation model allows students to work at their own pace and within their own learning style. The EA'S like this approach also, as they can feedback the deficits and data to the teacher, who can then make any necessary adjustments to the content or IEP goals.

The SEL Coordinator used previous PL and acquired skills to create her own *Empty My Bucket* program which now drives all of our behaviour management processes. She is the Lead EA and upskills all staff in this area.

Students are explicitly taught what it means when your bucket is too full, and they are going into a 'red zone' or are feeling overwhelmed. They then have 1:1 time with the SELCO to learn about different strategies and tools they can use to then empty their bucket.

## Even better now that we have introduced.....but still a work in progress:

- AAC Coordinator (Student Voice Advocate) was given to an EA who already has a string skillset within this high tech AAC and Key Word Sign (KWS).

She is currently evolving her role to ensure that all our students that require AAC have access to a suitable device/system.

The SVA also teaches KWS to all classes, so that there is a basic common language that can be used by all.

- Prac Coordinator. This has been split across two staff, one for pre-service teachers and one for education assistants. The role grew too big for one person and our links to universities became every-growing and changed its presentation.
- Breaking the day up with brain breaks and sensory breaks that are planned.

EA's brought it to the attention of the classroom teachers, that students were losing interest, behaviours were increasing and interaction decreasing at certain times of the day. With this in mind, teachers were able to build into their daily schedule, sensory brain breaks. These looked like hula-hooping or limbo or a run around the building. Whatever was needed to keep students engaged and meeting their sensory needs.

- Data collection based on targeted behaviours.

The SELCO is working on data collection with classroom staff to look at the data, determining trends, peaks and progress in success. This can then be matched up to the teachers' programs, daily timetable and determine where problems may lay.

## WAC: English Results

### Sem 1 2023

#### Year 1

WAC:English Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	10	10	7	70.00
1	8	8	5	62.50
1	9	9	9	100.00
1	9	9	7	77.78
1	9	9	9	100.00
1	9	9	9	100.00
1	11	11	6	54.55
1	3	2	0	0.00
1	9	9	6	66.67
1	8	8	8	100.00

### Sem 2 2023

#### Year 1

WAC:English Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	7	6	5	71.43
1	7	7	5	71.43
1	9	9	7	77.78
1	9	9	2	22.22
1	9	9	8	88.89
1	10	10	10	100.00
1	8	8	2	25.00
1	2	0	0	0.00
1	7	7	3	42.86
1	7	7	4	57.14

#### Year 2

WAC:English Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	4	4	3	75.00
1	8	8	2	25.00
1	3	3	0	0.00
1	4	4	1	25.00
1	3	3	3	100.00
1	4	4	2	50.00
1	10	0	0	0.00
1	6	6	4	66.67
1	3	3	3	100.00
1	8	8	0	0.00
1	10	10	6	60.00
1	4	4	0	0.00

#### Year 2

Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	6	6	6	100.00
1	12	12	3	25.00
1	4	4	0	0.00
1	7	7	2	28.57
1	8	8	5	62.50
1	3	3	3	100.00
1	3	3	3	100.00
1	4	4	4	100.00
1	3	3	3	100.00
1	10	10	6	60.00
1	8	8	5	62.50
1	4	4	0	0.00

Year 3

WAC:English Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	12	12	11	91.67
1	11	11	11	100.00
1	7	7	5	71.43
1	13	12	10	76.92
1	8	8	1	12.50
1	8	8	1	12.50
1	12	12	10	83.33
1	12	12	11	91.67

Year 3

WAC:English Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	18	18	17	94.44
1	8	8	8	100.00
1	8	8	6	75.00
1	19	19	15	78.95
1	8	8	2	25.00
1	9	9	5	55.56
1	18	17	12	66.67
1	10	10	7	70.00

Year 4

WAC:English Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	12	12	12	100.00
1	12	12	11	91.67
1	15	15	13	86.67
1	11	11	9	81.82

Year 4

WAC:English Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	8	8	8	100.00
1	8	8	8	100.00
1	27	27	23	85.19
1	8	8	8	100.00

Year 5

WAC:English Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	11	11	10	90.91
1	8	8	3	37.50
1	11	11	8	72.73

Year 5

WAC:English Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	7	6	5	71.43
1	11	11	2	18.18
1	9	9	9	100.00

Year 6

WAC:English Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	14	14	13	92.86
1	16	15	9	56.25
1	11	11	11	100.00
1	15	15	14	93.33
1	12	12	12	100.00
1	12	12	12	100.00
1	8	8	6	75.00
1	12	12	12	100.00

WAC:English Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	19	19	19	100.00
1	20	20	20	100.00
1	8	8	0	0.00
1	20	20	0	0.00
1	7	7	7	100.00
1	8	8	8	100.00
1	19	19	15	78.95
1	8	8	8	100.00

# WAC: Maths Results

Sem 1 2023  
Year 1

WAC:Mathematics Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	2	2	2	100.00
1	2	2	2	100.00
1	3	3	2	66.67
1	8	8	1	12.50
1	3	3	2	66.67
1	3	3	3	100.00
1	10	10	5	50.00
1	1	0	0	0.00
1	2	2	1	50.00
1	3	3	3	100.00

Sem 2 2023  
Year 1

WAC:Mathematics Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	3	3	2	66.67
1	4	4	2	50.00
1	3	3	3	100.00
1	8	8	4	50.00
1	3	3	2	66.67
1	3	3	2	66.67
1	11	11	5	45.45
1	1	1	0	0.00
1	4	4	3	75.00
1	4	4	4	100.00

Year 2

WAC:Mathematics Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	1	1	1	100.00
1	7	7	1	14.29
1	1	1	0	0.00
1	1	1	1	100.00
1	1	1	0	0.00
1	1	1	0	0.00
1	3	0	0	0.00
1	2	2	1	50.00
1	1	1	1	100.00
1	6	6	0	0.00
1	10	10	6	60.00
1	1	1	0	0.00

Year 2

WAC:Mathematics Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	3	3	3	100.00
1	8	8	3	37.50
1	2	2	0	0.00
1	2	2	0	0.00
1	2	2	2	100.00
1	2	2	2	100.00
1	2	2	2	100.00
1	2	2	1	50.00
1	2	2	2	100.00
1	4	4	3	75.00
1	8	8	3	37.50
1	2	2	0	0.00

Year 3

WAC:Mathematics Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	15	15	12	80.00
1	7	7	7	100.00
1	7	7	2	28.57
1	17	15	11	64.71
1	7	7	1	14.29
1	10	10	0	0.00
1	13	13	8	61.54
1	14	12	6	42.86

Year 3

WAC:Mathematics Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	16	16	16	100.00
1	7	7	7	100.00
1	8	8	3	37.50
1	19	19	18	94.74
1	6	6	1	16.67
1	8	8	3	37.50
1	17	17	12	70.59
1	10	10	5	50.00

Year 4

WAC:Mathematics Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	8	8	8	100.00
1	7	7	5	71.43
1	16	14	11	68.75
1	7	7	5	71.43

Year 4

WAC:Mathematics Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	7	7	7	100.00
1	8	8	8	100.00
1	16	16	12	75.00
1	8	8	4	50.00

Year 5

WAC:Mathematics Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	7	7	7	100.00
1	2	2	2	100.00
1	7	7	7	100.00

Year 5

WAC:Mathematics Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	7	7	7	100.00
1	3	3	0	0.00
1	8	8	8	100.00

Year 6

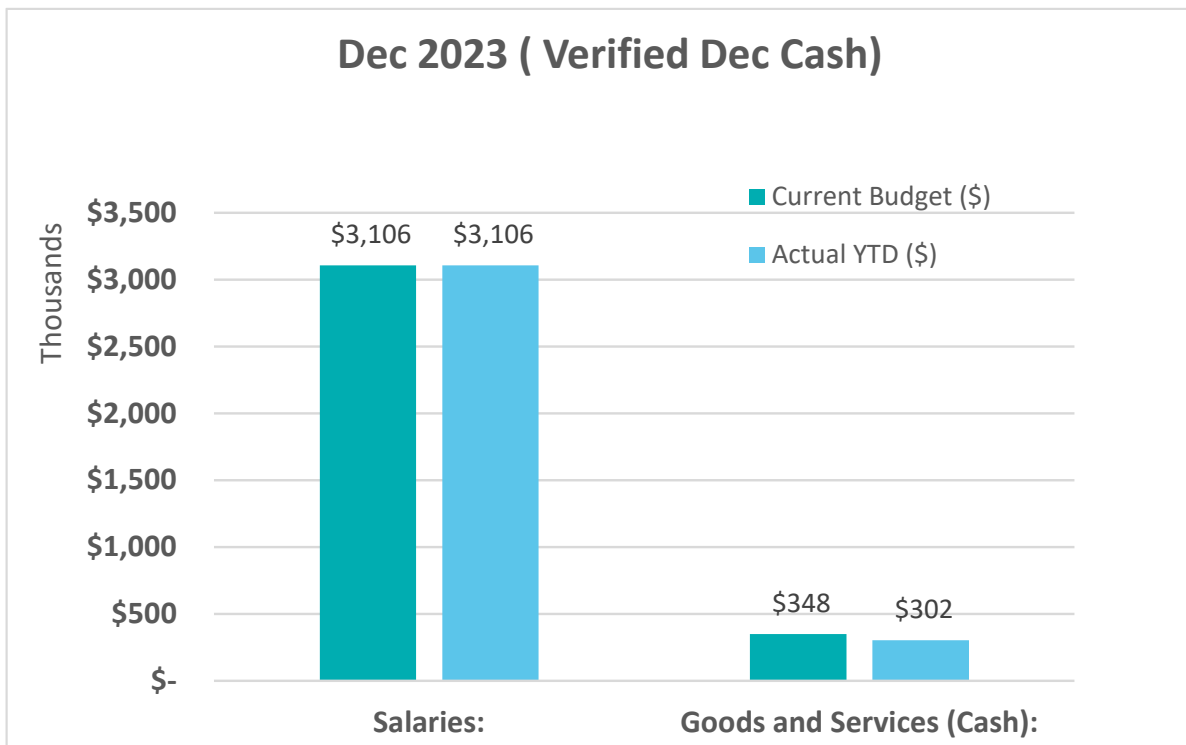
WAC:Mathematics Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	16	16	12	75.00
1	20	20	18	90.00
1	8	8	7	87.50
1	16	16	12	75.00
1	8	8	7	87.50
1	8	8	7	87.50
1	16	16	8	50.00
1	8	8	8	100.00

Year 6

WAC:Mathematics Content Descriptors / Objectives				
Learning Areas	Total Number	Resulted	Achieved	% Achieved
1	23	23	19	82.61
1	11	11	9	81.82
1	7	7	0	0.00
1	17	17	0	0.00
1	7	7	7	100.00
1	7	7	7	100.00
1	16	16	10	62.50
1	7	7	7	100.00

# Financials

ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	25,764	25,764
Carry Forward (Salary):	415,904	415,904
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	3,631,464	3,631,464
Locally Raised Funds:	32,610	35,756
<b>Total Funds:</b>	<b>4,105,741</b>	<b>4,108,887</b>
<b>EXPENDITURE</b>		
Salaries:	3,106,474	3,106,474
Goods and Services (Cash):	348,481	302,266
<b>Total Expenditure:</b>	<b>3,454,955</b>	<b>3,408,741</b>
<b>VARIANCE:</b>	<b>650,785</b>	<b>700,146</b>



<b>INCOME - Dec 2023 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash)</b>	<b>25,764</b>	<b>25,764</b>
<b>Carry Forward (Salary)</b>	<b>415,904</b>	<b>415,904</b>
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	528,314	528,314
School and Student Characteristics	2,980,073	2,980,073
Disability Adjustments	45,822	45,822
Targeted Initiatives	75,466	75,466
Operational Response Allocation	0	0
<b>Total Funds:</b>	<b>3,629,675</b>	<b>3,629,675</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(254,999)	(254,999)
School Transfers - Cash	256,788	256,788
Department Adjustments	0	0
<b>Total Funds:</b>	<b>1,789</b>	<b>1,789</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	1,353	1,920
Charges and Fees	2,000	1,285
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	0	1,020
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	1,838	1,838
Other Revenues	5,419	7,693
Transfer from Reserve or DGR	22,000	22,000
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>32,610</b>	<b>35,756</b>
<b>TOTAL</b>	<b>4,105,742</b>	<b>4,108,888</b>

# Curriculum, Assessment and Reporting Procedures 2024+

The school operates with a very formal structure and the day is broken up into 8x 40minute teaching periods. Specialist learning areas in 2024 include Dance, Visual Arts, Science, HASS, Physical Education and Key Word Sign. Specialist teachers deliver these subjects (this will vary).

All students who attend Maddington ESC require a tailored, scaffolded, and individualised curriculum. We report against individual outcomes written by teachers in conjunction with families and in some cases therapists or specialists. Outcomes are written into the SEN Reporting tool within the Reporting to Parents platform. Formal reporting on student progress is provided to families twice per year, at the end of Term 2 and the end of Term 4. We report on the specific outcomes written for individual students.

## Assessment

Teachers rely on several assessment tools and strategies and are encouraged to use what best demonstrates each student's individual progress. At a whole school level there are several assessment tools that teachers are required to use throughout the year.

### 1. Foundational Skills Assessment

Those students demonstrating pre-curriculum knowledge (ABLEWA A-B level) or limited progress, despite intensive intervention may be best placed to be assessed with the Foundational Skills Assessment. IEP outcomes are generated through this assessment.

Example videos with instructions can be found on the shared drive.

### 2. ROCC

The ROCC is a tool to identify, plan and implement communication change. It is used to track an individual's progress over time as they move along a continuum towards communicative competence. The ROCC measures progress in smaller increments and achievable goals. Assessment of ROCC in 2024 will occur in Term 2, Week 9.

### 3. ABLEWA

The assessments have been designed to describe skills and abilities that teachers can observe in everyday school and classroom contexts and interactions with students. Students do not participate directly in the assessment. The assessments are in the form of an observational survey that take approximately 15 minutes for teachers to complete for each student.

### 4. Letters and Sounds

Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills as well as to prepare children for learning to read by developing their phonic knowledge and skills. Assessment of Letters and Sounds, in 2024, will need to be completed by the end of Week 2 in Term 1 and Term 3.



**MADDINGTON**  
EDUCATION SUPPORT CENTRE

1951 Albany Highway Maddington WA 6109

T: 08 9205 5950

E: [Maddington.ESC@education.wa.edu.au](mailto:Maddington.ESC@education.wa.edu.au)  
[maddingtonesc.wa.edu.au](http://maddingtonesc.wa.edu.au)

