

Beldon Education Support Centre

Independent Public School
Annual Report
2018



Our Shared Purpose

The purpose of Beldon Education Support Centre is to develop the cognitive, social and personal skills of all students so that they can maximise their future education, employment and social opportunities and participate as responsible members of the community.

Our Shared Values

Promoting Self Esteem, Worth and Belief: students and staff should feel good about their achievements and believe in themselves.

Mutual Respect: treat others how you would like to be treated.

Nurturing: provide a safe, secure and trusting environment for learning.

Fun: provide an academic and socially rich environment that children and staff find fun.

Aspire to go beyond

PRINCIPAL'S MESSAGE

As Principal of Beldon Education Support Centre I am proud to present the 2018 Annual Report which provides parents and the wider community information about our school and the unique programs and achievements of our students.

Beldon ESC continues to be a centre of choice with many enrolments coming from areas other than local catchment. Parents get recommendations from outside agencies such as Autism Association, Local Area Coordinators from Disability Services Commission and Therapy providers. The strong partnership with our partner school Beldon, where possible placement for a sibling is offered, allows for the whole family to be part of the Beldon community.

In 2018 we have introduced new programs including Sports in School a Friday special sports program delivered by coaches from the various sporting code. Riding for the Disabled weekly lessons for select group of students. Digital Technology was introduced to the year 3 to 6's lead by Mrs McCole working alongside the primary digital technology teacher to develop a program specific to students with special needs.

Beldon ESC is proud to be an Independent Public School providing excellence and individual programs for students with disabilities.

Michele Mason

PRINCIPAL

CENTRE PROFILE

Beldon ESC was established in 1985 as a stand-alone building on the Beldon Primary School site. Although Beldon ESC is physically separate to the primary school there is a seamless connection between the two in the form of common school policies, shared facilities, shared teaching expertise, shared newsletter, shared website and common administrative practices. The partnership, although informal, provides students at the Centre with extraordinary learning opportunities. Staff from both schools share duty-of-care across the combined campus. The Beldon ESC and Beldon Primary School occupy a large well-fenced site sharing numerous facilities such as the pre-primary room, art room, kitchen and large garden.

The Centre is located on the south side of Ocean Reef Road in the expanding north coastal corridor of Perth. Beldon Education Support Centre is a school of choice because its programs are appropriate for their child. The Centre's reputation is spread via "word of mouth" promoting the quality of its exceptional individualized well-resourced early-years (K-2) program, the Early Intervention Autism Program and the improved outcomes as an Independent Public School (IPS) with better facilities and higher profile. As the Centre is without a local intake area, the school uses proximity to the school as its main criterion for prioritising enrolments. Children who live outside the Beldon Primary School catchment area are transported to and from school on a contract bus. The two institutions work in concert to resolve enrolment for families with mainstream students and a special needs student.

The Centre has a Principal, specialised teachers and education assistants who are all trained in teaching children with disabilities. Cleaning, gardening and building maintenance services are sourced through an informal agreement with the administration of Beldon Primary School. Staffing is carefully managed through a comprehensive workforce plan.

Teachers are matched to classes according to special needs and interests and staff turnover is low. The large growth in the number of education assistants has been matched by a significant growth in their duties as para-professionals. Education assistants at the Centre contribute instructional and assessment expertise in classrooms through productive partnerships with teachers.

The Centre's ethos "*Aspire to go Beyond*" is well established and well regarded in the surrounding district as evidenced by a rapid growth in enrolments. The tone of the Centre is best described as caring, quiet and steady with a clear focus on individualised instruction, within a shared school environment with Beldon Primary School.

Individual Education Plans

Teachers at Beldon ESC establish IEP's for each student at the beginning of each semester with input from parents and visiting professionals. The IEP is the cornerstone of all teaching and learning. Each plan involves developing cognitive, physical and social-emotional goals in a format which facilitates reporting on student progress. Throughout the semester student learning is monitored against the goals and forms the basis for reporting to parents/carers and the development of the next IEP. At a school level, the analysis of the IEPs against goal achievement forms the current basis for self-review and improvement. For many students in the education support context, learning is not linear. Over the duration of an IEP, student learning for many students often fluctuates with gains and regression in goal achievement being a common pattern.



Beldon ESC teachers have embedded the use of Performance Indicators for Value Adding Target Setting (PIVATS) as its assessment tool. PIVATS is an extended version of the UK P scales a system to inform target setting for pupils of all ages whose performances are outside national expectations. These performance indicators have been used for baseline assessments and as an annual measurement of added value for each individual child.

Individual data provided by the teacher is collected via an online tool which gives a graphical account of the child's progress. It is pleasing to report that each of the student's reports have indicated positive movement.

Capturing individual data via achievement of IEP goals as whole school data is also collected as was requested by the IPS reviewers. This information can be considered as good data however, caution must be taken in interpreting such data as there is difference in the number of IEP goals developed by each teacher and the significant individual differences with each child. The data across the school indicated that more than half of the students were achieving of 70% or more of the IEP goals. Below is a cross section using Pre-primary year 3 and year 5.

LITERACY

NUMERACY

Year	Number Goals	Achieved	% Achieved	Year	Number goals	Achieved	%Achieved
3	8	7	88	3	8	3	38
3	6	3	50	3	6	4	67
3	9	7	78	3	7	6	75
3	8	7	88	3	6	5	83
3	9	7	78	3	7	6	86
3	5	2	40	3	4	1	25
3	9	7	78	3	6	6	100
3	9	7	78	3	6	5	83
3	9	7	78	3	6	6	100
3	3	2	67	3	2	2	100
3	9	6	67	3	7	2	29
3	3	2	67	3	2	2	100
5	9	7	78	5	6	5	83
5	3	2	67	5	2	1	50
5	3	3	100	5	2	1	50
5	9	6	67	5	6	2	33
5	9	6	67	5	6	3	50
5	3	2	67	5	2	2	100
5	9	7	78	5	2	2	100
5	9	8	89	5	6	3	50
5	9	5	56	5	6	5	83

Sports in School Program

The school was able to access funding via the Sports in school's program and the great leadership from Mrs Lea, who sourced a host of different activities for the students to participate in across the year. The weekly sessions would span across six to eight weeks, with the school having access to a professional sports person to work alongside the students in teaching them the rules and skills in playing the game. The sports included: touch football, lawn bowls and visiting the local lawn bowls club after several sessions at



school, sailing on the Swan River this was a one off experience enjoyed by the students who went on camp and ten pin bowling weekly at the local ten pin bowling alley.



Variety Bus

Variety WA is the charity for raising money for special needs children across the state. Early 2018 Beldon ESC was able to submit an application to secure a Variety Bus and in July we were successful in being



presented a seventeen seater wheelchair access Variety Bus complete with the school Logo.

We had the official hand over at the new stadium at the start of the Big Bash charity event. Board chair Emily Hamilton along with some of our families attended what was a great morning.

The bus has been a wonderful asset to Beldon ESC with regular weekly outings to hydro therapy swimming, Friday sporting events and visits to the local high school for transition just to name a few.

The bus has also given us flexibility not only to get up and go to various events but the financial benefits in not having to pay for contract buses has saved the school considerable money.

Digital Technology

Beldon ESC began its journey into the world of Digital Technology. Ms McCole has taken this role as the Digital technology leader within our school planning and developing an appropriate program for our students. The introduction to technology was initially with the years three to six. It is envisaged that in 2019 the early years and junior classes will begin having digital technology classes.



Students have become confident in using the DOT and Dash robots and Osmo interactive reflective intelligence system working with tangrams, word games, and puzzler with real-world pieces for students to touch and grasp using the iPad.



Student Numbers

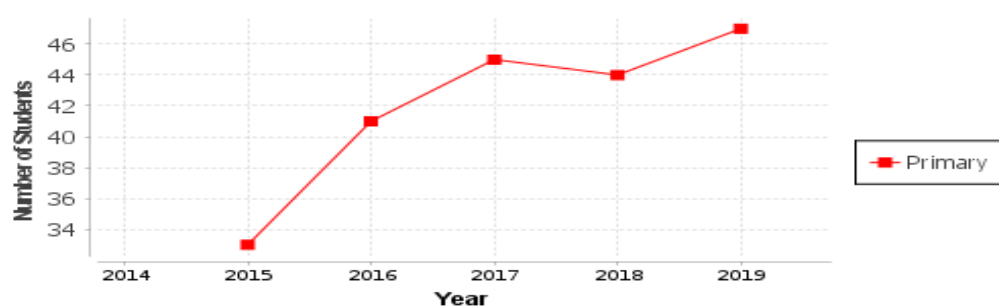
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(5)	5	5	12	4	7	5	7	50
Part Time	7								

	Kin	PPR	Pri	Sec	Total
Male	7	4	31		42
Female		1	9		10
Total	7	5	40		52

	Kin	PPR	Pri	Sec	Total
Aboriginal					
Non-	7	5	40		52
Total		5	40		52

Trend in

Semester 1 Student Numbers



Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	79.5%	18.1%	2.2%	0.0%
2017	84.8%	10.9%	2.2%	2.2%
2018	86.4%	11.4%	2.3%	0.0%
Like Schools 2018				
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Destination Schools	Male	Female	Total
Belridge Secondary Education Support Centre		3	3
Butler College	1		1
West Coast Secondary Education Support Centre	2		2

Staffing

	No	FTE	AB'L
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	10	7.8	0
Total Teaching Staff	11	8.8	0
School Support Staff			
Clerical / Administrative	4	2.4	0
Other Non-Teaching Staff	36	28.2	0
Total School Support Staff	40	30.6	0
Total	52	40.4	0

All teaching staff meets the professional requirements to teach in Western Australian public schools and can be found on the public register of Teachers Registration Board of WA

Community Participation

Beldon ESC continues its strong relationship with North Metro TAFE in providing placements for Education Assistant practicums throughout the year. In many cases it has given us opportunity for future employment of education assistants, as we have been able to be part of their on the job training. We have also formed partnerships with other education providers including UWA and ECU, providing teacher practicums. Beldon continues its strong relationships with our network of schools and actively participates in professional learning opportunities with the Joondalup Learning Community

Year 6 Transition to High School

Throughout the course of 2018 we continued our strong relationship with Belridge Secondary Education Support Centre (BSESC).

With several visits throughout the year beginning in term 2 with ½ day transition to high school and then extending to full days in term 4. The relationship with our Secondary Education Support Centre is further strengthened with the annual market day which is scheduled during term 4; this gives opportunity for the parents and community to be part of a fun event. The students from each of the Centres make art/craft throughout the year and then the students get the chance to have a stall and sell to the community. Funds raised by the students are directed back into student activities such as camp or excursions.

By the end of 2018 we had three year 6's transitioned to Belridge Secondary Education Support Centre, one student to Butler College and two students to West Coast Secondary Education Support Centre.

The Early Intensive Intervention Program Autism

The Early Intensive Intervention Program Autism is a targeted initiative. The program continues to provide a program which targets K and PP students with Autism Spectrum Disorder who are in need of intensive intervention to equip them with communication, behavioural and socialisation skills with the goal that they will successfully mainstream into their local year one school.



The following principles apply:

- Applied Behaviour and strong evidence based methods.
- Individual learning which addresses the students' needs and builds on their strengths.
- Goals broken into achievable steps in a structured and consistent learning environment.
- Positive reinforcement for correct responses through data driven learning.
- Parent involvement with the program is a must

During term 3 2018 the school was advised that the Autism Early Intervention program would no longer attract funding through the targeted initiative. This meant that in 2019 we would see the program cease for enrolments for the kindy program and 2019 to phase out the pre-primary part of the program.

The timing of this news was not only distressing for staff and the wider community but it made it difficult as we had already begun our processes for enrolling kindy students into our program. Decisions were then made locally that Beldon ESC would continue the program, making adjustments to the program to reflect a full two years instead of a dual placement into pre-primary. Relaunching the program as Autism Readiness Program early intervention for kindy and pre-primary students with the emphasis on transitioning into year one at their local school.

Beldon ESC has successfully offered the program for the past 10 years and whilst it will have some significant impact on our school resourcing we are committed to ensuring that young children with autism are given an opportunity to access an early intensive intervention program.

Year Level	Goals	Goals Achieved	% Achieved
K	5	2	40
K	4	1	25
K	5	4	80
K	6	4	67
K	6	4	67
P	20	19	95
P	25	23	84
P	19	11	58
P	25	21	84
P	39	32	82



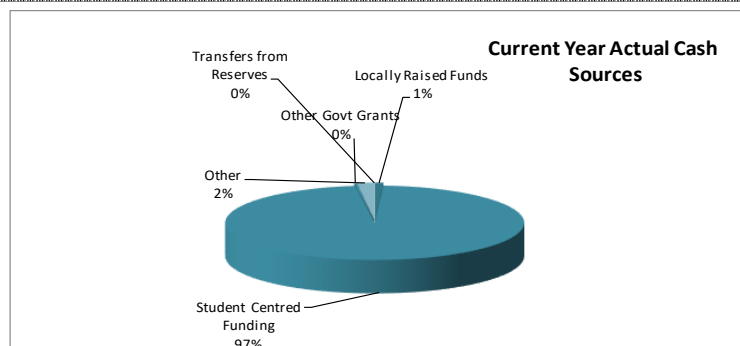
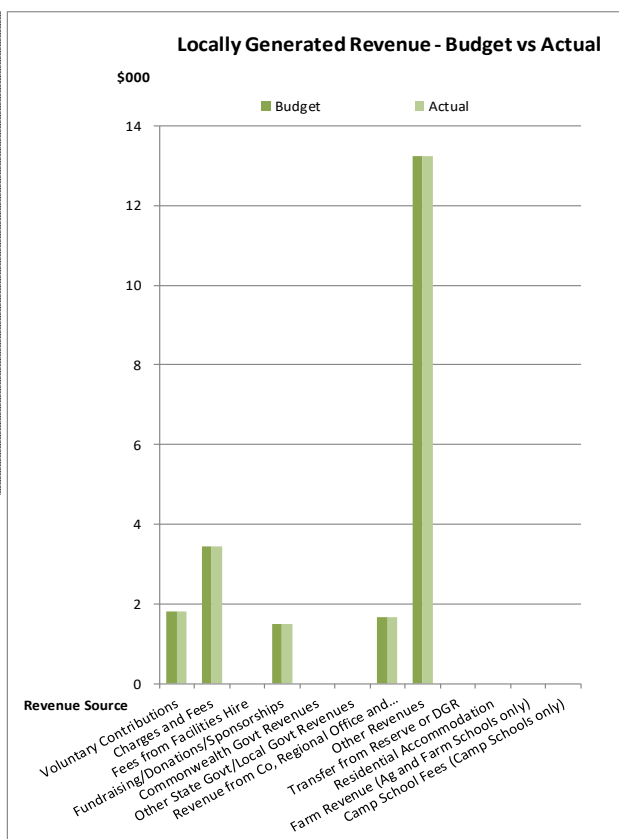
Destination data for Early Intervention students

Of the 5 students who completed the EI program 3 students transitioned to their local school, 1 student enrolled at the Specialist Autism Unit at Heathridge PS and one student enrolled in a special needs program in a private school.

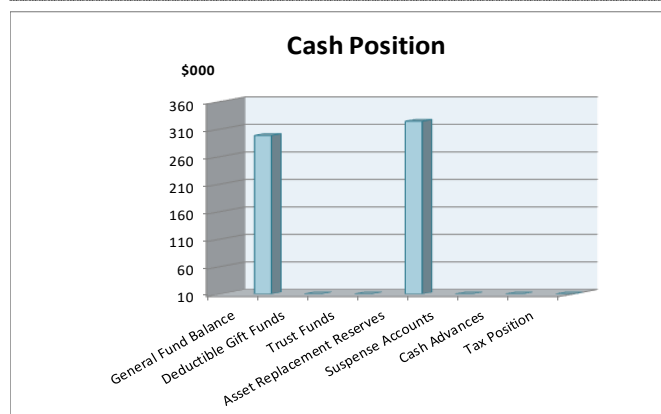
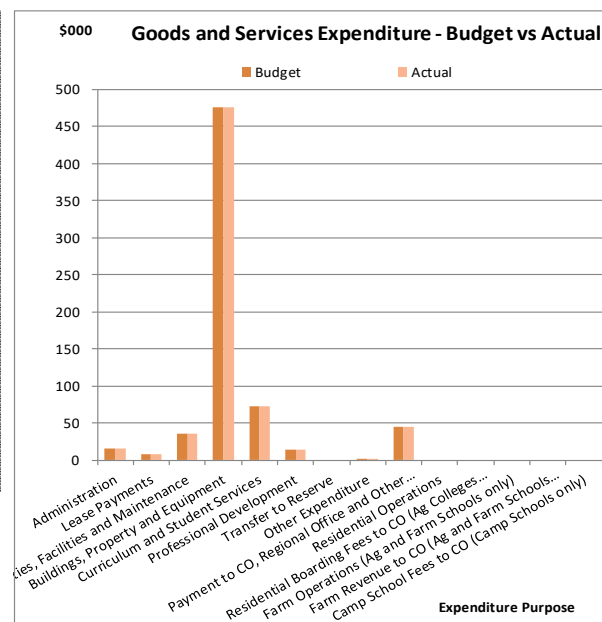


Beldon ESC
Financial Summary as at
31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,800.00	\$ 1,800.00
2	Charges and Fees	\$ 3,456.00	\$ 3,456.50
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 1,483.00	\$ 1,483.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 1,656.00	\$ 1,656.19
8	Other Revenues	\$ 13,228.00	\$ 13,229.26
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	\$ 21,623.00	\$ 21,624.95
	Opening Balance	\$ 244,629.43	\$ 244,629.43
	Student Centred Funding	\$ 695,912.00	\$ 695,911.72
	Total Cash Funds Available	\$ 962,164.43	\$ 962,166.10
	Total Salary Allocation	\$ 3,184,911.00	\$ 3,184,911.00
	Total Funds Available	\$ 4,147,075.43	\$ 4,147,077.10



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 15,016.00	\$ 15,018.20
2	Lease Payments	\$ 7,888.00	\$ 7,887.82
3	Utilities, Facilities and Maintenance	\$ 35,072.00	\$ 35,071.57
4	Buildings, Property and Equipment	\$ 476,039.00	\$ 476,038.53
5	Curriculum and Student Services	\$ 72,188.00	\$ 72,186.47
6	Professional Development	\$ 13,436.00	\$ 13,436.04
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 398.00	\$ 398.82
9	Payment to CO, Regional Office and Other Schools	\$ 44,017.00	\$ 44,016.89
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	\$ 664,054.00	\$ 664,054.34
	Total Forecast Salary Expenditure	\$ 2,848,578.00	\$ 1,689,727.00
	Total Expenditure	\$ 3,512,632.00	\$ 2,353,781.34
	Cash Budget Variance	\$ 298,110.43	



Cash Position as at:	
Bank Balance	\$ 621,169.09
Made up of:	
1 General Fund Balance	\$ 298,111.76
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 323,958.63
5 Suspense Accounts	\$ 115.70
6 Cash Advances	\$ 600.00
7 Tax Position	\$ 417.00
Total Bank Balance	\$ 621,169.09

Professional Learning 2018 included:

- Positive Partnerships Autism Online Professional Learning
- Education Assistant Induction
- TEAM TEACH manual handling
- Behaviour Management
- Joondalup Learning Community professional learning opportunities and the JLC Conference
- Augmented Alternative Communication and PODD training
- Mindfulness
- National Quality Standards in Early Childhood
- Graduate Teacher Modules
- First Aid CPR refresher
- Anaphylaxis online training

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Great Moments in 2018 included:

- Education Support Centre Combined Sports Carnival
- Master Chef
- Dinner under the Stars
- Harmony Week Multicultural Lunch
- Learning Journey Morning
- Landsdale Farm Camp
- Aqua Fun Day
- Horse riding
- Chipmunks fun day
- Pyjama Day
- Hospital incursion
- Sports in Schools Program: Cricket, Soccer, Lawn Bowls, Ten pin Bowling and Sailing
- School Camp



2018 Great Moments

