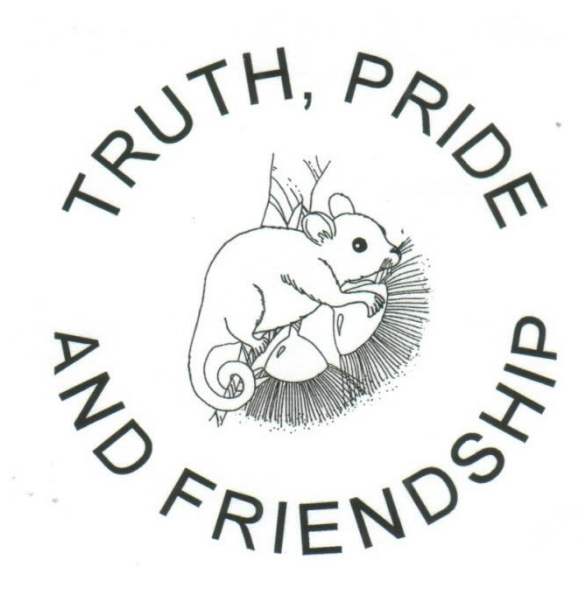


Riverside

Education Support Centre



2017

Annual Report

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Section 1: School Overview

Introduction

Riverside Education Support Centre ("Riverside ESC") is a specialised school which operates on the same campus as, and in collaboration with, Riverside Primary School. Our school specifically caters for students with intellectual and physical disabilities and provides individualised education programs in an inclusive setting. In 2017, the school enrolment included students from Kindergarten through to Year Six.

Students at Riverside ESC present with a range of complex needs that impact upon their learning abilities. Barriers to full access to and participation in the Australian Curriculum and school life present a range of academic, social-emotional and personal care challenges. Our goal is to reduce the impact of such barriers, explore and address each individual's full potential, and prepare them to embrace and make choices about future pathways to learning and life beyond our primary school environment.

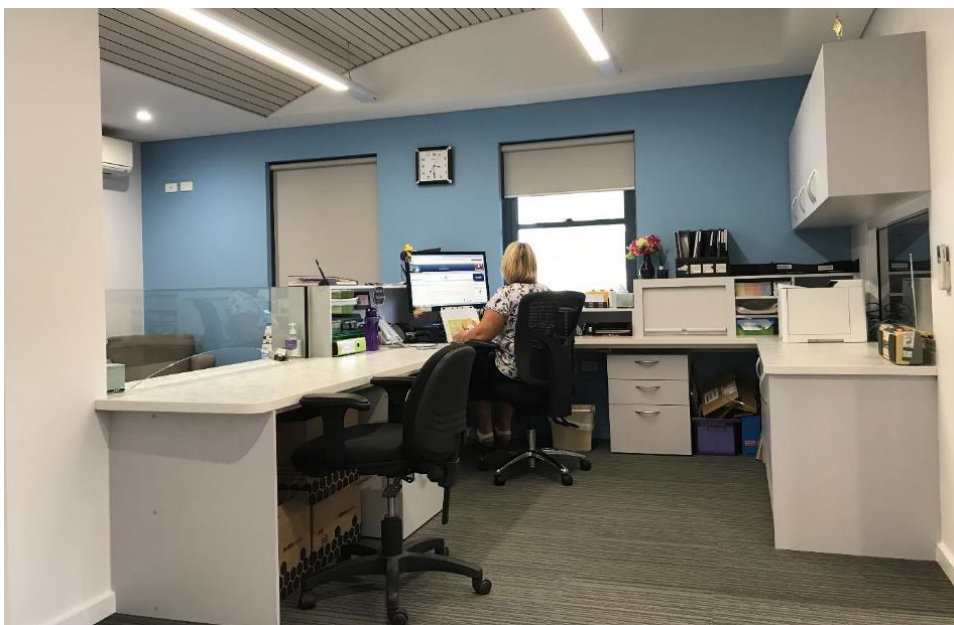
Riverside ESC was recognised as an Independent Public School by the WA Department of Education (DoE) in 2011 and has continued its semi-autonomous growth and direction over the ensuing years. Toward the end of 2015, the school was comprehensively reviewed by DoE and subsequently recognised for its excellent work in the delivery of high quality, well-resourced and individual-focused education. In 2018, the school will again be reviewed by DoE and we look forward to the outcome as an opportunity for reflection and input to future planning.

The teaching staff have maintained focus on identified Priority Areas for learning, being *Mathematics – Number*, *English – Reading* and *Health, Safety and Wellbeing*. Science is also a major focus, supported by a dedicated Science teacher. Reports on these subject are available in the following section (Section 2).

Some highlights stand out in 2017 which will be discussed later in the report:

- A bicycle track has been created and resourced
- Riverside ESC was recognised as a Teacher Development School (TDS) for 2016 as part of a DoE initiative that acknowledges teachers learn best from other teachers. The program has continued throughout 2017 with very positive feedback.
- A sound-based sensory playground was introduced;
- Outstanding commitment by staff toward skills enhancement
- The School Board introduces a new Vision Statement
- Work commences on a major administration building upgrade

Right: New administration facility completed early 2018



Student Enrolments and Attendance

Enrolments

The school started the year with 54 students from Kindy to year 6, rising to 59 in Semester 2. Students graduated from year 6 moving to local high schools. 11 students transitioned to high school at year end. The transition for all students was well supported during the school year with several orientation sessions, administration information sharing and ongoing teacher meetings.

Student Attendance

Student attendance for all students rose in 2017 to 85.7%, up from 83.2% in 2016 and 85.5% in 2015. This is lower than the state average of 92.7% in 2016, due in part to the high number of health-related appointments required for our student cohort and to the sometimes complex and challenging social circumstances faced by student families and support groups.

Parents/Carers of students who are absent for consecutive days are telephoned by the classroom staff to attain an explanation for their child's absence. Where absenteeism falls below 80% for any individual student, an Individualised Attendance Plan is written by the classroom teacher, endorsed by the Student Services Coordinator and signed off by the parent. Individualised approaches to each case have shown to be the most effective method for re-engaging students with school attendance.

Attendance is facilitated by the School Bus Service, without which many of the students would be unable to attend RESC. Nevertheless, it is a challenge for some students to be able to attend on a regular basis, as depicted by the chart and table below.

The following attendance tables and charts were prepared using information provided by the Department of Education ([Schools Online](#))¹:

Primary Attendance Rates

	Attendance Rate	
	RESC	WA Public Schools
2014	87.8%	92.1%
2015	85.5%	92.7%
2016	83.2%	92.6%
2017	85.7%	92.7%

Attendance Percentage – Primary Year Levels

	Attendance Rate							
	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2014	N/A	N/A	N/A	N/A	N/A	N/A	92%	87%
2015	N/A	N/A	N/A	N/A	84%	91%	N/A	
2016	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2017	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
WA Public Schools 2017	92%	93%	93%	93%	93%	93%	93%	

¹ For the Table "Attendance % - Primary Year Levels", data absence ("N/A") is because DoE does not record year levels with less than 10 students enrolled.

Chart: Historical attendance rate by collection period

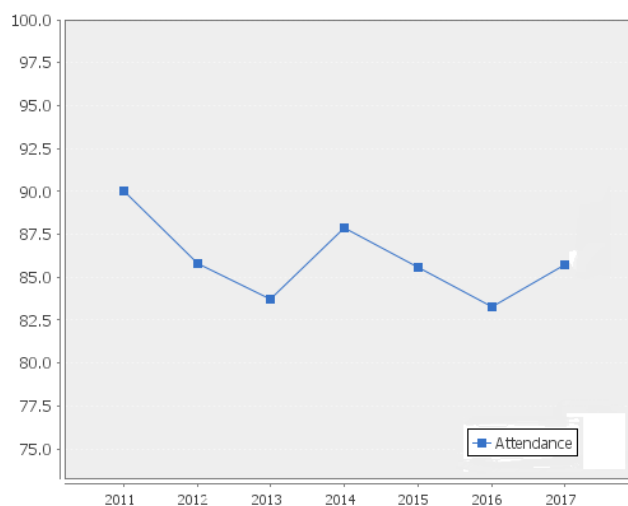


Chart: 2017 attendance comparing authorised and unauthorised absences

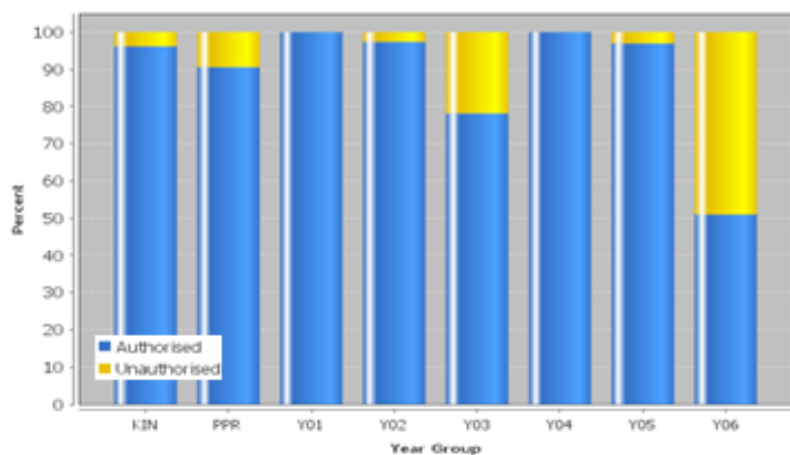


Table: 2017 attendance breakdown per class

	Authorised	Unauthorised
KIN	96%	4%
PPR	91%	9%
Y01	100%	0%
Y02	97%	3%
Y03	78%	22%
Y04	100%	0%
Y05	97%	3%
Y06	51%	49%

Human Resources

The staff of Riverside ESC continues to be characterised by dedication, stability and professionalism. Staff turnover was low in 2017 and there has been an ongoing emphasis on the acquisition of new skills and practices for the advancement of our students' learning opportunities.

50 staff (41.3 FTE) were employed in various capacities in 2017 to lead and support the learning environment at Riverside ESC, as depicted in the following table ²

	No	FTE	AB'L
Administration Staff			
Principals	1	1	0
Deputy Principals	1	0.6	0
Total Administration Staff	2	1.6	0
Teaching Staff			
Other Teaching Staff	9	7.4	0
Total Teaching Staff	9	7.4	0
School Support Staff			
Clerical / Administrative	1	1	0
Gardening / Maintenance	1	0.2	0
Other Non-Teaching Staff	37	31.1	0
Total School Support Staff	39	32.3	0
Total	50	41.3	0



This year saw a continuation of the emphasis upon targeted professional development to enhance staff abilities to meet student needs and to acquire best practice methodologies. Altogether, there were 163 participant events engaged in by staff. All staff participated in at least one professional development activity. Of the 56 actual events, major foci included Auslan signing, auditory processing, key word sign, phonological awareness, Team Teach, Code/17, First Aid and Bronze Medallion.

Reference

This school report forms part of our commitment to active and open communication with parents and carers, and fulfils one of the reporting requirements of the W.A. Department of Education. The report, although designed as a stand-alone document, is one part of an array of documentation available to inform the school community about Riverside ESC activities, achievements and planning. To gain maximum benefit from this report it should be considered alongside the School Business Plan, information bulletins, newsletters and other documents.

² Information from RESC Five Year Profile (extracted 9 Feb 2017)

Section 2: Curriculum and School Priorities

All staff at Riverside ESC are conversant with the Department's Classroom First strategy. The strategy permeates through all school operations and planning with a view towards continual sustainable school improvement. Teachers are required to demonstrate how Classroom First is evident in their classrooms, planning and delivery of learning programs. The Classroom First 'Application to Classroom Planning' document has been developed and implemented to ensure that there is a:

- Conscious effort and commitment towards continual school improvement;
- Effective change management process; and
- An alignment to the school's Business and Operational Plans.

As for previous years, the primary focus of our curriculum activities has been on progressing the acquisition of learning outcomes in the priority areas of Maths, English and Health & Wellbeing. Our students benefit from high repetition to acquire and consciously apply these new skills.

The subject of Science provides a valued opportunity for students to further integrate and apply their new-found abilities. Lessons promote environmental awareness, an understanding of waste and recycling, and include the creation of a [school garden](#). Reports on these four areas of the curriculum follow.

Curriculum Review

Riverside ESC embarked on a curriculum review in 2016 and this process continued into 2017. A school curriculum committee has been formed and as a priority will commence a timeline review for implementing the mandated subjects of the National Australian Curriculum.

An initial audit showed there is a wide range of curriculum options being accessed across the classrooms. In 2017 the focus for curriculum alignment was directed at the English learning area. The school invested in the PM Reader program for consistency across all year levels. The Diana Rigg program was also heavily invested in, with all staff receiving Professional Learning and additional physical resources were purchased and made to support the learning across all year levels. Our aim is to have curriculum options that are fully sustainable for our current and future student population. Accordingly, specialist teachers will work towards curriculum differentiation to ensure that our students are able to engage with a teaching and learning process that aligns curriculum with their Individual Education Plan (IEPs) goals and outcomes.

The ABLESWA curriculum and assessment project was trialled at Riverside ESC in 2015 and subsequently approved for implementation in 2016 and beyond as a viable PP-6 curriculum and assessment tool. The following learning area reports contain several references to ABLESWA.



Priority Learning Area: MATHS

Mathematics is a major focus area of Riverside Education Support Centre

Desired Learning Outcomes

Individualised education plans are created that target each student learning needs. Although each student's educational needs differ, teachers lead all students in an understanding of the concepts associated within the strands of number, algebra, measurement, geometry and statistics and probability.

Teaching Methodology/Programmes

At Riverside ESC maths is taught explicitly with a minimum of 5 lessons a week. Teachers use a range of resources such as concrete materials, E-Board activities, iPad maths applications and black line masters to meet the students individualised goals.

Programs are developed that target each student's specific needs, exposing them to a wide range of concepts whilst targeting their individual goals. Activities are planned so that student outcomes can be broken down into small steps, reinforcing and building on prior knowledge whilst working to set goals.

Maths is integrated into other subjects such as community access, cooking, sport and music. It is also generalised both inside and outside of the classroom.

Resources

Riverside ESC has a wide range of materials that ensure students are engaged in a variety of ways, catering to each specific learning style.

Concrete materials (games, puzzles counters), interactive resources (cutting and crafts), technology (E-Board and iPads), sensory activities as well as a range of text books ensure that students can get as many different ways to engage with their learning allowing for repeated instruction in an interactive and fun way.

Highlights

Maths Day: Each teacher is allocated a learning area and designs an activity for students to complete i.e. smarties graphing. Students complete all 6 activities throughout the day.

Café ESC: Students use the 'café' experience to take orders from staff, plan a shopping list, use the community access program to shop for supplies and then cook and use budgets to keep track of costs. This allows for staff to experience a delicious drink and snack each week whilst providing students with valuable hands on life skills of cooking (measurement) and budgets (number – money). Links with other learning areas embedded within this program.

Technology: Students are allocated individual iPads that are programed to meet their specific needs and goals. iPads can be a fantastic motivator for learning as students are engaged in 'game' like activities that supplement their hands on learning activities. The use of the Interactive Whiteboard enables students to engage in a large variety of activities that incorporate all strands of the Maths learning area. Students get to learn through singing and engaging with the board by touch and dragging objects.

Evaluation Methodology

- Scope and Sequence - used for planning and recording
- SEN reporting - twice a year

Issues Identified for Future Planning

- Develop or source a baseline test for maths to be utilised throughout the school

- Develop a method of moderation of teaching and learning from K-6

Involvement of Parents/Carers & Broader Community

- Learning journey where parents and caregivers are invited to participate with their child to look through their work and programs within the classroom
 - Formal meetings with parents twice a year to formulate individual goals for student's IEP's.
 - Reporting to parents twice a year via SEN reporting program
 - Visits with therapists to set common goals between home and school
 - Working with therapists with students in the classroom to upskill staff on a variety of ways to support students in meeting their goals
-

Priority Learning Area: ENGLISH

Each student at Riverside ESC has specific individualised learning needs. Through each student's Individual Education Plan (IEP) teachers, parents/carers and therapists are able to work together to improve educational outcomes. Our main literacy areas that are targeted under the English curriculum are Language, Literacy and Literature.

Desired Learning Outcomes

To support teaching and learning the whole school explicitly teaches the PLD (Preventing Literacy Difficulties) literacy program by Diana Rigg with assessments conducted each term. Literacy is a priority area for the school with PM Benchmark testing and levels are assessed and recorded each semester. It is our goal for each student to be supported to reach their potential with most students developing the following skills by the end of year 6:

- Recognise and name each sound of the alphabet
- Recognise and name each letter of the alphabet
- Use correct letter formation when writing
- Read and write and recite own address and telephone number
- Read and write PLD sight words
- Speak in a clear and consistent manner
- Develop effective communication skills at students' ability. This may include using alternative communication such as key sign and PECs.
- Respond to instructions appropriately and accurately
- Participate in group speaking and listening activities

Teaching Methodology/Programmes

Literacy teaching and learning is facilitated and supported through the use of various resources and teaching strategies. These include:

- PLD (Preventing Literacy Difficulties) literacy program by Diana Rigg (Explicit Teaching)
- PLD Literacy screens and assessments from K-6. Explicit assessment and teaching areas are phonological awareness, sight word knowledge, student's spelling stage, explicit teaching of comprehension and speaking and listening (object based, event based and retell based).
- PM Benchmark Reading assessment Semester 1 & 2.
- Small targeted Guiding Reading groups which correlate to students PM Benchmark reading levels.
- Use of technology to support learning e.g. smart board, computers, I-pads
- Students read to a member of staff each day in every classroom
- Use of school library by each class
- Explicit teaching of reading and literacy each day
- Literacy activities incorporated into other cross curricular learning areas

Major Themes & Activities

In 2017 each class carried out its annual literacy and reading assessments including PM Benchmark in Terms 1 and 4. The data collected from Term 4 from these assessments was recorded on excel. PLD assessments were carried out each term in 2017 with the commencement of recording these assessment results on Excel in 2018. This information provides each class teacher with a greater understanding of each student's spelling, reading age and level of comprehension and understanding. These assessment results help teachers to plan and implement learning programs that are individualised to meet the needs of each student.

Staff attended personal development training on Training and Education for Children and Adults with Autism (TEAACH) in 2017. This is a systematic approach to teaching and learning, utilising individual schedules for each student allowing them to move between each learning station independently. This teaching pedagogy supports our all-encompassing education strategy. This

teaching approach is currently implemented in middle and senior classes. It facilitates one-on-one teaching of literacy and numeracy skills with the intent of providing students with the skills to become independent learners.

Resources

- PLD (Preventing Literacy Difficulties) program by Diana Rigg
- PM Benchmark levelled reading books, CD's and activities
- Fitzroy Readers interactive program on Smartboard levels 1-30 (Black Line Masters activities)
- Fiction texts (variety of books for young learners)
- Non-fiction texts (variety of books for young learners)
- Internet resources
- Language puzzles
- iPad Resources
- Group listening set
- First Steps
- Language games
- Social stories
- Language activities
-

Highlights

- English morning held by each class
- TEAACH implementation within the school
- PM Benchmark assessment and recording
- Staff training TEACCH PD
- Book week dress up day
- Diana Rigg assessment and recording

Evaluation Methodology

- PM Benchmark Reading assessment Semester 1 & 2
- The following PLD Literacy screens and assessments from K-6:
 - phonological awareness screen
 - student's phonics spelling stage assessment
 - comprehension assessment using specific readers
 - student's spelling stage assessment
 - sight word knowledge assessment
 -
- Language and literacy teacher assessment (object based, event based and retell based)
- Diana Rigg reading and spelling
- Alphabet identify letters and sounds
- ABLES assessment trial
- Scope and Sequence data collection
- SEN reporting twice per year

Learning Outcomes Achieved

Individual Education Plans (IEPs) address each child's unique learning needs and includes specific educational goals. Goal setting for students is done early in Terms 1 and 3. Parents are included in this process through IEP meetings. Explicit lessons are taught and students provided with opportunities to demonstrate their knowledge and understanding in a wide range of situations and settings. Goals are reported on at the end of each semester.

Issues Identified for Future Planning

- Reflect on PLD assessment and PM assessment process of 2017
- Development of consistent teaching and learning programmes from K – 6
- Moderation of class learning and assessment

- Use of Ability Based Learning and Education Support (ABLES)

Involvement of Parents/Carers & Broader Community

- Parent English morning
- Homework and ideas sent home as to how parents can support literacy at home

Priority Learning Area: HEALTH & WELL BEING

Protective Behaviours teaches the learning and development of skills for life in order for children to feel safe, to be safe and keep safe. This successful program continues largely unchanged from 2016.

Desired Learning Outcomes

The personal resilience program aims to strengthen the resilience of children as they grow and develop, focusing on given children the life skills to protect themselves from abusive and potentially unsafe situations. The program incorporates a wide variety of explicit teaching and learning lessons that fall under the two themes of 'we have the right to feel safe at all times' and 'we can talk to anyone about anything no matter what'.

Promoting Alternative Thinking Strategies (PATHS)

The PATHS program is a developmentally-based program incorporating lessons and instructions that assist the facilitation of emotional literacy, self-control, social competence, positive peer relations and interpersonal problem-solving skills. Key objectives are to prevent and reduce behavioural and emotional problems with the curriculum designed to help students develop better self-control, self-esteem, emotional awareness, basic problem solving skills and friendships.

Physical Education

Physical Education provides knowledge, understanding and skills for students to lead healthy, safe and active lives. Lessons provide students to learn about their strengths and simple actions that they can undertake in order to keep themselves healthy and safe.

Teaching Methodology/Programmes

Health and Well Being (HWB) is a school priority. HWB is taught each day by the classroom teacher either as an explicit lesson or integrated across other learning areas. Lessons are targeted at each student's individual learning needs and have a life skills focus accommodating for each individual child's ability and needs.

Explicit lessons are taught in the areas of Protective Behaviours, PATHS, grooming, physical education as well as gross and fine motor skills. HWB is also integrated across other learning areas (maths, English, art) allowing for further consolidation of concepts.

Students are supported by staff in the playground with social skills explicitly taught to assist students in integrating successfully within a larger school community. Skills taught within the class are reinforced during recess and lunch with staff using protective behaviour language throughout the day.

Major Themes & Activities

Three areas are taught – Protective Behaviours, PATHS and Physical Education. A wide range of activities are provided through explicit and integrated teaching. Community access programs allow for students to consolidate their knowledge of classroom teaching and learning as well as enabling them to demonstrate their understanding in 'real life' situations.

Resources

- Department of Education Protective Behaviours
- PATHS - Promoting Alternative Thinking Strategies
- Jiggle Jam – Jiggle Jam is a fusion of dance and fitness disciplines along with cultural interpretations that has been designed to motivate children to move and enjoy exercise. It combines fitness with aerobics.
- Integrated sport with Riverside Primary School
- Grooming – students have their own grooming bags that include hairbrush, toothpaste and toothbrush. Students are explicitly taught grooming skills and have access to their bags as necessary

- Scope and Sequence – used to plan for student needs and report on student progress
- Technology – each child has access to their own IPAD and smart board resources also support student learning

News Resources 2017

Road Safety Education – Bicycle Track



As part of our Health and Well-Being program at Riverside ESC, all classes participate in a newly implemented Bike Education program. The program has been developed in discussion with educational consultant School Drug Education and Road Aware (SDERA). A range of modified bicycles to suit students of all abilities is available. Freemasons donated helmets and vests.

Students are introduced to different riding surfaces, including synthetic tiger turf, the bicycle court and the newly installed custom made bike track complete with 'road markings' and signage. The program builds up to safe riding excursions around the school and in the community.

This excellent program helps to develop balance, coordination, strength, fitness and confidence, providing longer term safe access to many community activities.

Musical Playground

A new sensory playground has been installed at the back of the school. This auditory play space enables to students to access musical instruments during supervised play times. The 'sound' playground is a fun and sense-stimulating activity zone with opportunities for exploration, improvisation and cooperation.

Highlights

- Day for Daniel – whole school protective behaviour day
- Faction sport carnival
- Swimming lessons
- Swimming carnival with Meadow Springs Education Support Centre

Evaluation Methodology

- SEN reporting – twice a year
- Scope and Sequence documents used for planning as well as recording student achievement
- Abilities Based Learning and Education Support (ABLES). This program supports the teaching and learning of students with disabilities and additional needs. It provides an approach to effectively assess, monitor and respond to a student's abilities by identifying the optimal resources that are known to improve learning, which can be adjusted as the learning needs of the student changes over time.

Learning Outcomes Achieved

Individual Education Plans (IEPs) address each child's learning issues and include specific education goals. Goal setting is done in Term 1 and 3. Parents and therapists are included in this process through individual meetings. Goals are reported on at the end of each semester.

Issues Identified for Future Planning

Students placed within RESC who do not qualify for permanency in an Educational Support Centre will be placed as a Local Area Placement. They will be explicitly taught HWB skills that will enable them to re-enter effectively into a mainstream classroom.

Increased support of students with sensory and behavioural needs: A sensory room has been specifically designed in order to assist students with calming down techniques. This room caters for individual needs along with small group sessions.



Additional support will also be provided to each class to assist with student behavioural and sensory needs with high staff to student ratios, professional development for all teaching and non-teaching staff along with specialist staff allocated for one-to-one sessions with individual students.

RESC has invested in a class set of bikes and is in the process of building a bike track to enable explicit teaching of bike riding, road rules and safety both on the bike and when riding within the local community.

Involvement of Parents/Carers & Broader Community

- Learning Journey
- IEP Meetings – use of input from parents and therapists to inform planning
- Day for Daniel – whole school protective behaviour themed day linked to the Daniel Morcombe Foundation.
- Breakfast Club – Foodbank WA supplies our school free of charge breakfast supplies to ensure that all our students have an equal opportunity to receive a wholesome, nutritious breakfast on a regular basis.



The Annual Swimming Carnival is a highlight of the Health and Well Being Program, held this year at the Murray Leisure Centre.

Protective Behaviours - Teacher Development School (TDS) Status

Protective Behaviours is a mandated learning topic for all schools under the Department of Education.

A “More Support for Students with Disabilities” (MSSD) initiative, funded for 2015, contributed to the school being awarded TDS status for 2016, acknowledging the expertise of teaching Protective Behaviours across the Riverside ESC. A team of dedicated staff was formed to work alongside E-schooling Directorate within the Department of Education to design and develop online learning modules.

“The Teacher Development Schools (TDSs) initiative acknowledges teachers learn best from other teachers. TDSs share their expertise and classroom innovation across schools, networks and professional learning communities. Teachers and schools can access a range of practical support for whole school planning, teaching, learning and assessment.” (Department of Education)

Throughout 2016–2017, RESC provided tailored professional learning to help address the needs and context of teachers across schools, networks and regions.

Desired Learning Outcomes

The school was awarded TDS status for 2016-2017, acknowledging the expertise developed from teaching Protective Behaviours across the school. A TDS team comprising Administrator, Coordinator, Presenter, Resource Maker and Connect Manager, have developed professional learning (PL) sessions that outline the key concepts of protective behaviours, advocate a whole school approach, inform staff of the latest developments in child protection policy, direct staff to the online training and resources provided by the department, and introduce staff to our assessment document for PB.

We completed weekly updates of the Protective Behaviours Connect Network, giving lesson ideas and connecting staff with local PB events.

The team actively sought out opportunities to connect with other organisations, and attend professional learning, in order to keep up to date with the latest trends and research in Protective Behaviours and Sexuality and Relationships education.

Teaching Methodology/Programmes

Important considerations in our planning and teaching methodology are the core statements of Protective Behaviours:

‘We all have the right to feel safe, all of the time.’

and

‘We can talk with someone about anything, no matter what it is.’

Our first task as presenters is to create a learning environment where our participants feel safe, where opinions and questions are welcome and where participants are actively encouraged to monitor how they are feeling and do something about it if they are uncomfortable. The topic of Protective Behaviours can be emotionally triggering and we purposefully structure our presentations to have confronting episodes interspersed with humorous anecdotes and lighter moments.

The TDS team have developed a range of onsite and offsite Professional Learning presentations to fit with the requirements of each of the schools seeking support. Our aim is to directly address the needs of each school community by individually tailoring presentations. Some schools need ‘the basics’ – a comprehensive explanation of the language and key concepts of protective



behaviours. Other schools have had experience with the program and called for direction to resources, curriculum links and updates on current department policies.

The PL sessions are designed to engage staff in practical and group planning activities. Information on curriculum links is provided as well as opportunities for questions and problem solving. We strive to match the content and class examples to the school's specific context to increase the likelihood of program application.

Workshops and Professional Learning were offered onsite at Riverside ESC, as well as at various other school locations across Western Australia. Participants included Principals, Deputy Principals, Teachers, Education Assistants, Parents and School Health Nurses.

Additional relationships were fostered with the School of Special Educational Needs and the Child Protection Unit within DOE to ensure support was offered across Western Australia.

Major Themes & Activities

A team of dedicated staff has continued to support program implementation across the State. Our team worked in mainstream, special needs, primary and high school settings. We have purposefully developed working relationships with other professionals in the area of Protective Behaviours including Complex Learning and Wellbeing (Child Protection) staff, SSEN-D, Curtin University, ACHPER (HPE collegiate group), Safe4kids Inc., HPE Primary Network, Learning Area Partnership staff and Department of Health staff. These relationships have been mutually beneficial, enabling our team to keep up to date with current research, the latest developments in curriculum and policy within the department, as well as providing us with opportunities to communicate how Protective Behaviours is currently implemented in schools. Many of our professional learning sessions have come about directly from these networks.

21 PL sessions were provided during 2017, having contact with more than 500 staff in over 30 schools. There are currently 9 schools and networks negotiating with our team to book professional learning in 2018.

Support was offered to schools in accessing the PB curriculum and building expertise and knowledge around lesson planning, delivery and assessment. A strong focus was placed on ensuring recipient staff were able to acquire the skills and knowledge needed to embed their understanding in a cross curricular approach.

Resources

The school was awarded \$44000 to coordinate the roll out of the Protective Behaviours package for a second year. The money was acquitted in the following ways:

- release our staff to deliver presentations
- provide follow up to staff that have attended our presentations
- create resources
- release staff for PB relevant professional learning, and
- maintaining the Connect Network

The professional learning program is designed to assist teachers to access DOE resources, apply a cross curricular understanding and use the RESC-developed digital monitoring tool. Ongoing support is available to all teachers and schools using the DOE Connect Community following delivery of the program.

The TDS team and program delivery are overseen by the Deputy Principal.

Highlights

Expressions of interest from across the State indicated the high level of interest and demand for this TDS-funded initiative. The team extended outreach well beyond the successful roll-out in 2016 to deliver the program to multiple school districts and networks, including the SSEN team in Padbury, South Metropolitan, North Metropolitan, Kimberley and Goldfields Districts, to deliver tailored Professional Learning to local, metro, rural and remote locations.

Evaluation Methodology

Our team reported a high level of engagement from visited schools. Feedback from the Professional Learning activities has shown our team to receive 'excellent' or 'very good' feedback in all areas of PL delivered.

Learning Outcomes Achieved

The achievement of the learning outcomes is reflected on PL evaluation sheets and through usage of the Connect Community.

Issues Identified for Future Planning

The funding will not continue beyond 2017 for this outreach project. Staff will continue to offer the professional learning and development services to other schools, however a 'user pays' model will need to be developed.

Parent Information Sessions will be incorporated into the model during 2018.

Involvement of Parents/Carers & Broader Community

The TDS funding did not allow for delivery of the Professional Learning to non-DOE staff. The TDS team worked closely with Protective Behaviours Australia to develop an interagency coordinated approach to delivering Professional Learning to those who sought it.

Riverside ESC advocates and promotes the use of the Parent Information Booklet, produced by the Department, and encourage schools to inform and involve their school community in the program to best support student safety.

Focus Learning Area: SCIENCE

Students undertake thematic units which cover all four science understanding strands during the year, which are biological science, earth and space science, chemical science and physical science.

Desired Learning Outcomes

Currently all classrooms at Riverside Education Support Centre continue to have a weekly science lesson with a support teacher with aim of students developing an understanding of the world around them. Students undertake thematic units which cover all four science understanding strands during the year, which are biological science, earth and space science, chemical science and physical science. Science outcomes are developed for each of the three strands; Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. These are tailored to the needs of our students by referring to the WA Science Curriculum as well as the ABLESWA assessment reports and the accompanying curriculum.

In the later part of 2016 a STEM committee was formed due to the need to develop STEM within the school. It was decided that the focus for 2017 would be to develop staffs' understanding of STEM within the classroom environment by attending PD. It was also identified that it would be beneficial if staff could attend PD that would enable them to better utilise the STEM resources provided the Education Department. As well as developing and understanding of STEM with regard to curriculum and resources that would best meet the individual needs of our students.

Teaching Methodology/Programmes

The school's science program continues to utilise Primary Connections units which are aligned with the Australian Curriculum. This Primary Connections programme supports our school priority areas of English and Health, Safety and Wellbeing as it focuses on developing literacy and promotes co-operative learning. The later both supports and compliments the implementation of the PATHS programs (Promoting Alternative Thinking Strategies) which also aims to develop students personal and behavioural learning skills. The Primary Connection units are adapted to meet the varying needs and levels of our students by referring to student ABLESWA reports and the accompanying curriculum.

The STEM committee attended the 'MyLearning - < CODE/17>' 2-day conference to gain information on Technology curriculum programmes and resources which are available for the teaching of students. This PL provided valuable understanding of 'coding' and how teaching it competently addresses the Australian Curriculum with regard to Digital Technologies. It also provided information on some great resources that are available for students.

Major Themes & Activities

In 2017 of the major focus has been providing professional development to staff with regard to digital technologies and developing an understanding that these technologies can be integrated across the curriculum. As previously stated the STEM committee attended the My Learning: <Code/17> Conference. From the information gained from the PL we purchased apps for our student iPads that we deemed as suitable and purposeful for the needs of our student with regard to coding. As well as robotic equipment (bee-bots, code-a-pillars) that was deemed more suitable for students in the early years of education and therefore felt could be used more readily by our students who have special needs. The committee then presented two workshops during our Thursday early close sessions which demonstrated how to use resources (apps and robotics) with an emphasis being that this equipment can be used across the curriculum. All staff had the opportunity to use the digital technologies.

Each year Science Week is celebrated at Riverside ESC. Again, this year it was celebrated by the organisation of an incursion the theme being STEM. The incursion 'Junior Coding and Robotics' was presented by SciTech. This 'hands-on' incursion focused on developing a basic understanding of coding to our students by using 'unplugged activities' as well as 'Bee-bots'. This incursion was also beneficial to our staff as it demonstrated how digital technologies can be integrated within the classroom.

In 2017, Riverside ESC continued to be a registered Waste Wise School. The major focus was the maintaining of sustainable practices within our school environment as in 2016. These are paper recycling and recycling fruit and vegetable scraps through the worm farm. As well as utilising the worm farm products (fertiliser) in the school vegetable garden.



Resources

- Science Week – Scitech incursion, Junior Coding and Robotics.
- Bee-Bots x 6 and charging port.
- Blu Bots x 6 with charging port.
- Bee-bot mats x 10 (Cross-curricular themes)
- 6 x Code-a-pillars.
- Purchasing of coding apps for iPads e.g. Bee-bot, Light Bot, Scratch Junior, Code-a-pillar.
- Some purchasing of new Primary Connection units and resources to compliment and build on existing Primary Connection Resources.
- Consumables required to carry out science investigations as part of the Primary Connection Units

Highlights

Some of the highlights this year were:

- Science Week Incursion – Scitech ‘Junior Coding and Robotics’ Incursion
- STEM committee attending <Code17> Conference
- Purchasing STEM resources; Bee-Bots, Blu-Bots, Code-a-pillars,
- STEM Early Close Workshops
- The continuation of the ‘Worm Farm’ Program with mainstream students integrating with ESC students.
- Registered ‘Waste Wise’ School for 2017

Evaluation Methodology

Riverside ESC continues to assess students using the ABLESWA Assessment Tool. The majority of students are assessed twice a year. This assessment provides valuable planning information across all learning areas, as it places students at their current level on ABLESWA curriculum, as well as those students who are on the early years of WA Curriculum.

Students in Science and Technology are evaluated and assessed using work sample, and observations and check lists based on their IEP’s.

Learning Outcomes Achieved

Individual Education Plans (IEP's) address each child's individual learning needs and includes specific science and technology educational goals. Goal setting for students is done early in Term 1 and Term 3. Science and Technology lessons are planned and taught around these specific goals and students provided with opportunities to demonstrate their knowledge and understandings. These goals are reported on at the end of each semester.

Issues Identified for Future Planning

STEM will continue to be a focus for 2018. In 2017 we were fortunate to be able to purchase many STEM resources that were deemed by the STEM committee as most beneficial for the student at Riverside ESC. Therefore, it is important that we continue to promote their use across the curriculum in the classroom through PL at school. As well as classrooms timetabling one lesson a week dedicated to Technology. The STEM committee will also begin to plan a Scope and Sequence which best meets the needs of our students and assist teachers with their teaching and planning with regard to digital technology.

Involvement of Parents/Carers & Broader Community

Most Science and Technology highlights are communicated to parents/ carers and broader community in the school newsletter or on the school website.

Mainstream Yr4 students have also participated in the ESC 'Worm Farm' Program.

Section 3: School Highlights

Incursions and Special Events help reinforce skills acquired across all classes. They are a valued component of RESC's education activities and vary from year to year depending on the needs of the student cohort and available resources. 2017 was marked by some colourful highlights which are summarised below.

Community Access Program Extended

The community access program is offered for all classes. As part of RESC's commitment to impart the best possible suite of self-management skills they are able to acquire, we use this program to introduce students to their local & wider communities. They are able to learn a range of functional skills they will be able to employ outside of a school environment.

Transition Program for Year 6

In December 2017, Riverside Education Support Centre graduated eleven Year 6 students, the same number as for 2016. Of these, eight students were to transition to Halls Head Education Support Centre, two students to Coodanup High School and one student to Malibu School in Rockingham. All students were offered transition excursions and activities to their chosen school, and began undertaking these visits in term 3.

The Destination-High School transition teams visited Riverside ESC mid-year, observing students and receiving documented learning and behaviour plans from teachers. These visits were to primarily help the High School management in planning for 2018 and suitable classroom placements for each student.

Orientation visits to their respective future schools began for students in term 3 and concluded in term 4. The bulk of the transition activity was carried out in term 4.

The effectiveness of the transition program became evident the closer students got to high school. Anxiety about the move was addressed through introductions to new staff, education about support available during the transition period and into 2018, and opportunities to introduce themselves to transition students from other schools. Another contributing factor was the reintroduction of past students, now enrolled at the destination schools, providing assurance all would be well.

Schools Alive Choir

Four children from Riverside Education Support Centre participated in this program designed to facilitate social interaction and behaviour skills, self-esteem, reading, coordination and musical appreciation. They met with children from four other Education Support Centres, in the regional Schools Alive Choir, practicing weekly at a different school each semester and participating in a number of performances.

At the end of each term they give a performance for the whole school of each hosting education support centre. Parents are invited to attend and students are encouraged to perform with minimal staff support.

The WAGSM (West Australian Government Schools Music) concert is was a highlight public performance for the choir. Choirs and musical groups from mainstream schools also participate in this concert.

In 2017 the choir performed a concert at Tanby House in Cooloongup. The elderly participants and staff also joined the children with singing.

NAIDOC Week

At Riverside Education Support Centre, the inclusion of Aboriginal culture into the curriculum has been a priority with the school developing a Managing Information System outlining key aspects of knowledge for students.

The introduction of the Aboriginal Standards Framework complements the work undertaken by the school. During NAIDOC week and Reconciliation week extra curriculum were taught as a whole school and in individual classes.

Educational support group Cultural Connections came and ran activities and gave a special assembly performance at the end of the day. This was attended by Riverside Learning Centre and Riverside Primary school.

Silver Chain Intergenerational Project

The opportunity to become involved in this community project was started in 2016 and continued in 2017 with a group of students from the senior class. Through this project the Silver Chain and Riverside Education Support forged a partnership highlighting the benefits of interaction between older and younger members of the community. The Silver Chain clients and Riverside ESC students met each fortnight, and also attended 4 joint reading days supported by the Mandurah Library.

Our students worked alongside the Silver Chain clients, enjoying art and craft activities, cooking and games. Students also went on excursions with Silver Chain. Silver Chain clients came to our school to watch the Student Alive Choir and also visited our school once a term for morning tea, hosted by the students.

The Intergenerational Project was a successful undertaking, encompassing the Humanities learning area outcomes. The project will continue in 2018 and is projected to become a permanent feature of the school.

Daniel Morcombe Day

Riverside Education Support values the well-being and personal safety of students and staff, through an emphasis on the development of Protective Behaviours and Personal Management skills, as outlined in the Australian Curriculum learning area Health and Well Being.

An important date on the school calendar each year is Daniel Morcombe Day. This day serves as an opportunity to reinforce the message of personal safety but also engages students in specific activities focusing on being responsible for their own safety. This year the activities were broken into two age groups. Students in our lower years focused their attention on feelings, early warning signs, safe and unsafe activities and the correct terminology for their body parts. Whereas our senior students focused on 'trusted adults', 'stranger danger', Kids Helpline and internet basics.

The story of Daniel is told to the students reinforcing the important safety message. A Red afternoon tea is provided to the students allowing them to relax after an intense morning of activities designed to reinforce the message of staying safe at all times.

CAFÉ 33 (Enterprise Project)

Café ESC is a class based in-school enterprise activity which involves taking orders, purchasing goods, preparing and delivering tea/coffee and snacks to staff once a week. In 2017 students were involved in every stage of market research and decision making. They worked on a rotational schedule for production and delivery.

This project was developed in order to give students a positive learning experience which develops skills across a range of curricular areas within a 'real' context. During café, the students develop and participate in a range of activities and skills which are transferable across the curriculum and are valuable acquisitions for career and life experiences.

Riding for the Disabled

RDAA (Riding for the Disabled Association of Australia Ltd) develops abilities and enriches lives through specialized programs and relationships with horses. Contributing to physical, emotional and psychological well-being, the program has been an active component of Riverside ESC's learning environment for several years, offered to students in Years 1 to 3. In educational parlance, the purpose of the excursion is "to develop fine and gross motor skills, oral language, social skills and skills pertaining to community access and involvement". It is a very popular semester-long activity, made possible with the generous assistance of Mandurah Murray Mayday Club to cover insurance costs.

A Memorable Excursion



Visit to Parliament House hosted by the Hon. David Templeman MLA

Section 4: Management

Several areas of development in 2016 have contributed to Riverside ESC's continued evolution as an Independent Public School (IPS). RESC proudly recognises the contributory work of the School Board, P&C, active parents and carers, and the professional staff of both schools.

School Board

RESC is supported by an involved, committed School Board. The combined school's Board met 5 times during 2017, chaired by Mr John Reyburn (community representative). There were a number of changes to membership in 2017. New parent and school staff representatives were appointed.

Following the IPS School Review of 2015, and under the guidance of the School Board, Riverside ESC and Riverside PS entered into an agreement called the "Riverside Schools Cluster Collaboration Action Plan", now distributed to all staff. The Plan called for increased communication on decisions that affected the operations of both schools as a collective educational enterprise, such as planning and resource allocation, with particular emphasis on how decisions might affect any and all parts of the student cohort. It has been formulated as a 3-year plan with reviews incorporated into the IPS Review Cycle. Nine areas of improvement were identified as priorities, encompassing planning, human resources and physical environment. Four of these have been fully implemented, with progress being made on the remainder. Pleasing for the whole school is the spill-over of collaboration beyond the agreed goals, generating greater cohesion and improved staff morale. Progress toward achieving all areas of the Action Plan will be evaluated during 2018, with future actions and commitments to be determined in consultation with the Board.

In 2017, members of the Board undertook professional development pertaining to the work and responsibilities of this office, led by Emeritus Professor Jo Barker (Curtin University). The course covered effective management, board responsibilities, scope of board membership, involving the community, addressing key priorities and setting appropriate and achievable strategies. A major outcome was the creation of a Vision Statement for the Combined Schools Board:

"Providing strategic assistance to support the schools in meeting present and future business plan visions"

During 2017, the School Board contributed to and approved an update for the 2016-2018 Business Plan.

Business Plan

Revision of the School Business Plan was undertaken by the school in conjunction with the Riverside Schools Board of Management. The revised version was completed early 2017 and posted to the school website.

<http://www.riversideesc.wa.edu.au/our-school/business-plan>

Targeted Initiative Funding

RESC received funding of approximately \$47,000 in 2017 under the Targeted Initiatives scheme. Funding addressed three programs:

- TDS (\$44,000) – follow-up funding to support the TDS program rollout for 2017 – see further explanation under 'Grants' below.
- NP on Universal Access to Early Childhood Education (\$2,754) – continues through 2017.
- School Psychologists – IPS Flexibility (\$16,282) – ongoing.

Grants

Teacher Development School (TDS)

Two TDS grants have been received for 2016 and 2017, each of \$44,000, for the development and delivery high quality professional learning in the area of Protective Behaviours. During 2016, the online module was completed after significant negotiations with E-schooling directorate and subsequently uploaded to DoE's Connect Resources. It has been developed for use in remote locations where accessing quality PL is difficult.

During 2017, a number of face-to-face presentations and workshops were delivered onsite at RESC and at host schools. Education staff from schools distributed across W.A. accessed the presentations, including Principals, Deputy Principals, teachers, EAs and AIEOs. (Further explanation of our TDS status is available under the School Priorities section of this report.)

PALS 2017 (Partnership Acceptance Learning Sharing)

RESC seeks to integrate learning about Aboriginal culture and traditions into curriculum activities and uses the Aboriginal Cultural Standards Framework to align current practice. An application was accepted, and \$825.00 was granted to our school to extend our HASS curriculum, supporting the learning of the Indigenous culture. We used this money to support our extra activities during NAIDOC and Reconciliation Week. This venture was a joint incursion with Riverside Primary School. Cultural Connections came to our schools and ran activities our students could be included in, as well as put on a performance during the end-of-day assembly. Students were also provided some traditional Aboriginal food to taste, cooked by local Indigenous families. Our teachers provide a supportive learning environment that assists students become valued members of society, believing that positive partnerships between our school and both the Indigenous community and the community at large facilitates everyone's ability to live in harmony with one another.

Capital Resources

In 2017, the Department of Education approved the quarter million-dollar extension and refurbishment to the Riverside ESC Administration building. Planned improvements include accommodation for the Deputy Principal and Registrar, a redesigned reception area, new storage and furnishings. The project was fully funded out of the School's Reserve Fund.

The DoE-funded new amenities block, scheduled for completion in 2016, was finally commissioned in Term 2. It has been designed with disability facilities for the comfort and safety of our students.

Mid way through the year, and as a cooperative venture with the Primary School, we were able to move several classes from their accommodation in demountable classrooms to permanent structures. The aesthetic and spatial improvements have enhanced learning engagement and outcomes.

A new storage shed was also purchased at a cost of \$15,000.

A student learning area incorporating a bike path and musical sensory area were installed. A roofed shade area was also added to this well-received experiential learning facility. The musical chimes installation was made possible by a grant from the WA Government Schools Music Society (WAGSMS) and a \$5,000 contribution from the P&C.



Budget and Financial Management

See EOY Financial Report at the end of this document.

School Survey

No parent survey was carried out in 2017, the next being due in 2018.

The 2016 Annual Survey yielded positive results beyond our expectations, with every response to questions being either "Agree" (13%) or "Strongly Agree" (87%).

Based on the 2015 and 2016 anonymous surveys completed by a large number of Parents, RESC is seen to be providing a functional, effective and encouraging learning environment for students, supported by a high level of communication and resourcing.

Combined Schools P&C

The commitment, energy and hard work of the combined schools P&C Committee and its supporters is deeply appreciated. There is renewed interest in the P&C and the role of P&C Vice President, vacant for several years, has been filled. RESC is particularly grateful for the services of Treasurer Kevin Fowler who has over the past eighteen months brought significant clarity and expertise to the role, enabling more efficient management and decision-making regarding financial matters.

The fundraising committee was able to contribute about \$10,000 toward projects, including more than \$5,000 from the very popular 'Colour' Fun Run, \$2,500 from a Billy G's Gourmet Cookie Dough fundraiser and about \$2,000 from a highly regarded disco event that catered to all ages and abilities. For 2018, funds have been allocated to an Indigenous Garden and the renewal of playground equipment.

The Canteen Committee has introduced several changes, one of which will be a full-time Canteen Manager, budgeted for 2018 at a cost of approx. \$38,000 including provision for superannuation, LSL, etc. The Canteen Manager undertook a specialised Canteen Management course held by WASCA at Bentley TAFE. New equipment was purchased at the end of 2017 to update equipment and expand capacity for an improved and varied healthy school menu: 519L freezer, cash register, 2 pie warmers. The canteen now opens five days per week.

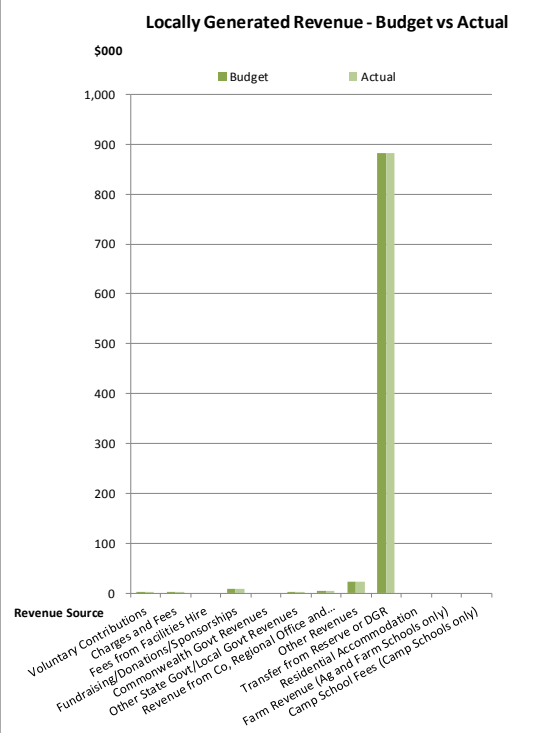
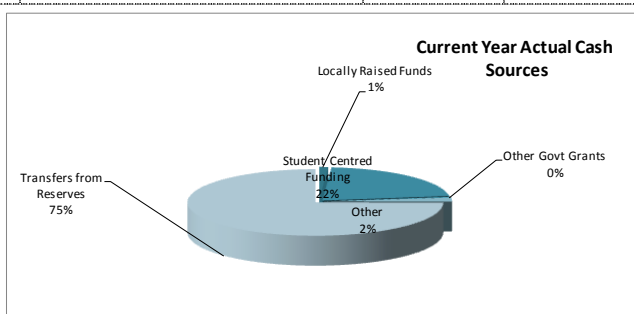
Following the implementation of a new menu, new procedures and new support in 2016, all leading to increased patronage and financial viability, the upturn has continued into 2017. Menus have been further improved, sales are good, and a transfer of funds required to cover the previous trading deficit has been reimbursed. Days of operation have extended from four to five.

There has been a significant and beneficial change in 2017 to how the uniform shop works. Several parts of the school uniform are now stocked by Hip Pocket Workwear & Safety Mandurah (also known as Hot Klobba), a locally owned and operated business located at 104 Park Road. Apart from the ability to purchase uniforms outside of school hours, the arrangement also includes passing a percentage of profit to the school.

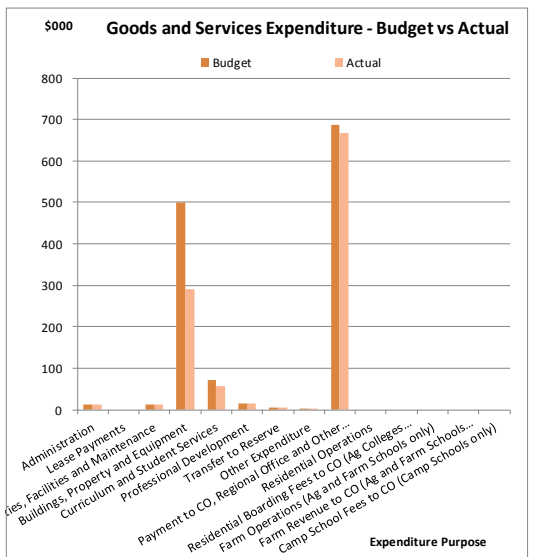
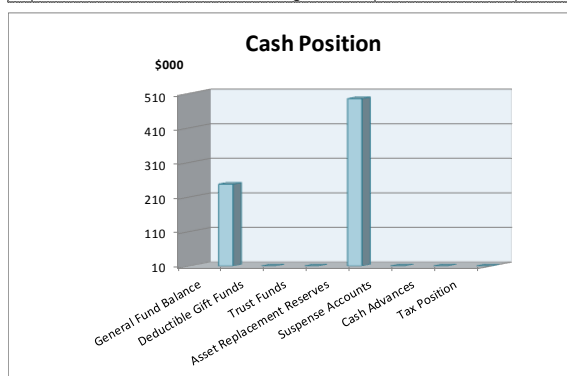
Financial Summary

31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,055.00	\$ 1,055.00
2	Charges and Fees	\$ 3,279.50	\$ 3,279.22
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 8,878.00	\$ 8,878.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 825.00	\$ 825.00
7	Revenue from Co, Regional Office and Other Schools	\$ 3,652.18	\$ 3,652.18
8	Other Revenues	\$ 22,408.92	\$ 22,408.96
9	Transfer from Reserve or DGR	\$ 883,000.00	\$ 883,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 923,098.60	\$ 923,098.36
	Opening Balance	\$ 127,196.00	\$ 127,195.72
	Student Centred Funding	\$ 255,382.12	\$ 255,382.12
	Total Cash Funds Available	\$ 1,305,676.72	\$ 1,305,676.20
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,305,676.72	\$ 1,305,676.20



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 13,405.75	\$ 12,854.57
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 13,343.50	\$ 11,148.17
4	Buildings, Property and Equipment	\$ 500,736.10	\$ 291,413.35
5	Curriculum and Student Services	\$ 70,632.75	\$ 56,424.89
6	Professional Development	\$ 15,167.62	\$ 15,576.51
7	Transfer to Reserve	\$ 4,526.00	\$ 4,526.00
8	Other Expenditure	\$ 5.00	\$ 6.38
9	Payment to CO, Regional Office and Other Schools	\$ 687,860.00	\$ 666,938.13
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	\$ 1,305,676.72	\$ 1,058,888.00
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,305,676.72	\$ 1,058,888.00
	Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 734,633.50
Made up of:	
1 General Fund Balance	\$ 246,788.20
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 494,093.31
5 Suspense Accounts	\$ 0.01
6 Cash Advances	\$ -
7 Tax Position	\$ 6,248.00
Total Bank Balance	\$ 734,633.50