

ANNUAL REPORT 2020



Newton Moore
EDUCATION SUPPORT CENTRE

PRINCIPAL'S MESSAGE

As Principal, I am extremely proud to share information about our school with you. Newton Moore ESC is a school specifically designed to meet the needs of students with intellectual disabilities and high needs Autism.

The year 2020 presented a lot of challenges for all of us as individuals and schools, Newton Moore ESC was no exception. What stood out in the challenges we faced were the professional responses and support our staff gave to our school community. Everyone worked together for the best outcome and supports for our students to ensure we stayed connected while apart and ready to return when we could.

Our Business Plan for the years 2020 - 2023 was established in consultation and collaboration with staff, families and the School Board. Our three main areas of focus are;

- High Quality Teaching and Learning
- Health and Wellbeing
- Sustainable Leadership

Over the next three years we will work to ensure the priorities our school community have identified are planned for and developed. We will review how we are progressing on the focus areas in 2021.



SCHOOL BOARD

Newton Moore ESC has an active School Board which met throughout the 2020 school year.

Chaired by our Community Representative, Stephanie Tucker and with Parent Representatives Bec Jacobs and Heather Saunders, Cis Narkle also agreed to join our Board as a Community Representative as the year went on. The School Board plays an active role in endorsing our annual report, financial budget and supporting our community, bringing parent and carer voices to ensure school operations are assessed and improved.

The School Board worked with the school in 2020 to support us through differing areas. A parent representative joined our working party to help identify key themes of our school. The Board supported our application for School of the Year and spoke with the evaluators when we were shortlisted. Towards the end of the year the Chairperson was involved in the recruitment and appointment of the new Principal in a fixed term position.

BUSINESS PLAN FOCUS

HIGH QUALITY TEACHING AND LEARNING

The High Quality Learning committee worked with the school to embed good practice with a focus on structured work environments, specifically using T.E.A.C.C.H to build independence in student learning. The program aims to create a visual structure that allows students to practice working independently and organise their learning visually. In 2020 capacity was built across the school to up skill all staff as well as building a resource library. Our Collaborative Meetings and Planning Days have provided teachers the opportunity to share good practice and discuss collegiality good practice. The impact of these has been we have started the year 2021 with good practices easily set up in the classroom and a smooth sharing of information and planning for the coming year.

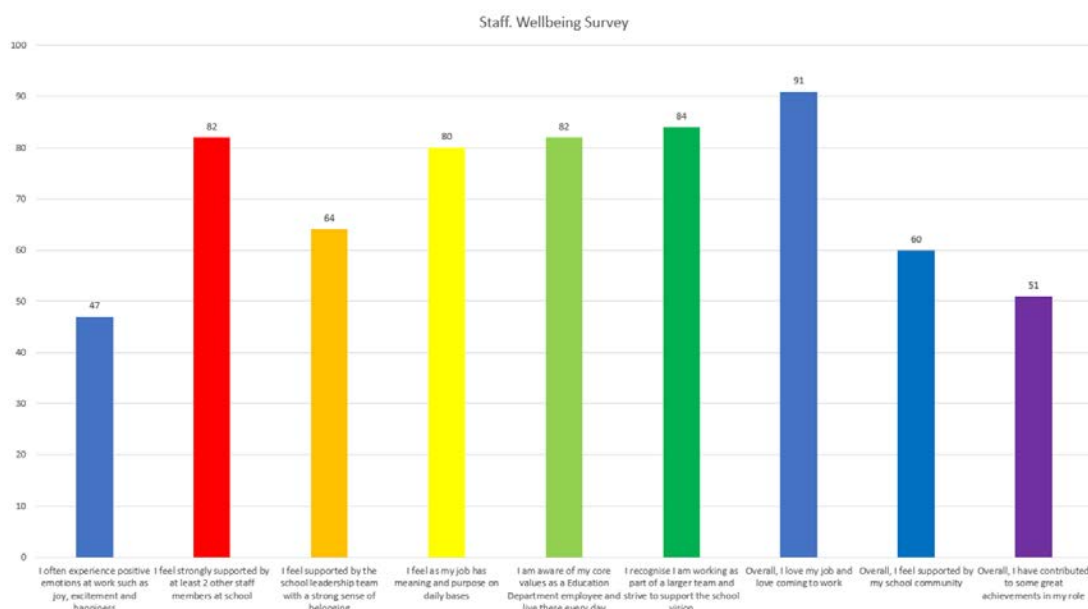
HEALTH AND WELL BEING

How staff feel makes a difference to their ability to respond effectively to the challenges they face. Just as it is true for students, staff need a workplace culture that promotes feelings of belonging, trust, respect and value. A survey recently found that nearly 100% of staff who responded overall enjoyed their job and coming to work each day, with 85% always knowing that they are part of a larger team that works together to achieve the school vision.

The school set to support parents and community to engage with agencies that can support with health and wellbeing. Over the year staff not only in the classroom but in other supporting roles across the school assisted parents with NDIS, accessing mental health supports as well as pensions. Our CWC Office staff began to develop a 'Directory for Life' which will support students and families as they transition into life outside of school. Feedback from parents has been appreciative and that it has made a real difference for them.

LEADERSHIP SUCCESSION

Leadership is shown at all levels of the school with both staff and students. In 2020 Upper School students were involved in nominating for Student Executive. We had one of our strongest turn outs with four nominations. We elected a Head Boy and Girl to represent us on the joint Senior High School / Education Support Centre Student Executive. A deputy head boy was also appointed. Across the school, leadership of our Positive Behaviour Support, High Quality Learning, Cultural Awareness and Protective Behaviour's committees in 2020 was taken by teachers. They have worked successfully to outline priorities for their respective committees and to share knowledge and support across the school.



STUDENT INFORMATION

Student numbers continued to increase in 2020 with 76 on roll by the end of the year, with 44 in Lower School and 32 in Upper School, this also includes students who were part of our Year 13 Transition program.

At the end of 2020 15 students successfully transitioned into life outside of school. Four students have been successful in gaining paid employment, Three students are volunteering part time and one student is attending TAFE in a full time course.

Most of the remaining students are carrying out their transition plan which was set in consultation with families as part of their final year.



Secondary	Y07	Y08	Y09	Y10	Y11	Y12	Total
Fulltime Students	11	8	13	12	13	19	76

STAFFING

Students at Newton Moore ESC were supported by a great team in 2020. Our profile as of Semester 2 was;

Teachers: 11.90 FTE*, 19 Staff members

Non teaching staff - Ministerial Officers: 9.68 FTE, 14 staff members

Non teaching staff –EAs: 33.48 FTE, 48 staff members

Admin (Principal & 2 Deputies): 3 FTE, 3 staff members.

Staff are deployed in a manner that supports the wellbeing, safety and academic support needed by students.

As our greatest asset staffing is reviewed through the Work Force Planning committee, who in 2020 recommended and ran applications for Education Assistants, Student Support Officers, Teachers and Deputy Principals.

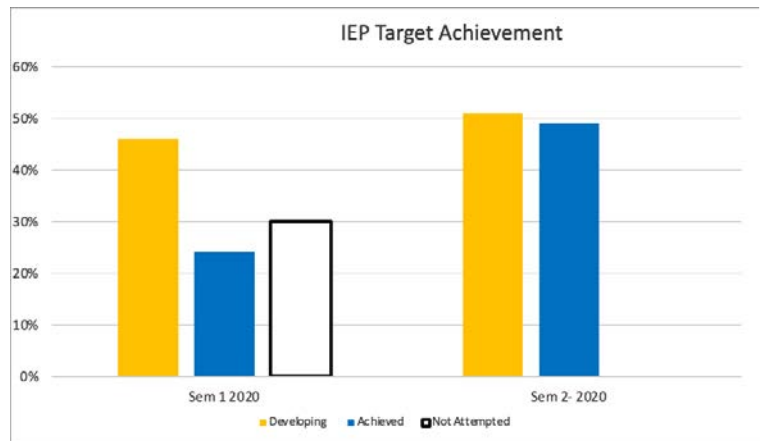
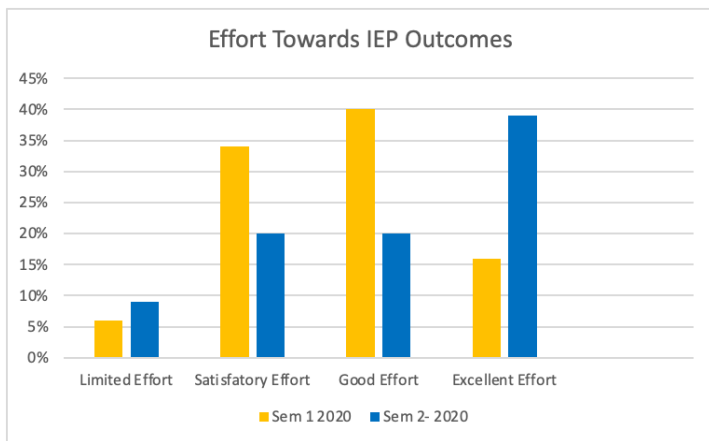
*FTE (Full time equivalent)



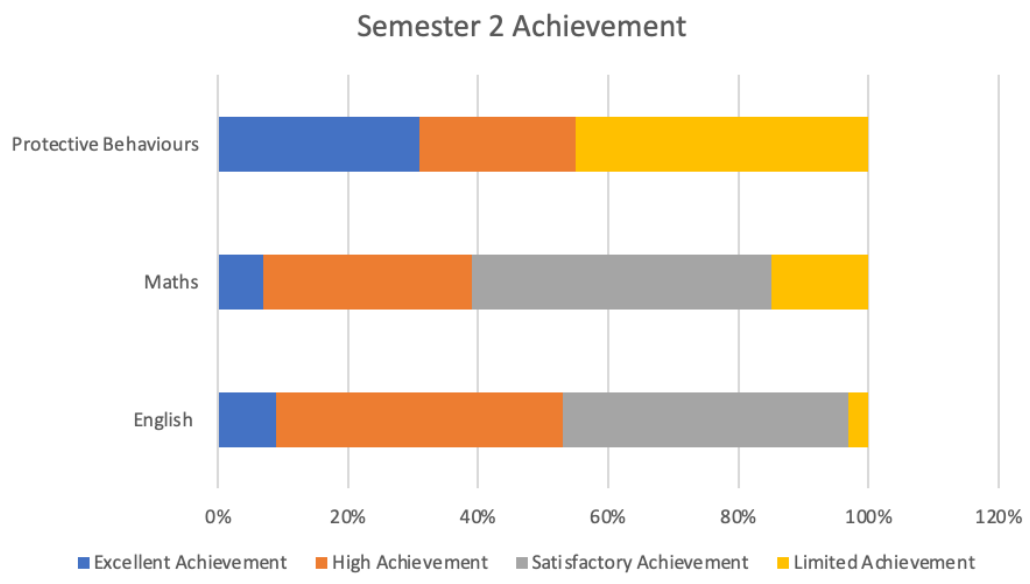
STUDENT ACHIEVEMENT

Individual Education Plan (IEP) targets are set with families twice a year to work on goals that will enable students to achieve often in areas of social and emotional growth, independence, and attendance. Goals are set to be challenging and to build upon student areas of need and strength.

Achievement towards IEP targets is measured in both the effort towards and achievement of. During Semester 1 goals around attendance were not reported against. Staff were also not required to report on achievement against outcomes but did report on effort. Whilst Semester 1 saw students mostly showing good effort towards their goals, by Semester 2, 59% of students were making good to excellent effort towards their goals. By the end of the year over 50% of students had achieved the goals set.

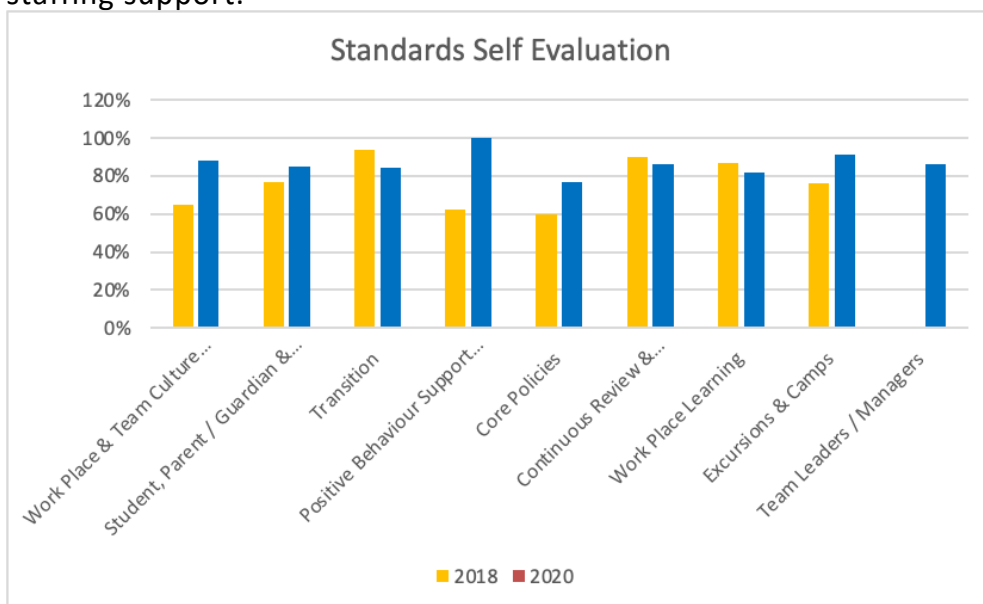


Results from across the curriculum for our students has been impacted due to Covid. Despite this, with learning packs sent home and returned during this period, and then the return to school, student results saw positive growth and achievement. In English the majority of students showed high achievement of their goals, Maths had the majority of outcomes satisfactorily achieved whilst Protective Behaviours had a higher percentage with limited achievement. It is important to note that these are small cohorts which may present a skewed version of the data.



SELF REFLECTION

Throughout the year staff had opportunity to reflect on practices and processes at school through our Standards Process. Standards were established with staff in a co-construction manner in 2016. These standards and their implementation in the school are reflected upon yearly. Results show that standards reviewed in 2020 continued or improved in most areas from previous evaluation. Transition is an area that when reviewed saw fewer standards being implemented, adjustments including extra staffing support, and greater collegiate working with primary schools have been made for the 2021 process and will be evaluated for their effectiveness post transition. Work Place Learning also identified a minor reduction, by the end of 2020 changes had been made to processes including earlier start dates for WPL administration and further staffing support.



SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (PBS)

Our PBS school wide program continues to support our learners to develop positive behaviours. Staff engagement with the PBiS Rewards App to award Knight Points has supported staff to take a positive approach to supporting behaviour.

To support the learning of positive behaviours it is important to acknowledge at least four positive's for each negative. Our data showed that staff were awarding at least 50 positives. This supports building relationships with students so that when they need it most we are able to support them. Our PBS Journal was created by amazing staff with learning resources and activities to support learning of our expectations. These were professionally printed for use in 2021.



ENRICHED CURRICULUM

COMMUNITY WORK CENTRES

Our four community work centres continued to provide real life learning experiences for students throughout 2020 to work towards industry experience.

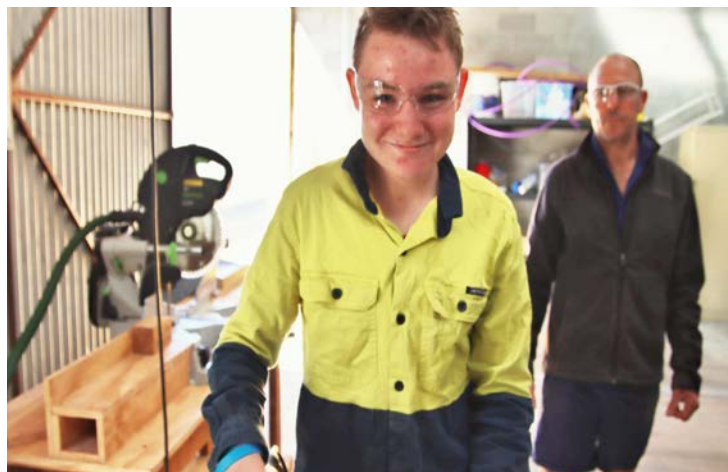
The Year 12 cohort achieved five Certificate 1's in Manufacturing, three Certificate 1's in Agrifoods and one Certificate 1 in Retail.

The Upper School cohort as a whole achieved 88 Units of Competency across the Certificate 1's in Manufacturing, Agrifoods and Retail.

Some students also access ASDAN Certificates through the CWC's. In 2020 45 certificates for 'Towards Independence' units were awarded to students through ASDAN, including Work Awareness, Creative Arts and Enterprise.

We submitted a request to the Department of Education to move our Office and Retail premises to a joint site in the city centre. This was done to provide greater opportunities for students.

We were able to showcase our CWC program for our upcoming Upper School Students as well as members of the community through our CWC Expo and our Retail Open Evening.



WORKPLACE LEARNING

There were 26 Year 11 and 12 students completing their Workplace Learning course in 2020, with a variety of local businesses and community service providers. When students were able to commence WPL most were engaged and enjoyed their placement. Most students achieved their employability skills and employers were very impressed with their work ethic and work readiness. The ASDAN Work Awareness certificate that students work towards in Year 10 has helped students to be ready for WPL in Year 11. The impact of this in 2021 has been students being able to go directly into WPL at the beginning of the year with assurance of readiness.



BUSH RANGER CADETS

The Cadets Program is run through our school by volunteers who support students to build social skills through community participation and contribution whilst doing their bit to help our environment.

Our Cadet Leader, Sonia Whyte was awarded the Instructors Award for Excellence this year. Funding was also granted by the Bush Ranger program to fund new t shirts for the troop.

Students have had the opportunity to participate in a variety of off campus activities that include;

- Beach clean ups
- Tree planting
- Conservation-based activities
- Working closely with Parks & Wildlife

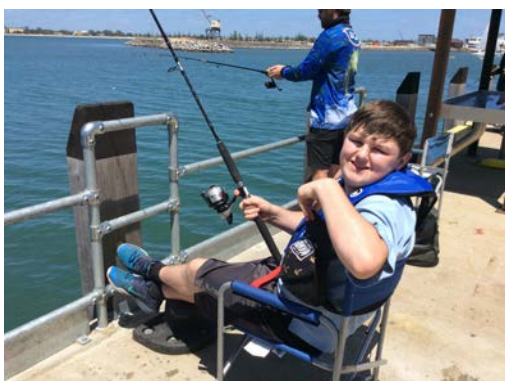
In 2020 they were able to participate in a camp to Fremantle early in the year and visit Rottnest.



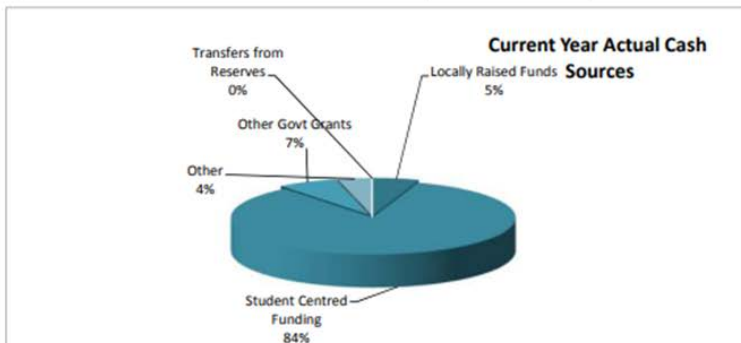
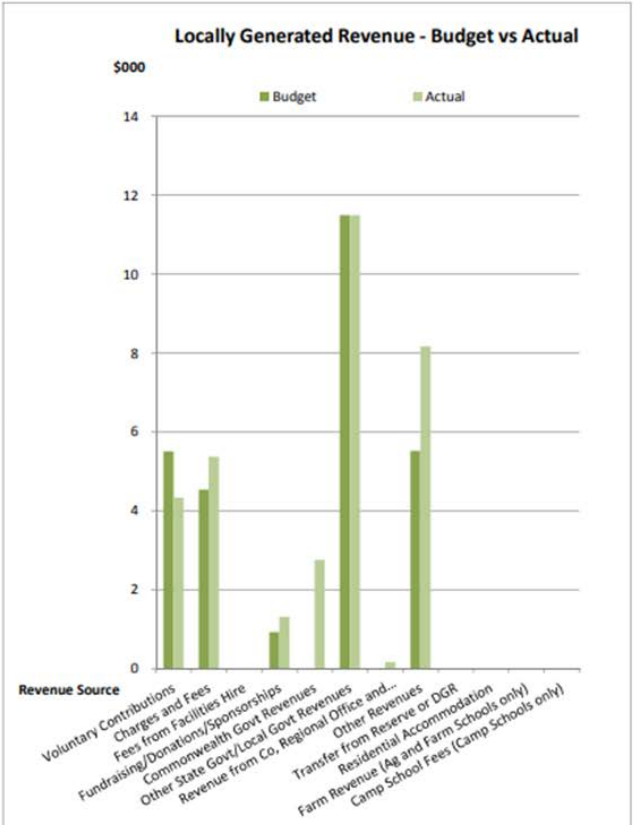
IN THE COMMUNITY

Students participated in the community in a range of activities including;

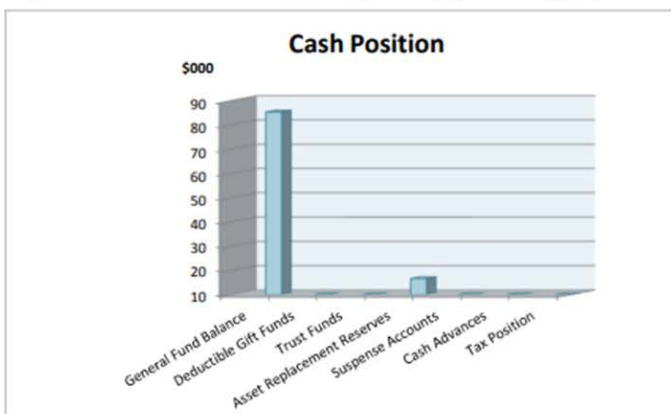
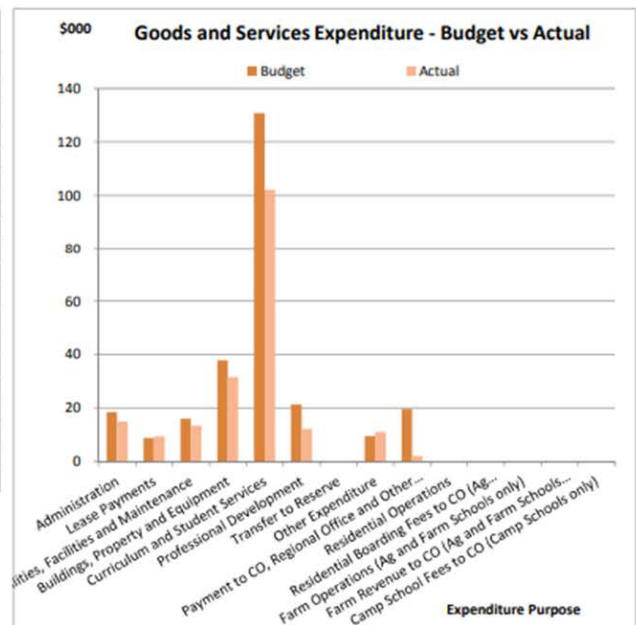
Let's Go Fish Day, Iluka Art Competition also heading to Perth to play netball, the end of year beach day, as well as community access in and around Bunbury.



Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 5,499.00	\$ 4,328.50
2	Charges and Fees	\$ 4,530.00	\$ 5,368.42
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 922.00	\$ 1,305.90
5	Commonwealth Govt Revenues	\$ -	\$ 2,750.00
6	Other State Govt/Local Govt Revenues	\$ 11,489.00	\$ 11,489.32
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 161.36
8	Other Revenues	\$ 5,515.00	\$ 8,161.96
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		\$ 27,955.00	\$ 33,565.46
Opening Balance		\$ 70,465.00	\$ 70,465.39
Student Centred Funding		\$ 177,052.00	\$ 177,051.63
Total Cash Funds Available		\$ 275,472.00	\$ 281,082.48
Total Salary Allocation		\$ 4,715,943.00	\$ 4,715,943.00
Total Funds Available		\$ 4,991,415.00	\$ 4,997,025.48



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 18,350.00	\$ 14,827.73
2	Lease Payments	\$ 8,656.00	\$ 9,340.19
3	Utilities, Facilities and Maintenance	\$ 15,870.00	\$ 13,318.26
4	Buildings, Property and Equipment	\$ 37,711.00	\$ 31,449.82
5	Curriculum and Student Services	\$ 130,749.82	\$ 102,072.13
6	Professional Development	\$ 21,253.00	\$ 12,087.04
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 9,371.00	\$ 10,914.20
9	Payment to CO, Regional Office and Other Schools	\$ 19,455.00	\$ 1,958.45
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		\$ 261,415.82	\$ 195,967.82
Total Forecast Salary Expenditure		\$ 4,268,116.00	\$ 4,268,116.00
Total Expenditure		\$ 4,529,531.82	\$ 4,464,083.82
Cash Budget Variance		\$ 14,056.18	



Cash Position as at:	
Bank Balance	\$ 86,151.91
Made up of:	\$ -
1 General Fund Balance	\$ 85,114.66
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 16,565.75
5 Suspense Accounts	\$ (13,506.50)
6 Cash Advances	\$ (400.00)
7 Tax Position	\$ (1,622.00)
Total Bank Balance	\$ 86,151.91