



RIVERTON EDUCATION SUPPORT CENTRE
INDEPENDENT PUBLIC SCHOOL

Annual Report 2017

Our Vision

Riverton Education Support Centre is an inclusive, community where students work collaboratively in a rich learning environment to achieve their academic, social and emotional potential



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Introduction

It is with great pleasure that we present to you the 2017 Riverton Education Support Centre Report. Riverton Education Support Centre (RESC) is a government school catering for 27 students from kindergarten to Year 6. All students are enrolled at the Centre either through the Schools Plus process or Local Area Placement. Students at the Centre fall within the following categories: Intellectual Disability, Physical Disabilities, Autism Spectrum Disorder with High Support Needs and Mental Health Disorders.

The Riverton Primary School & Riverton Education Support Centre are both located on the same site and make up Riverton Primary Campus. Both partner schools are committed to inclusive practices and work collaboratively to maximize learning opportunities for all students. All students are provided with teaching and learning adjustments so that they can access the Western Australian Curriculum. The curriculum is adapted to meet the needs of individual students. Those with very high support needs access the ABLESWA curriculum so that they have a meaningful and appropriate curriculum. The curriculum includes functional academics, independence skills, socialization skills and most importantly communication skills. We work closely together to provide an inclusive setting for all students at the campus, irrespective of their gender, race, ability or culture. We share staff and resources across the Campus to best meet the needs of our student population. 2017 was a very busy year as it was our first year as an Independent Public School.

At Riverton Education Support Centre each student has an individually tailored program developed to meet their social, emotional and academic needs. An Individual Education Plan is developed in conjunction with parents/therapists/ psychologists / class teacher/ principal/ education assistants and outside agencies i.e. Communities. The IEP is a working document that gives students the opportunity to access the curriculum, develop academics and functional academics, Independence and socialization skills at their own level and pace, with additional support systems and individual adaptations. The IEP also provides a platform for the teachers to demonstrate their accountability and report on student attainment. All students are capable of learning, and if students are not progressing we reflect upon all aspects of our program, we analyze data, review resource allocation, develop, adapt and implement change to meet the needs of the students. It is a continual cyclical process, of monitoring, reflection and implementation.

The rigor, validity and capacity of the IEP to give students the opportunity to develop, attain, practice and generalize new skills is fundamental to its success. The IEP is only the priority areas and does not encompass every learning outcome that the student participates in. IEP are done on a semester basis. Individual data can be extracted from students IEPs and teachers can track individual, class and Centre progress with the collation of outcomes achieved, progressing, limited improvement and generalization of skills'. Each category has its own criterion reference and is measured consistently across the Centre. Checklists, demonstrations of outcomes within the class and across contexts, electronic portfolios, data collection, anecdotal records, and electronic portfolios are all used to make consistent judgements of attainment.

Independent Public School Journey

Since embarking on our journey as an Independent Public School, Riverton Education Support Centre through the development of our school business plan has been able to focus on building our staff's capacity to deliver an exceptional and diverse teaching and learning program, incorporating social and emotional outcomes to our students which has provided them with a quality program. We have a vast range of student abilities and our capacity to adapt the curriculum to meet the needs of the students is an on-going process.

We are now working through a three-year cycle and are looking forward to the self-assessment review and reflection process in order to further demonstrate our capacity as an Independent Public School to continue to provide our community and students with the best possible teaching and learning environment.

School Board Report

Riverton Campus School as it achieved the status of becoming an Independent Public School in November 2016. This transition saw the school council formally become a combined School Board, and renewed enthusiasm within the school community. School Board meetings were initially held three times each term but are now scheduled twice each term.

These meetings have centered on four key areas:

Developing Board members understanding of their roles and responsibilities

1. The first 6 meetings of 2017 required each board member to complete on-training. These training modules included understanding the responsibilities board members have towards the school and community, how to participate effectively during meetings and the importance of effective risk management.
2. Staff members with specialist areas of expertise have also attended the Board meetings to provide information and short trainings on aspects such as NAPLAN and specialist programs delivered within the campus.

A Focus on Inclusion

1. Most parents don't realize that there has been two schools coexisting at Riverton. This is a testament to the hard work of a number of staff at school. As a Board we want to continue this work the inclusion of the whole school community in the day to day activities of Riverton Primary Campus.
2. As a Board we consider inclusion in everything we discuss. Do the business plans meet our inclusion goals? Who is missing? How can we improve?
3. One outcome of this is the invitation to the school community to any suitable activities such as harmony day, open nights, school assembly and board meetings.
4. School board members have also made a commitment to attend local activities whenever possible; this has included a local scout open day as well as more recently, the very popular Riverton Eats.

Drafting the Business plans for both Mainstream and Education Support Centre

1. The Board has been reviewing both school business plans to ensure each represents our priorities. These must also reflect the Education Department priorities.
2. During this process School Board members ask questions such as "How is the school working towards this outcome?" or "What structures are in place to ensure.....?" This is how the Board provides a place for reflection and accountability.
3. We expect the plans to be finalized in coming months and will be available via our website for all to read. It is important to note that the Business Plans are working documents and may change as knowledge and needs at the school change.

Refreshing the Riverton Campus image!

1. In 2017 the board and all school staff helped develop the new school logo which is now appearing on school uniforms, on the school façade as well as on school documents. The logo highlights our move to an Independent Public School. While we did discuss as a board the possibility of changing the school uniform it was decided to maintain the current uniform, much to the delight of Mr Grundy who is a big fan of the black and yellow.



Natalie McAuliffe who served as the Council Chair resigned from the board in April after 5 years of service, her time and commitment was much appreciated. Claire Money-Horrocks has maintained her position as the Board Chair after being elected in late November 2016. Her dedication and focus has been instrumental in guiding Board meetings through the often long agendas and ensuring discussions are focused and remain on topic.

We look forward to 2018 and the challenges it will bring. We will continue to work with the wider school community to further enhance Riverton Primary Campus and ensure it continues to be a place of learning and all round development for all of our children. Your support is much appreciated. Within our Campus Board we have two parents of students from the ESC, parents who represent the English as an Additional Language cohort, some mainstream parents, and staff from both schools. The representation is indicative of the cohort we have at the campus.

Claire Money- Horrocks
School Chair 2017

Communication Project with the Independent Living Centre

Communication is a priority for all our students. We currently have a large percentage of students who are non- verbal and use electronic devices to communicate. Communication is central to every child's well being and continued development. Without communication children are isolated and this obviously impacts upon every area of a child's development. In 2017 we participated in a Communication Project with the Independent Living Centre. I have included the report within the annual report for your perusal.

Thank you for taking the time to read our report, our Operational Plans and Individual Programs sit under this report and I am very happy to share the information should you wish to see it.

Vicki Sturgeon
Principal
Riverton Education Support Centre

Riverton Education Support Centre Strategic Directions 2017- 2019

In collaboration with our School Board and Staff, we review our business plan as a working document. This assists us in clearly setting out our Strategic Directions;

- Excellence in Teaching
- Excellence in Learning
- Positive Community Partnerships
- Positive Healthy Community

Excellence in Teaching

- Develop professional knowledge and understanding of all ESC staff to enhance optimal learning opportunities for students at the Centre.
- Be a reflective pro-active Professional Learning Centre
- Provision and equitable allocation of resources to facilitate access
- To facilitate an Inclusive Environment

Excellence in Learning

- Provide a variety of learning experiences for individual students within the ESC
- Provision of access for all students
- Demonstrated understanding of individual learning styles
- Implementing an Inclusive environment

Positive Community Partnerships

- Parents build positive relationships with the school community
- Communication between parents and school is pro-active
- The campus facilitates partnerships with local business
- Parents participate in Education Support Initiated Events



Positive Healthy Community

- Improve the physical fitness and capacity of the students
- Effectively support the students to maintain positive mental health
- Support students to develop resilience
- Develop a culture of acceptance, understanding and tolerance



Values and Behaviour

Riverton Primary Campus bases its behaviour and values on our "Six Kinds of Best" program that correlates with the values we hold as important. The key messages of the program are included below:

- I am one of a kind
- I am kind to others
- I am kind to the environment
- I am the learning kind
- I am the achieving kind
- I am the community kind



Students are given a token when they demonstrate one of the above values and their slip is put in the draw and two are picked out at assembly, and the winners are given a lunch token.

Attendance Rates

Collection Period	2017 Sem 1	2017 Sem 2
Attendance Rate	94.1%	94.1%
Regular Attendance	80.0%	80.0%
Authorised Absence	60.7%	73.1%
Unauthorised Absence	39.3%	26.9%

In 2017 we had a high rate of unauthorized attendance data. This was due to one student, who always arrived late to school, so had to be marked down as absent in the mornings. The student's family has been supported in a number of ways and we are still currently working on improving his attendance data.



Welcome to Room 3 Kindy to Year 1 Classroom

In our classroom in 2017, we had a great year learning lots of new things. These included:

- Focusing on communication
- Learning to become more independent
- Learning how to learn effectively,
- Developing life skills
- Cooking our lunch every Friday
- Learn how to be a friend and play with others/developing appropriate social skills
- Going on excursions, including going shopping each week and attending incursions



Communication

Communication was a priority in room 3. The students' were nonverbal or had very limited verbal skills. In order to ensure all students were given the best opportunities to learn how to communicate we worked closely with student's individual speech therapists and also had additional support from Tanith, a knowledgeable and effective speech therapist from the independent Living Centre. Tanith worked closely with all students and staff to ensure all students were being taught/ modeled how to communicate in an effective and meaningful way that was appropriate for them. Tanith worked closely with all staff in order to upskill everyone that worked with room 3 students. Working together ensures students have the best opportunities for success, and provides consistent management.

With the support and recommendation of Tanith, we created and focused on using PODD with all students, during all activities to provide students with a voice and to teach them how to communicate with those around them. We also employed a variety of strategies to teach students to communicate. These included using ALS boards, PECS, Compic, Communication books and static and electronic talkers.



Independence - choice making, following routines

Every morning students followed the same routine of unpacking their school bags, putting their lunch in the fridge and hanging their bag outside. They completed timetables after they completed this process so they knew what to expect for the day and what was expected of them.

To encourage independence students are encouraged to take responsibility for their own belongings. Students had to get their own hats and put them away after break times, collect lunch boxes and put them away after meal times, walk to and from the toilet and wash their hands independently. On Fridays students made their own lunch, a toasted ham and cheese sandwich. We also taught students how to brush their teeth, wash their faces and began a showering program for students to become more independent with hygiene and self - help skills.

We encourage choice making to give students control over their environment and with what they are engaging in. This also helped to develop independence. To encourage choice making, we implemented many opportunities for students to make choices. These included;

- Choosing a song from the whiteboard

- Using the playground choice boards to choose where to play
- Choosing a reward for reward time after completion of their desk work
- Making a choice between colours when painting, drawing or writing
- Making choices about what materials to use when creating piece of art
- Making a choice of what to eat

Learning how to learn effectively

Learning doesn't come naturally to students with special needs. Every student needs to be taught explicit skills so that they can engage in the learning process, sitting at a desk and looking at a person, are just a couple of pre- learning skills required so that students can learn. We help students learn by modeling what we expect, by giving them a variety of learning experiences and by making learning fun and exciting. Learning involves desk work incursions and excursion, sensory play experiences, hands on learning, interactive experiences and contextualizing the environment so that students have the opportunity to learn in and practice skills in specific environments. Students also learn from others, so providing times for group work and integration, students could see how others learn/complete a task and they learn from those experiences.



We also use activity charts / timetables, so students have visuals prompts of what to do. E.g. for play dough they can choose, or with our prompting choose, to do three movements like squeezing, rolling and pinching. By showing students they have options of what to do with play dough they learn what to do, how to do it and with practice can eventually learn to play/use play dough independently. We use task cards for a large variety of activities like water play, mat time, sand pit play, cooking food etc.

Shopping-Community Access

Every Thursday morning, students go to the shops to buy ingredients for our sandwich making on Fridays and buy any other resources we need for class. Going shopping gives students, the experience of finding what we need, putting it in a basket, then paying for the produce and bringing it back to school. We also teach students social skills in regard to how to behave in public areas and what behaviors are expected.

Cooking-Life Skills

This year it was decided it would be more beneficial to have students make something they could learn to make without any or minimal support. On Fridays, students made sandwiches in order to develop a life skill of preparing a meal independently. Some students mastered this skill; others still require guidance and prompting to follow the steps. Students get excited when they saw ingredients come out as they knew they were getting to make a meal they enjoyed.

Excursions and Incursions

Each year students partake in a variety of excursions and incursions. This year students went to Kings Park with the mainstream year one students. They went on a variety of different walks looking at the local fauna, listened to a talk about how Perth has changed and learnt about Aboriginals heritage, had lunch there and had a play at the park. They had a great time despite the rain and us all going home wet!

- Lollipops playground was another fun excursion. Students were busy climbing, sliding, bouncing, playing in the ball pit and exploring the center. It was a busy day for all students and they were all exhausted by the end of the day. Playing can be so much fun!

- Perth Zoo was such a fun excursion. Students loved visiting the Zoo and seeing all the animals. The elephants were probably the favorite animal that students saw. A number of students would have been happy watching them all day. It was a long day of walking and animal watching but every student had a blast!
- School camp would have been the highlight for the year. Students had the time of their lives having a camp at a farm, going surfing, going to AQWA, playing games, playing in playgrounds and having 3 days with their friends and teachers. All students were exhausted by the end, but they made so many wonderful memories.
- World of Magic was the last excursion we had for the year. Students enjoyed being entertained during the show, but they particularly loved going to Kings Park for lunch and a play to finish off the day.



Room 3 Reflections

Room 3 is always a fun and exciting class and we were so impressed with the improvements students made, we were delighted with the dedication to learning students displayed. No two days are ever the same and every day creates new memories and moments for us to be proud of all students.

Ashleigh Currie and Melissa Lupi - Classroom Teachers

Welcome to Room 16 Years 1-5.

In 2017, Room 16 had a fantastic year full of learning, exploring, communicating and integrating. These included:

- Learning a range of Literacy, Numeracy, Science, Technologies, Physical Education and Protective Behaviors skills drawn from the WA Curriculum
- Developing our communication skills with our peers and teachers including initiating requests or needs and making comments during class discussions
- Developing our social skills to ensure we are interacting appropriately with our friends both in the classroom and in the playground
- Integrating into our mainstream classrooms in the afternoons throughout the week and every Friday
- Going to the shops each week for Community Access and the development of life skills
- Developing independence
- Attending excursions and incursions with our integration mainstream classes
- Movement and dance



Literacy, Numeracy, Science, Technologies, Physical Education and Protective Behaviours

Last year, each learning area was a focal point for the students in Room 16. Each morning our Cross-Setting Literacy block consisted of an intense hour of small group or 1 on 1 learning whereby each program was tailored to meet the needs of each student.

Focus Literacy areas for each group included communication, letter names and sounds, reading,

writing using correct letter formation, comprehension, sight words and spelling (LCWC).



For Numeracy, last year's focus was on recognition of numbers up to 100, correct number formation, counting, subitising, counting on from any given number, skip counting by 2's, 5's and 10's, recognition of shapes, counting sides, corners and faces of a range of 2D shapes, money including counting and ordering Australian coins and patterns and sequencing. Within each focus Numeracy area, each outcome and the activities associated were tailored to meet the needs of each student.

Last year, our Science sessions were completed with two of our mainstream classes. Each week we split up and went into the classes where we focused on changing states and matter of materials. We conducted experiments using chocolate to observe what happened when it was heated or cooled and used ice to watch how it changed from a solid to a liquid. The students enjoyed the science experiments as they were able to complete hands on learning.

Technology

Technologies consisted of Cooking once a week where the students used a range of skills to make afternoon tea. The students practice safe knife skills alongside developing other skills such as using a range of kitchen utensils, mixing, measuring and stirring.

Physical Education consisted of a range of skills particularly to develop our students' fine and gross motor skills. Last year the students integrated with their mainstream classes for Sport where they could enjoy learning these skills with their friends.

Protective Behaviors was a focal subject in 2017 where we learned about feelings. We focused on what makes us feel the way we do and identified what types of objects or activities make us feel a certain way.

Communication

Last year communication was an aspect of the classroom practiced every day both explicitly and within each learning area. With a range of students each with different levels of communication it was vital that communication featured throughout the day to ensure students were given an opportunity to request or comment what they needed to say. Displayed throughout the classroom there was a range of different communication strategies which students had access to in order for them to use throughout their day. These included ALS boards on their desks, PODD books, Compics, something's wrong charts, communication books and electronic communication devices. Last year, each student had a speech therapist who worked closely with the teacher to ensure that outcomes and strategies were practiced both at school and at home which saw great improvements.

In 2017 our Education Support Centre also had the opportunity to work closely with the Independent Living Centre. Each fortnight the ILC worked closely with our staff and student to facilitate further communication strategies and learning opportunities for the students. Working with the ILC broadened our knowledge of concrete communication skills and our knowledge of AAC devices.

Social Skills

Having a range of students who integrated across four mainstream classes last year, meant that I was able to work alongside 4 teachers to develop strategies and outcomes that the students were able to achieve while in Room 16 and in their integration classes. Collaboratively, the mainstream teachers and I developed a Social Skills program for my students to engage in. A handful of outcomes included in the program were engaging in safe and meaningful play with peers at recess and lunch and

know and use 5 students names.

Community Access

Last year, community access consisted of the students walking or travelling in our bus each week to the shops. At the shops, the students would have specific ingredients they needed to find for cooking the following week and would practice finding, greeting the shop assistants, scanning and carrying the shopping bags. The students thoroughly enjoyed shopping each week as it provided a great opportunity for students to develop their independence and social skills.

Excursions/Incursions

Last year we attended a variety of excursions and incursions with our mainstream classes. We attended an excursion to the zoo with the Year 1's and 2's. The zoo was a fantastic opportunity for Room 16 students to spend a day with their peers in mainstream whilst also learning about the animals. We attended a number of WADSA carnivals which included team games such as Bocce, Bowling and Sporting Game rotations and also attended Lollipop's which was great fun for all students.

Movement and Dance

Last year I incorporated dance amongst all learning areas as it was a way to ensure students were moving and building core strength while learning specific tasks at the same time. The students enjoyed dancing each day and by the end of the year were able to follow a series of steps and dance in time with the music.

Another Education Assistant and I also began dance classes after school once a week for our students. We ran the class from 3.30pm-4.15pm and the students engaged in a range of movement and dance activities. These activities included stretching, singing, dancing the hokey pokey, frog jumps, galloping, rolling, shaking, bouncing and turning. The students also spent the last 10 minutes of their dancing session learning a routine which we then performed for their parents, grandparents, aunts, uncles and friends at the end of the year. It was a huge success and the students absolutely loved performing to their family members.



Camp

Last year the students in our Education Support Centre had the opportunity to attend camp in Term 4. We spent 3 days at Landsdale Farm Stay completing activities such as feeding the animals and exploring the farm. During our stay we completed farm animal art activities, explored the farm whilst completing an activity workbook, had surfing lessons at the beach with Ocean Heroes and went on a day trip to AQWA to explore and learn about sea creatures. During our 3-day camp stay, the students also had an opportunity to help cook breakfast, lunch and dinner with our staff members and enjoyed using the farm animal playground or watching movies in the cabins. The 2017 camp was a great success and the staff and students had a fantastic time.

Asha MacMillan
Classroom Teacher

Welcome to Room 17 Years 4-6.

In 2017, Room 17 engaged in a range of Literacy, Numeracy, Science, Technologies, Physical Education and Protective Behaviors skills drawn from the WA Curriculum



- Developing our communication skills with our peers and teachers including requesting, directing and commenting.
- Developing our social skills to ensure we are interacting appropriately with our friends both in the classroom and in the playground
- Integrating into our mainstream classrooms in the afternoons throughout the week and every Friday
- Going to the shops each week for Community Access and the development of life skills
- Developing independence
- Attending excursions and incursions with our integration mainstream classes
- Occupational Therapy and Movement

Literacy, Numeracy, Science, Technologies, Physical Education and Protective Behaviours

Last year we focused on several subject areas, including both academic and functional learning areas. Each morning our Cross-Setting Literacy block consisted of a balanced literacy program that included communication, sounds, reading, writing, comprehension, sight words, spelling (LCWC) and several topics such as rhyming, nouns, verbs, adjectives etc. The sessions were run in small groups to ensure all students were focused and learning.



For Numeracy, last year's focus was on recognition of numbers up to 100, addition, counting on from any given number, skip counting by 2's, 5's and 10's, place value, recognition of 2D and 3D shapes, time, money including counting and ordering Australian coins and patterns and sequencing. Within each focus Numeracy area, each outcome and the activities associated were tailored to meet the needs of each student.

Last year, our Science sessions were completed with one of our mainstream classes. Each week six out of our nine students went to science. We conducted experiments and investigations and how some materials are translucent while others are opaque, and how some are weak, and others are strong. Students enjoyed the science experiments as they were able to complete hands on learning.

Technologies consisted of Cooking once a week where the students used a range of skills to make afternoon tea. The students practice safe knife skills alongside developing other skills such as using a range of kitchen utensils, mixing, measuring and stirring.

Physical Education consisted of a range of sessions, including daily morning fitness, integration sport on Wednesdays and Fridays, and movement activities within class. The main focus was to develop our students' fine and gross motor skills.

Protective Behaviors is an important subject as it is when we teach our students critical skills such as awareness of strangers in the community, how to stay safe and how to self-regulate. Within this subject we focused on:

1. Early warning signs
2. Recognizing and understanding emotions
3. Concept circles
4. Safe and unsafe secret
5. Green strangers, orange strangers and red strangers
6. Public and private body parts
7. Sexual education



Communication



Last year communication was an aspect of the classroom practiced every day both explicitly and casually within the classroom. Within our class we had three students with high communication needs, so it was vital that communication was embedded throughout the day to ensure students practiced the important skills regularly. We employed a range of environmental changes to the class, such as taping several ALC boards to desks, putting up communication boards and visuals around the room and having lots of visuals that students may need such as first then charts, The Zones of Regulation posters and

reinforcement charts.

We also had a range of communication options that students could use if they felt like communicating. These included ALS boards on their desks, PODD books, compics, something's wrong charts, communication books and electronic communication devices. Last year, each student had a speech therapist who worked closely with me to ensure that outcomes and strategies were practiced both at school and at home which saw great improvements.

In 2017 our Education Support Centre also had the opportunity to work closely with the Independent Living Centre. Each fortnight the ILC worked closely with our staff and student to facilitate further communication strategies and learning opportunities for the students. Working with the ILC broadened our knowledge of concrete communication skills and our knowledge of AAC devices.



Social Skills

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Community Access



Last year, community access consisted of the students walking or travelling in our bus each week to the shops. At the shops, the students would have specific ingredients they needed to find for cooking the following week and would practice finding the ingredient, greeting the shop assistants, scanning the ingredients through the checkout machine and packing the ingredients into either the cupboard or fridge back at school. The students thoroughly enjoyed shopping each week as it provided a great opportunity for students to develop their independence and practice appropriate behaviors in the community.

Excursions/Incursions

Last year we attended a variety of excursions and incursions with our mainstream classes. We attended an excursion to the zoo with the Year 1s, 2s, 4s and 5s. The zoo was a fantastic opportunity for Room 17 students to spend a day with their peers in mainstream whilst also learning about the animals.

We attended a number of WADSA carnivals which included team games such as Bocce, Bowling and Sporting Game rotations and also attended Lollipop's which was great fun for all students.

We also went to Scitech with our friends from the mainstream classes.

Occupational Therapy, Movement and Fine Motor

Last year I worked closely with Amy De Klerk, the onsite Occupational Therapist, to create a gross motor and fine motor program. During this program, students completed animal walks which aimed to build students' strength and balance. Back in class students completed a range of fine motor activities that included working with "theraputty", tennis balls and several fine motor activities such as threading and hammering.

Movement was also embedded throughout regular programs and yoga was completed every day after recess and lunch to practice strengthening and maintaining focus.

Camp

Last year the students in our Education Support Centre had the opportunity to attend camp in Term 4. We spent three days at Landsdale Farm Stay completing activities such as feeding the animals and exploring the farm. During our stay we completed farm animal art activities, explored the farm whilst completing an activity workbook, had surfing lessons at the beach with Ocean Heroes and went on a day trip to AQWA to explore and learn about sea creatures. During our three-day camp stay, the students also had an opportunity to help cook breakfast, lunch and dinner with our staff members and enjoyed using the farm animal playground or watching movies in the cabins. The 2017 camp was a great success and the staff and students had a fantastic time.

Sally Reed
Classroom Teacher



Riverton Education Support Centre Augmentative and Alternative Communication (AAC) Project

The Independent Living Centre's ILC Tech service has been the leading provider of information and advice about assistive technologies for communication, learning, recreation and work in Western Australia for over 20 years. Our Speech Pathologists and Occupational Therapists are respected for their experience, knowledge and skill working with the latest assistive technologies and communication aids.

Riverton ESC sought services from the Independent Living Centre WA to support them in continuing to use Augmentative and Alternative Communication (AAC) within the school. Riverton ESC has 3 classrooms all of which have students using AAC. AAC being used within the school includes both low (paper) tech and high tech systems. A number of students have their own AAC devices provided through their community therapy providers.



Speech Pathology Services Provided

One day per week of Speech Pathology support was provided in Terms 3 and 4, over a total of 17 days, with services including:

- 1 day a week (Tuesdays) for 10 weeks of intensive Speech Pathology focussing on AAC use within the school.
- Completion of AAC Profile Assessment tool for 4 key students across 2 classes
- Pre and post intervention staff questionnaires
- In-class support working alongside staff and students to embed communication opportunities and promote communication outcomes throughout the school day. Support was provided to all three classrooms within the term.
- Support to staff in sourcing and developing resources to integrate AAC within lessons and classroom activities.

Communication Outcomes



The following outcomes had been proposed for Speech Pathology support in Term 1. The outcomes in each of these areas have been reviewed and are discussed below.

Riverton ESC staff will have increased knowledge and skill in supporting their students using AAC

Staff knowledge and skills in supporting their students' AAC use has been supported through class meetings to introduce new strategies, in-class demonstration and coaching. Staff have developed skills in both operating the different communication systems but also in implementation strategies to support their

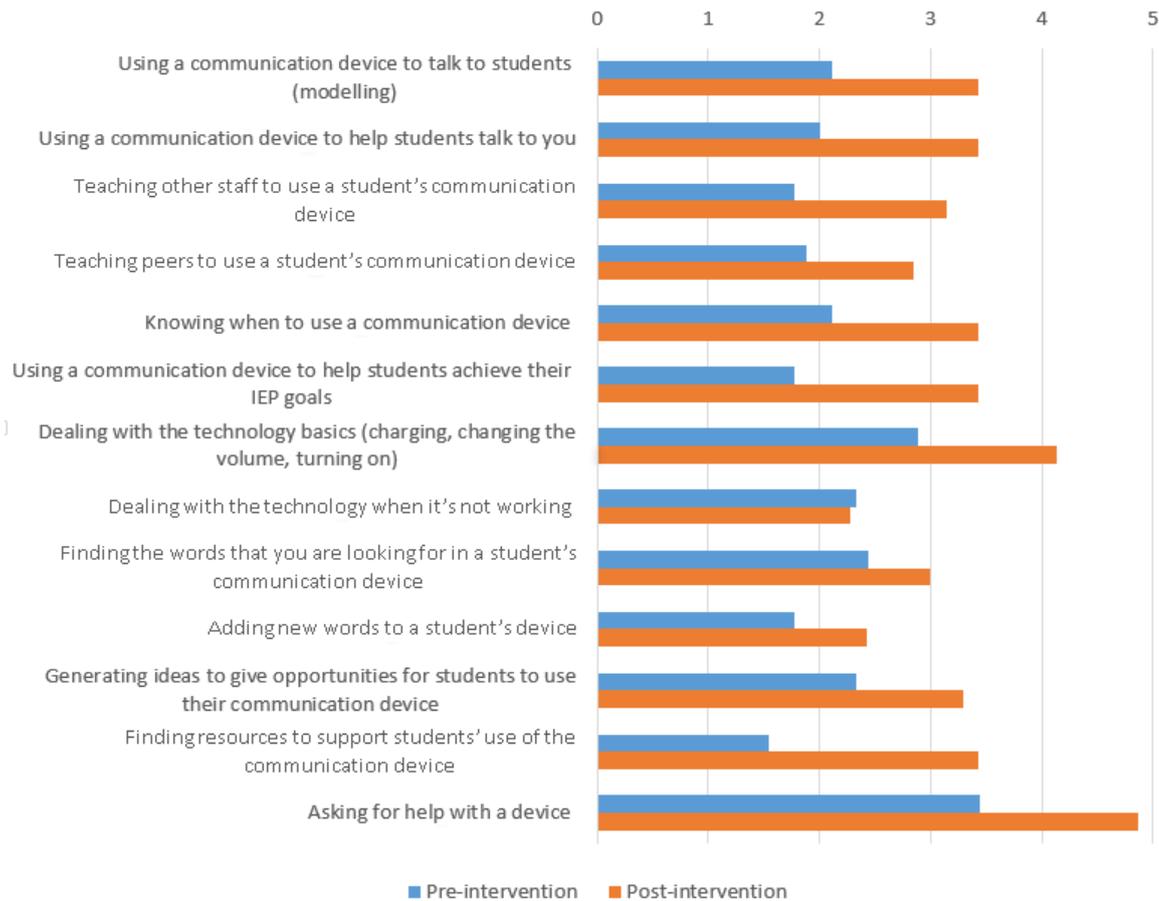
students' AAC use. Within questionnaires staff described skills they have learnt including:

- "Not to be scared to use the device"
- "How to integrate devices better into the classroom"
- "How to model use of the device to encourage and support students' conversation"
- "Support in the playground"
- "How to fix glitches!"
- "How the device can be used beyond requesting"
- "Where to add certain words to correct heading"

Staff knowledge and confidence was also captured during Pre and Post-Intervention questionnaires completed at the beginning of Term 1 and Term 2. Results are summarised below:



Staff Confidence Questionnaire



Students using AAC will have increasing skills in using their communication system

Students' AAC use and skill development was supported through implementation strategies such as modelling language for a range of communication functions (commenting, requesting, giving directions, asking questions etc.), creating opportunities for communication, expanding student messages and using prompts and cues. The increased frequency of student AAC use was commented on by a number of staff across the term. Within questionnaires staff commented on skills their students had developed over the term including:

- "Making a full sentence"
- "Commenting to others"
- "Requesting I want ___"
- "Josh has been able to expand conversation beyond verbal 'I don't know' by seeking answers that relate when looking through his device"
- "Hayesha has learnt how to request"
- "Interest in PODD"



The inclusion of AAC skills within IEP goals based on AAC Profiles and teacher discussions is expected to support ongoing measurement of student progress within the school.

AAC will be embedded in classroom activities and AAC will be used to achieve curriculum outcomes. The creation of meaningful communication opportunities has been supported through direct in class support and the development of resources. In class support has involved both directly supporting



students to take up more opportunities within existing lessons and working with staff to identify new opportunities for communication within the day. Support was linked to individual student goals, supporting literacy outcomes and concept knowledge and participation across a range of subject areas.

Within questionnaires staff rated the frequency with which communication devices were used within their classroom for different purposes. Comparison from the beginning of Term 1 to Term 2 reflected an increased frequency rating of device use for

the following communication functions:

- Ask for things (request)
- Answer questions
- Comment on things or what is happening
- Specific activities (telling news, singing songs, telling jokes)
- Protest/reject (saying no, go away, I don't want to)
- Social greetings
- Have a chat!
- Express an opinion
- Tell a story / share some information
- Demonstrate learning / understanding on a school topic
- Express emotions / something's wrong
- Ask questions



AAC will be used both within the classroom and outside the classroom i.e. playground and excursions. Support has been provided to students and staff to promote AAC use across a range of classroom lessons, and also within a number of activities outside the classroom including moving between areas in the school, morning fitness, cooking and outside at recess and lunch breaks.

Staff feedback has reflected an increasing awareness of the need for access to communication at all times. A number of students also began taking more ownership of the communication systems and taking them with them as they moved around the school. One staff member noted "Most lunch times I've seen Josh especially and Samuel talking and showing mainstream students their devices".

Riverton ESC will have increased knowledge and resources to achieve their communication outcomes within the school plan

Staff have developed knowledge and skills in the area of AAC implementation strategies and a series of handouts have been provided as a resource to continue to support staff to build on these skills. A



multilevel communication book and 2 PODD books were provided for use within the school and support was provided to use templates to continue to develop personalised systems. Staff were also linked in with online resources to support lesson planning including the AAC Language Lab resources and Tobii Dynavox Core First lesson plans and books.

Summary and Next Steps

Staff have developed further skills in modelling and supporting AAC use within the class, incorporating AAC goals into IEPs and creating opportunities for students to communicate. Students with existing high tech AAC systems have been

supported to use their systems more frequently, for a wider range of communication functions and to continue to develop their vocabulary. Low tech communication systems have been identified and trialled with students with complex communication needs who didn't have an AAC system of their own.

Within questionnaires staff identified what further training and support they felt they needed. A number of staff noted their next steps were just 'more practice' while others identified they would like to continue developing skills in programming new vocabulary in devices and continuing to get familiar with PODD.

Some suggested next steps to continue developing staff knowledge, skills and motivation to support AAC within the centre include:

Share successes and ideas

Sharing videos, success stories and activities that have worked well for AAC users in your class maintains motivation and sparks ideas that others might try in their classrooms.

Continue to set short term class goals

It takes time and practice to learn a new AAC system and the strategies that help students succeed with AAC. Having a small focus each week or fortnight can help build on team knowledge and skills without being overwhelming. This may be reviewing a new strategy handout from the pack, having some 'words of the week' to get familiar with modelling in each of the devices or a PODD pathway of the week.



The project was invaluable for ensuring all staff had the opportunity to develop skills and understandings into the purpose, use and implementation of communication.

Parent and Staff Satisfaction

Staff morale and satisfaction continues to be at a high level at Riverton Primary Campus. The staff group consists of experienced and long serving staff members as well as a number of relatively less experienced staff members who demonstrate both a passion and a commitment to their students. This dynamic blend of staff continues to provide excellence, experience and stability for the school. As a consequence, we have a low staff turnover. This stability has been positive for the school. All the staff members continue to complete professional learning, both as a whole group and individually to develop their understandings and skills in our priority areas at the campus.

As part of the distributed leadership model at Riverton Primary Campus all staff members are involved in school planning, collaborative planning teams and the initiation and implementation of programs across the school. These efforts reflect the staff members' commitment to the students at Riverton Primary Campus. Our Staff Charter developed in 2011 to guide the important behaviours at school represents the development of the culture of a learning community across our school. Moreover, with a school priority in 2016 being on the development of a professional learning culture, the establishment of peer observation and coaching practices has continued, providing initial

opportunities for all our staff members to strive to improve for the benefit of our students.

Parents are actively involved in the campus, reflected in the high numbers of parents involved in:

1. Riverton Campus P&C and School Council
2. attendance and involvement in special events such as Harmony Day
3. attendance at regular events such as the ESL and ESC parent club meetings
4. participation and attendance at assemblies, excursions, numerous sporting events and carnivals, both at school and at other venues

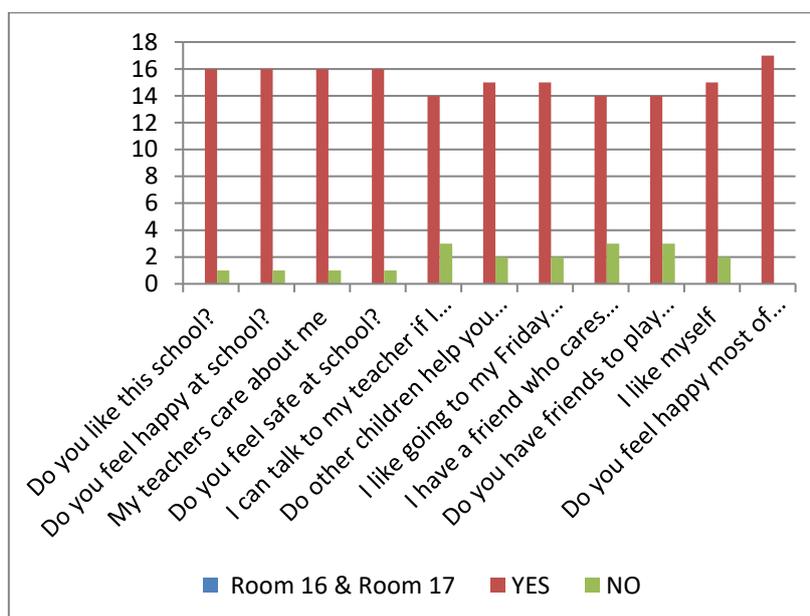
Enrolments for 2017 grew and again was indicative of the good reputation and desirability of our campus for parents contemplating enrolling their children at Riverton.

Official Survey

An extensive survey was undertaken in 2016, with very positive feedback received from both parents and staff members. Feedback received from parents in 2016 indicated a high level of support for the school, its programs and the teaching staff. Whilst all responses in the survey received positive and solid ratings, the key feedback from parents indicated

- The children like going to, and feel safe, secure and well cared for at Riverton Campus
- Parents can talk honestly and openly to teachers about their children's progress at school
- Teachers at Riverton expect each student to do their best
- Riverton Primary Campus operates effectively and is well led, providing an excellent program
- Parents would recommend this school to others
- Students with special needs are treated with dignity and included in all aspects of the campus

Student Feedback 2017



Highlights of 2017 Term One

Harmony Day was enthusiastically celebrated at Riverton Primary Campus on the 22nd March. Leading up to Harmony Day the students were given the opportunity to paint a rock which then became part of a harmony mural set up at the front of the school. It looks fantastic.

The ever popular family picnic was held on the grassed area of the grounds and a great number of parents, extended family, friends and students came along dressed in traditional costumes and with a variety of multicultural food to share.

On the day before Harmony Day, the Riverton P&C organised a parent only Sri Lankan cooking class which was supported by the Office of Multicultural Interests and proved to be very popular.

The canteen organised a special menu for lunch which was eagerly ordered by many.

Harmony Day is always a great day for everyone at Riverton Primary Campus where we gather to celebrate the diversity of culture, food and language upon which our school community is based.



The PP-Year 5 students participated in a series of Edu-dance lessons which culminated in two entertaining, creative performances at the end of the term where students had the opportunity to demonstrate what they had learnt. Both concerts were attended by a large number of parents and friends and the feedback was extremely positive.

The GRIP Leadership Conference was a highlight for our 12 Year 6 student leaders. The all-day conference was held at the Perth Convention Centre. The students, accompanied by two staff members, participated in many leadership activities which offered them a variety of skills to integrate into their leadership roles back at school. Following the conference, the students developed a Student Leader Charter to follow over the year.

In 2016 our school registered to participate in the Sporting Schools Program. The program is an initiative funded by the Australian Government to provide our students with the opportunity to access sport-based activities before, during or after school. The activities are organised by our PE specialist and his guest sports people with the focus being on participation, developing skills and fun. Throughout the year, the Sporting Schools program has also given us the opportunity to work more closely with sporting clubs in our community and access the large pool of talented sport coaches in our area.



Our Year 6 students participated in and enjoyed a camp at the Point Peron Camp School. The camp school provides a unique opportunity for students to develop knowledge and skills in a safe and relevant learning environment. The students participated in a wide variety of activities including team building games, beach activities and movie making. They certainly enjoyed their time away.

During Epilepsy Awareness Week some students went purple for the day in order to raise awareness of this neurological disorder and increase their understanding of epilepsy. Rooms were covered in purple streamers, students dressed in purple and made and decorated purple cupcakes. The students also completed a

work book on epilepsy and were read some stories of children with this chronic illness which led to a deeper understanding of epilepsy and its impact on people's lives.

Term Two

The Canning District RSL invited our school to send two representatives to attend a service to commemorate ANZAC Day at the newly constructed district memorial. Our Head Boy and Head Girl participated in the march up to the memorial and were given the honour of laying a wreath on behalf of Riverton Primary Campus.

At school we conducted our own Anzac Ceremony led by our Year 6 students who explained the service and outlined the meaning of the various symbols involved. They were well prepared and spoke clearly.

The annual Book Fair was held in June. The library was transformed into a monster cave full of exciting books which were available for purchase. Parents positively supported the event and funds raised from sales went towards additional resources for our library to enhance learning programs..



Early in June, our teachers and education assistants attended the Riverton Rossmoyne Network Conference at Murdoch University. The keynote speaker was clinical psychologist Andrew Fuller who presented a workshop about effective brain based learning strategies.

To take our minds off the cold winter, the P&C organised a fun filled night of dancing and toe tapping with the Southern Cross Bush Band. The Family Barn Dance attracted many families from our school and also many of their friends. Tasty foods and drinks were available on the night as well as prizes for the best dressed family. A most enjoyable time was had by all.

To end our very busy term we held a Pyjama Day at school to raise funds for Starick House and the Mary Smith Centre for Safety and Wellbeing in order to support their very worthwhile programs. Both staff and students who participated had a fun filled day and contributed a significant amount to the cause

Term Three



The theme for Book Week in 2016 was Australia, My Country.

This year for Book Week we worked in collaboration with the Riverton Public Library where classes were rostered to go over and participate in presentations by two talented authors, Jen Banyard and Chris Owen. We also enjoyed some whole school storytelling by the Principal over our public address system. The week culminated with a parade of book characters where students dressed up as their favorite character from their much loved books. We saw many wonderful costumes from staff

and students. It was also an enjoyable event for parents who attended the parade.

On Open Night a large number of parents and families took the opportunity to come along to the school to view the displays in the classrooms. These were a representation of work completed by the students as part of their learning programs. There was also an opportunity to complete some activities with the students and enjoy food provided by the P&C. The feedback from parents was very positive and reflected our wonderful community and their willingness to attend school functions.

It was a very successful evening.



We held our Faction Athletics Carnival in Week 7 which was a very successful day. Great sportsmanship was demonstrated by all participants and the organisation was outstanding. Many parents and friends supported the event by their attendance.

In September we celebrated the 100th birthday of Roald Dahl, a much loved author of children's books. To mark this occasion we invited students to dress up as a Roald Dahl character. The characters were brought to life through the famous author's stories. It was an enjoyable day remembering the popular author.



Down Syndrome Day was held and students across the campus donated cupcakes and wore crazy socks and students prepared and sold the cakes to the students

Term Four



Early in Term 4 our campus hosted the Minister for Education, Peter Collier MLC as he toured our school, meeting students and teachers. Our student leaders welcomed the minister and spoke to him about our school. The minister spent time looking at our newly appointed basketball courts and the new Early Childhood Centre. He concluded his visit by speaking to staff members in our Staff Room.

This term we celebrated the completed construction of our new multipurpose courts which have line markings for basketball, netball and tennis. A Sports Expo Fun Day was organised by our PE specialist for students from Years 1-6. Throughout the day students participated in enjoyable experiences across various sports and activities.



Once again Nature Play Solutions organised our Messy Mud Week which certainly delighted our students. They had a wonderful time getting dirty, laughing, being creative and playing freely which is important, and the mud certainly provided a medium in which to do this. Everyone had a wonderful time.

The year finished on a high note with the Presentation Assembly and the Year 6 Graduation

Assembly. Students were acknowledged for their achievements and the graduates received their certificates. The P&C hosted a morning tea for graduating students and their parents which culminated in the cutting of the graduation cake.

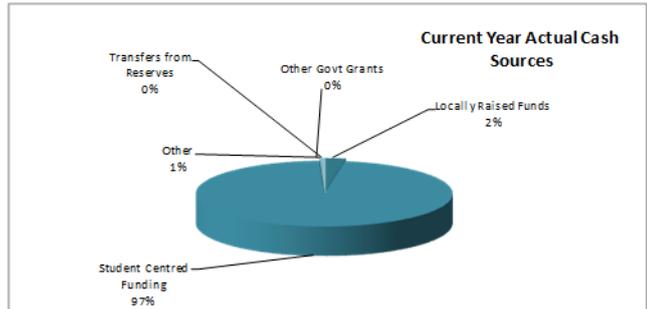
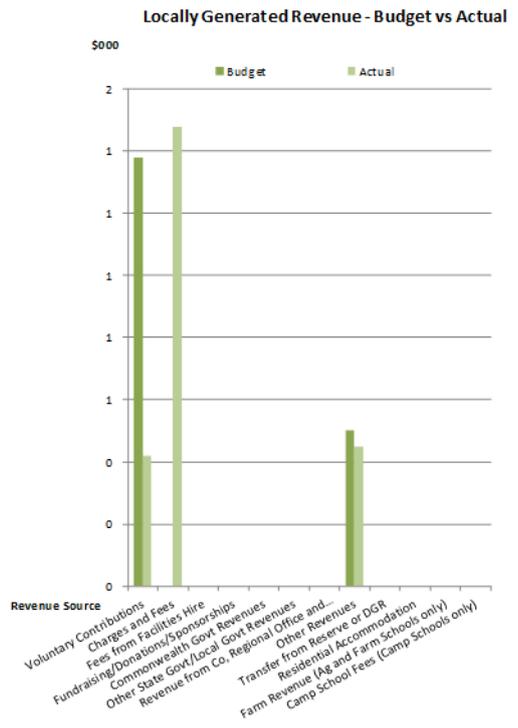
The Education Support Centre Camp was held at Landsdale Farm School at the end of term 4. The students had a fantastic time and engaged in a lot of wonderful activities such as surfing with Ocean Hero's, visiting Aqua, feeding the animals at the farm school, participating in animal art activities, playing at the wonderful playground, and generally having a wonderful time. The farm went from Wednesday to Friday and the students were exhausted by the time they returned from Camp, as where the staff.



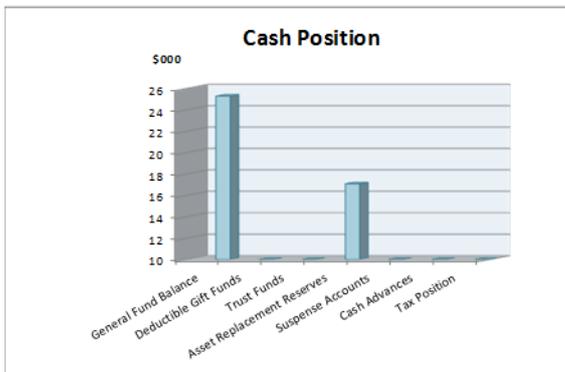
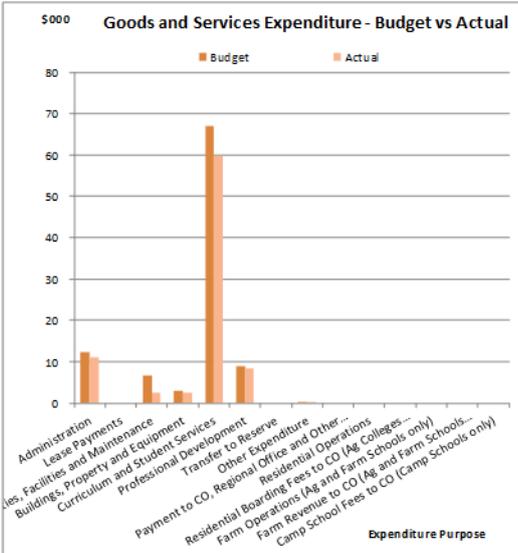
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Riverton ESC Financial Summary as at 9 December 2017

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 1,380.00	\$ 420.00
2	Charges and Fees	\$ -	\$ 1,477.73
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ -	\$ -
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 500.00	\$ 449.69
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		\$ 1,880.00	\$ 2,347.42
Opening Balance		\$ 36,912.40	\$ 36,912.40
Student Centred Funding		\$ 74,500.00	\$ 70,150.00
Total Cash Funds Available		\$ 113,292.40	\$ 109,409.82
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 113,292.40	\$ 109,409.82



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 12,274.00	\$ 11,187.25
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 6,721.00	\$ 2,386.60
4	Buildings, Property and Equipment	\$ 3,000.00	\$ 2,362.95
5	Curriculum and Student Services	\$ 67,000.00	\$ 59,794.17
6	Professional Development	\$ 8,755.00	\$ 8,394.89
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 5.00	\$ 5.17
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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		\$ 97,755.00	\$ 84,131.03
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 97,755.00	\$ 84,131.03
Cash Budget Variance		\$ 15,537.40	



Cash Position as at:	
Bank Balance	\$ 41,548.74
Made up of:	\$ -
1 General Fund Balance	\$ 25,278.73
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 17,081.95
5 Suspense Accounts	\$ -
6 Cash Advances	\$ 100.00
7 Tax Position	\$ 712.00
Total Bank Balance	\$ 41,548.74