



Department of
Education and Training



Riverton Primary Campus

Riverton Education Support Centre



School Report 2016

There is no better place to create a caring
community than in our school... the heart of our
future

Website: <http://rivertonprimary.wa.edu.au/>

Introduction

It is with great pleasure that we present to you the 2016 Riverton Education Support Centre School Report. Riverton Education Support Centre (RESC) is a government school catering for 25 students from kindergarten to Year 6. All students are enrolled at the centre either through the Schools Plus process or Local Area Placement. Students that are enrolled 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 maximise learning opportunities for all students. All students are provided with teaching and learning adjustments so that they can access the Australian Curriculum. Riverton Education Support Centre and Riverton Primary School make up Riverton Primary Campus. 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. 2016 was a very busy year as we applied for and gained Public Independent School Status.

Independent Public School Journey

In 2016 Riverton Education Support Centre applied for and was successful in gaining Independent Public School status. The process was rigorous and we had to demonstrate we had the expertise, understandings and practices in place that would enhance our capacity a school to provide quality education to our students. 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 firmly believe that by becoming an Independent Public School we will further enhance our capacity to provide our students with exceptional educational, social and emotional outcomes.

Independent School Training

By becoming an Independent Public we believe we will:

- Have greater independence for local decision making which directly reflects the needs of our students and our communities
- Establish more dynamic and open governance relationships with people in our community
- Provide a positive and pro-active parent community to facilitate open dialogue
- Have access to additional sources of funding to assist us to make a difference and to respond to higher levels of accountability
- Employ greater flexibility in areas such as staff recruitment, budgeting, procurement, school development days, travel approvals and student support

- Take part in external performance reviews to provide our communities with an independent assessment of our performance
- Allow our school to become more inclusive

The School Administration Team and the School Chair attended the training modules over a semester period, as well as engaging in on-line training sessions. The training was comprehensive and provided us with information that enabled us to develop an understanding into the journey we are beginning. The modules included:

Module 1: Roles, responsibilities and making decisions

Module 2: Foundations of an effective board

Module 3: Business planning

Module 4: Managing risk

Module 5: Monitoring and reporting on school performance

Module 6: Adding value to the governance conversation

Module 7: Culture and stakeholder relationships

Module 8: Strategic thinking and planning

Module 9: Shaping board performance

Our board members are a wonderful group of parents, community and staff members, we all look forward to sharing this journey together.

- Our Priorities for 2017 that will be the basis of our business plan include:
 - Excellence in teaching
 - Excellence in learning
 - Implementing an inclusive Environment
 - Fostering Positive Community Partnerships

As we are now an Independent Public School we will be part of a three year cyclical review and we look forward to demonstrating our capacity as an Independent School to provide our community and students with the best possible environment that we can.

Thank you for taking the time to read our report, our Operational Plans and Individual Programmes sit under this report and I am very happy to share the information with anyone who wishes to access it.

Vicki Sturgeon
Principal

Welcome to Room 3, the K-1 Classroom

In our classroom in 2016, we had a great year learning lots of new things. These included:

- Learning to become more independent,
- Learning how to learn,
- Going shopping,
- Developing life skills,
- Cooking our lunch every Friday,
- Beginning to learn how to be a friend and play with others.
- Having a huge focus on Communication.
- Going on excursions and attending incursions.



Communication

Communication is a major focus in room 3. The majority of students were nonverbal so we employ a variety of strategies to teach students to

communicate. These include using ALS boards, Compic, PODD books, Communication books and Electronic Talkers. We also worked very closely with all students speech therapists to ensure the mode or modes of communication we employed were one the therapists used or recommended. Working together ensures students have the best opportunities for success. Effective communication underpins all of our learning areas and experiences.



Independence -choice making, following routines

Every morning students follow the same routine of unpacking their school bags, putting their lunch in the fridge and hanging their bag outside. The students then completed visual timetables so they were aware of what to expect for the day and knew what was expected of them.

To encourage independence, we expected and encouraged students 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 afterwards. On Fridays students made their own lunch, a toasted ham and cheese sandwich. Teaching students to make and enjoy eating a meal was a success and students loved Friday lunch times.

We encourage choice making to give students control over their school day and over what they are doing. This also helps to develop independence. To encourage choice making, we implemented many opportunities for students to make choices. These include;

- Choosing a song from the whiteboard.
- Using the playground choice boards to choose where to play.



- Choosing a reward for reward time after they have completed 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.

Learning how to learn

Learning doesn't come naturally. You need to learn how to learn. This will often involve learning how to self-regulate our behavior to give us the best opportunity to learn new information and master our skills. We help students learn by modeling what we expect and having clear and concise routines and practices, by offering a variety of learning experiences mostly through explicit teaching and by making learning fun and exciting. Learning involves desk work, sensory play experiences, hands on learning and interactive experiences.



We also use activity charts/timetables so students have visuals 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 and cooking food to explicitly teach our students specific skills.

Excursions and Incursions



Each year students partake in a variety of excursions and incursions. This year students went to Cicerellos with the mainstream year one students. They had lunch there as well as played at the beach, learnt about and touched different sea creatures and had a play at the park.

Going to visit Lollipops play centre was another fun excursion. Students were busy climbing, sliding, bouncing, playing in the ball pit and exploring the centre.

Students absolutely loved the Kalamunda History Village. They enjoyed sorting fruit, climbing in the fire engine and train, playing olden day games, looking in the museum, old houses and classroom. Doing the washing and pretending to iron clothes was a success and students were fascinated with looking at the horses and patting them (even if they were pretend).

Students also got to pat a number of animals when the Wildlife Zoo came into school. They saw and touched a dingo, koala, snake, bobtail lizard, to name a few. Learning about the animals but also seeing and touching them made the incursion very exciting.

Shopping-Community

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 regards to how behave in public areas and what behaviours are socially acceptable.



Cooking-life-skills



Initially we started by cooking a variety of healthy lunches for students. As the lunch changed weekly students needed a lot of assistance and help to know what to do and often required teachers to make the majority of the meal. They also refused to taste what we cooked or ate very little. That's when we decided it would be more beneficial to have students make something they will enjoy but could learn to make without any or just minimal support.

As previously mentioned, on Fridays students make 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.

Room 3 is an important starting point that includes many firsts in our students learning journey. We enjoy seeing our students begin to develop the necessary skills they need to continue this journey through Riverton Primary School and Education Support Centre.

Welcome to Room 16

Years 1-4.

In 2016, Room 16 had a fantastic year full of learning, exploring, communicating and integrating. These included:

- Learning a range of Literacy, Numeracy, Science, HASS, Technologies, Physical Education and Protective Behaviours skills drawn from the WA Curriculum
- Developing our communication skills with our peers and teachers including initiating requests or comments
- 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, HASS, 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, Science was conducted in Semester 1 where students learned about animal characteristics and life cycles in Term 1 and the weather and different seasons in Semester 2. In Semester 2, HASS consisted of developing student awareness of community helpers and a range of jobs people do out in the community.



Technologies consisted of Cooking once a week where the students used a range of skills to make their lunch for that day. The students practise 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 Behaviours was a subject completed last year each week for the entire year. A range



of outcomes and activities within this learning area included learning the parts of our body, learning public and private parts of our body, identifying public and private places both at home and in the community, identifying the concept circles and their colours and stranger danger.

Communication

Last year communication was an aspect of the classroom practised 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 talkers.

Last year, each student had a speech therapist who worked closely with me to ensure that outcomes and strategies were practised both at school and at home which saw great improvements.



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 practise 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 also develop skills they had learned in Protective Behaviours and social skills.



Excursions/Incursions

Last year we attended a variety of excursions and incursions with our mainstream classes. We attended an excursion to Cicerellos with the Year 1 class where the students were able to learn and touch a number of sea creatures and have fish and chips overlooking the water.



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. The students were given the opportunity to attend the Kalamunda History Village with the Year 1, 2 and 3 classes where they learned about life in the olden days. Activities at the history village included sorting fruit, exploring the fire truck and steam train and washing and hanging out the

clothes to dry.

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, aunties, uncles and friends at the end of the year. It was a huge success and the students absolutely loved performing to their family members.

Welcome to Room 17

Senior Classroom with Students from Years 3 - 6



Riverton Primary Campus has had a long history of inclusivity, with the Education Support Centre (ESC) being part of the Campus since 2003. Prior to this, the education support facility consisted of a one-classroom unit within the Campus. In 2016, the ESC continued its commitment to inclusivity; one way to achieve this was through programs involving the integration of ESC students into mainstream classrooms, specifically during Physical Education and Sport classes, as well as through buddy class activities, excursions, incursions and having whole-day Fridays with their age appropriate

peers in mainstream classrooms.

In 2016, students enjoyed a variety of learning experiences in the Education Support setting as well as in mainstream settings. These included:

- Drawing on experiences directly taken from the WA Curriculum, in Literacy, Numeracy, Science, HASS, Technologies, Physical Education and Protective Behaviours
- Developing communication skills with peers and teachers including initiating requests or comments; students with Alternative Augmentative Communication Systems were encouraged to become familiar with, and use these across the campus in all settings
- Developing social skills to ensure appropriate interaction with students and staff both in the classroom and in the playground
- Integrating into mainstream classrooms during specific subject instruction periods, and for the entire day on Fridays
- Participating in a Community Access program to enhance the development of life skills
- Developing independence
- Attending excursions and incursions alongside peers from with mainstream classes
- Participating in movement and dance programs
- Participating in art and drama programs

Literacy and Numeracy

In 2016 Room 17 students engaged in Literacy activities each morning from 9am to 10.30am. During this literacy block, known as Cross Setting, students were placed into small groups (i.e., a maximum of 4 students to one staff member) or received 1 on 1 instruction to complete set tasks in various areas of literacy. The intense level of instruction and provision of assistance - based on each student's individual needs (or Individual Education Plan) - meant students were able to better focus on the content of the literacy program, thereby improving their learning and levels of achievement.

The focus on Numeracy in 2016 was on consolidating number skills, such as counting and addition; developing money-recognition skills; telling the time on an analogue clock, such as identifying time to the half-hour; identifying a variety of 2- and 3-dimensional shapes; sequencing months of the year; and understanding positional language such as in, under and above.



Science and HASS

In Science last year, Room 17 students learned about senses, and developed the skills to observe, question and respond to scientific experimentation and activities. Students also learned that familiar, everyday objects and occurrences were often scientific in nature and that they could be studied in a fun and exciting way.

In HASS, students learned about a variety of topics, ranging from Community Helpers to the Rio 2016 Summer Olympics. The discussion of Community Helpers was aided by card games, video clips and a fire-fighter incursion, among other things. Meanwhile, the study of the Summer Olympics involved viewings of Olympic events, categorising of various aspects of sports, and discussions about participating countries.

Physical Education, Health and Protective Behaviours

Last year for Physical Education, Room 17 students participated in Daily Fitness routines, which included the development of gross motor skills such as throwing, bouncing, running and jumping. Students also participated in dance lessons, swimming lessons, Edudance performances and various Physical Education sessions alongside their mainstream peers. For Health and Protective Behaviours, students discussed the concepts of 'private' and 'public' and learned to distinguish between the two through book-reading, categorising and viewing activities. Last year students also developed their understanding of 'good secrets' and 'bad secrets' through viewing activities, book-reading and lively discussions.



Community Access: Shopping and Library Excursions

Last year, students in Room 17 went to local shopping centres as part of the Community Access program, to purchase items required for their weekly cooking activity. Towards the end of the year, students also went to the Riverton Library for book-reading sessions and to participate in various activities that were planned and organised in conjunction with the library's staff members.

During the outings, students developed social skills such as using social courtesies and appropriate greetings; making requests appropriately; taking turns; and using appropriate voice volume in the community and in public places. Students were also able to develop their road-safety and travel-safety awareness skills, as their mode of transport alternated weekly, between walking and taking a vehicle (i.e., a designated mini bus) to the centres.



Technologies: Digital Technology and Cooking

Room 17 students used a variety of applications and computer programs last year to complement their Individual Education Plans. These included programs that encompassed various learning areas, such as Mathletics (for Numeracy); Busy Things and Skoolbo (across several subjects); Starfall, Studyladder and Reading Eggs (for Literacy) and DialSafe Pro (for Health).

Last year students participated in weekly cooking sessions to produce healthy and nutritious meals. During these



sessions students developed social skills, such as cooperating and taking turns; as well as cooking skills, such as peeling, grating, cutting and mixing. They learned to categorise kitchen objects into 'ingredients' and 'equipment'; and further determine the category of a specific ingredient. In eating their meals, students were able to explore a variety of tastes, some of which were unfamiliar to them, while developing the concept of healthy eating.

Excursions

Last year students in Room 17 participated in excursions to:

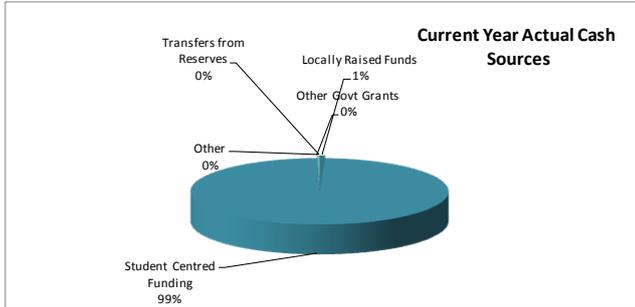
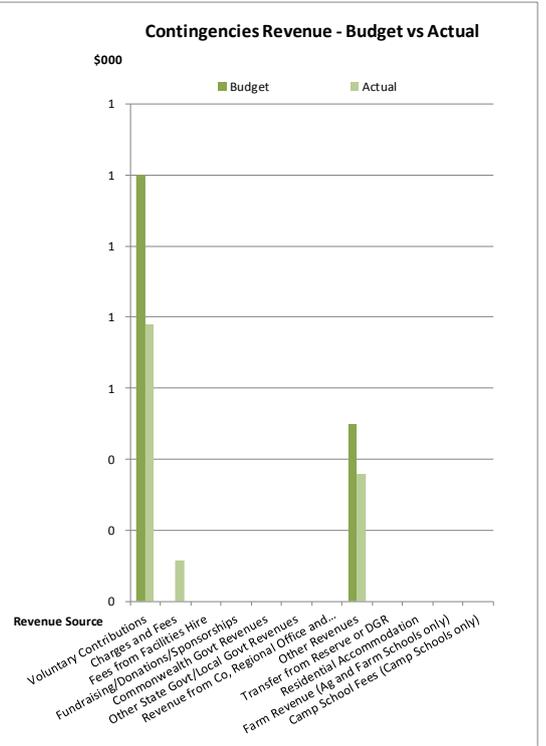
- West Australian Disabled Sports Carnivals for tee-ball, multi-sports, Bocce, and ten-pin bowling
- Scitech
- Fremantle Prison
- Circus Quirkus
- Lollypops Play Centre
- World Festival of Magic
- Razzamataz - Stage show
- Weekly swimming lessons, conducted over 2 terms, which included the two-week in-term swimming program alongside mainstream peers
- Year 6 school camp held in March 2016



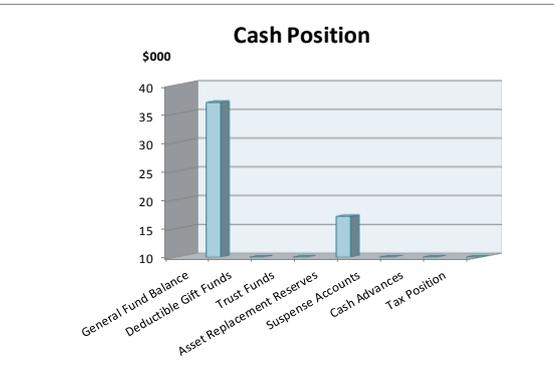
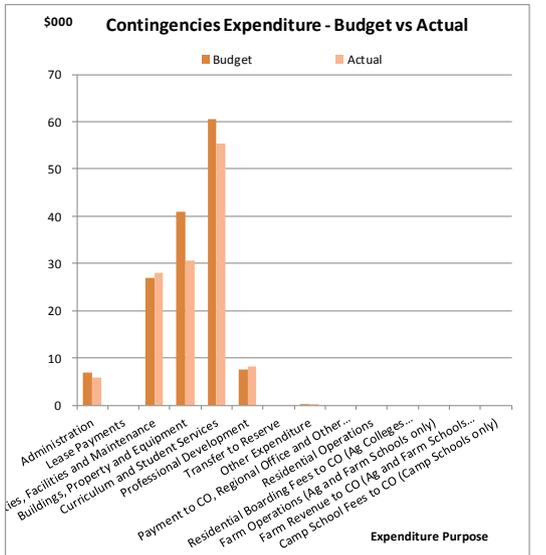
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Riverton ESC
Financial Summary as at
7 February 2017

Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 1,200.00	\$ 780.00
2 Charges and Fees	\$ -	\$ 114.00
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	\$ 358.72
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	\$ 1,700.00	\$ 1,252.72
Opening Balance	\$ 33,859.80	\$ 33,859.80
Student Centred Funding	\$ 109,111.90	\$ 129,816.90
Total Cash Funds Available	\$ 144,671.70	\$ 164,929.42
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 144,671.70	\$ 164,929.42



Expenditure	Budget	Actual
1 Administration	\$ 6,910.00	\$ 5,857.95
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 26,945.00	\$ 28,064.20
4 Buildings, Property and Equipment	\$ 41,003.00	\$ 30,614.45
5 Curriculum and Student Services	\$ 60,592.00	\$ 55,278.67
6 Professional Development	\$ 7,500.00	\$ 8,195.44
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 5.00	\$ 6.31
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	\$ 142,955.00	\$ 128,017.02
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 142,955.00	\$ 128,017.02
Cash Budget Variance	\$ 1,716.70	



Cash Position as at:	
Bank Balance	\$ 52,719.35
Made up of:	\$ -
1 General Fund Balance	\$ 36,912.40
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	\$ 1,175.00
Total Bank Balance	\$ 52,719.35

