

School Report 2022

Meadow Springs ESC



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School Overview (source schools online / school website)

Meadow Springs Education Support Centre is an inclusive school that provides positive learning for everyone as we discover our potential together. As a school we value the positive relationship that we have with our staff, our parents and our students. The relationship is underpinned by our shared school values -

- We are curious about you
- Educate for Life
- A Place where Everyone Belongs
- Conquer a Communication Journey
- Embrace the Joy in Learning

School Programs include – Promoting Literacy Development (PLD); Talk 4 Writing; AAC; Positive Behaviour Support and Applied Behaviour Analysis. We have a big focus on Health & Wellbeing with programs including You Can Do It (YCDI), School Drug Education & Road Aware(SDERA), Protective Behaviours and Sustainability.

Since relocating to Meadow Springs from North Mandurah with 30 students we have grown and now have 73 students at census in February 2022. We are co located with Meadow Springs Primary who have approximately 450 students and 50 staff. Both schools celebrate 'Two Schools, One Community', and share the highly visible mantra : Live, Laugh and Learn.

Student Numbers and Characteristics

MEADOW SPRINGS EDUCATION SUPPORT CENTRE 2022 Semester 1

SCHOOL ENROLMENT SHEET

Funded Students	KIN	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07	Y08	Y09	Y10	Y11	Y12	Total
Funded Students - Head Count	17	11	6	14	5	6	8	6							73
Funded Students - FTE	17	11	6	14	5	6	8	6							73
Student Characteristics - FTE															
Aboriginal	1						1	1							3
Disability Allocation Level 1	8	2													10
Disability Allocation Level 2	9	4		2		2									17
Disability Allocation Level 3		3		4		4	4	3							18
Disability Allocation Level 4		2	4	7	5		4	3							25
Disability Allocation Level 5			2	1											3
Disability Allocation Level 6															
Disability Allocation Level 7															
EALD - Support															
EALD - IEC															
Unfunded Students - FTE	KIN	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07	Y08	Y09	Y10	Y11	Y12	Total
Fee-Paying Visas (except 457 and 482)															
Duplicate Enrolments															
Participation List															
Census Not Counted															
3 Year Old Students															
Ungraded															
Unfunded Students - Head Count															
Unfunded Students - FTE															
TOTAL SCHOOL ENROLMENTS (Head Count)	17	11	6	14	5	6	8	6							73
(As per SIS/MAZE)															
TOTAL SCHOOL ENROLMENTS (FTE)	17	11	6	14	5	6	8	6							73
(As per SIS/MAZE)															

Comments:

Student numbers were predicted to be 73 students initially. We started with 73 and dropped to 66 by Semester 2 census. Disability funding was impacted however there was minimal impact on the school budget due to savings made due to COVID.

Workforce Composition : Sourced from Schools Online		
Staff Subgroup	Numbers 2022	FTE 2022
Principal	1	1
Deputy Principal	1	1
Total	3	3
Teachers	13	10.6
School Support Staff		
Clerical / Administrative	3	2.0
Other Allied Professionals	34	29.4
Total	37	31.4
Comments:		
<p>In 2022 Meadow Springs ESC had 10 new teachers out of 13. This was due to staff –</p> <ul style="list-style-type: none"> • maternity leave (2) • staff going on LSL / LWOP (2) • staff winning new merit select positions (3) • staff on worker's compensation (1) • Staff resignations (1) • New position for additional class (1) <p>Merit select processes were started early to allow for workforce planning in 2023.</p>		

Student Attendance : Source Schools Online Semester 1 2022							
Primary Attendance Rates :							
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2020	90%	66%	82%	83%	88%	91%	94%
2021	90%	82%	74%	89%	90%	87%	88%
2022	85%	85%	79%	69%	87%	79%	82%
WA Public Schools 2022	86%	87%	87%	87%	87%	87%	86%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	60.4%	28.3%	5.7%	5.7%
2021	52.8%	26.4%	13.2%	7.5%
2022	33.9%	33.9%	17.9%	14.3%
Like Schools 2022	N/A	N/A	N/A	N/A
WA Public Schools	51.0%	32.0%	13.0%	5.0%

Describe your analysis and impact of evidence

Student attendance was impacted by student illness, medical needs, family complexities, off site therapies and student behaviour. We continued to have absences due to COVID and other illnesses which have impacted in lengthy absences for individual students. Anxiety within families due to COVID also had a significant impact. A number of families moved on but there was a gap between leaving Meadow Springs ESC and starting at their new school / moving into home schooling.

Describe how non-attendance is managed by the school

The school has a focus on reasons for attendance. Families are able to use a variety of measures to notify the school. Staff follow up with families when the student returns and letters go home to families requesting reasons for absences on a fortnightly basis. Appropriate strategies are put in place based on individual needs.

Student Achievement Data : School Wide Programs - **Positive Behaviour Support**

This is the 5th year of the program at our school. Our PBS Expectations are actively being modelled and taught throughout our school from Kindy to Year 6. We actively promote our PBS to our school community on enrolment, through family connections and through Facebook (Student acknowledgement)

In 2022 we achieved a number of things in relation to PBS –

Student voice was increased in reward selection

Tier 2 training and referral process

New external signage

PBS Handbook for all staff

Behaviour Policy updated

Classroom Management Strategies Training for teachers & Education Assistants

<p>PBS Reflection Sheet developed</p> <p>New posters – expectations & matrix</p> <ul style="list-style-type: none"> Relief PBS Information for relief staff packs
Describe your analysis and impact of evidence
<p>The Tier 2 process has enabled us to better support our students. We have an established referral process which is known by staff, we have a Tier 2 team that meet frequently and include Admin, a teacher representative and the school psychologist. The Tier 2 team report back to the Tier 1 team and the teaching staff regularly.</p>
Student Achievement Data : School Wide Programs - ENGLISH
<p>The English Committee had some changes to the membership of their committee which had a significant impact. With the support of the Admin team we brought onboard a Deputy Principal Project Leader (DPPL) who had as part of her role to support the English Committee. With the support of the DPPL English made some pleasing improvements.</p> <p>In 2022 we achieved a number of things in relation to English –</p> <p>Promoting Literacy Development (PLD) booklet to assess and track all students from Kindy to Year 6 with one booklet</p> <p>Staff training and support to use the PLD assessment booklet</p> <p>Handwriting Scope & Sequence developed by one of our senior teachers</p> <p>Talk for Writing PL for 4 staff</p> <p>Talk for Writing mentoring and support at the school level</p> <p>PLD resources in the library have been systematically organised from</p> <p>Business Plan Target : Students in Years 1-6 make progress on Diana Rigg PLD Literacy Screen or the Waddington's Reading Screen and South Australian Spelling Test Annually.</p>
Describe your analysis and impact of evidence
<p>Analysis of the data available for English was difficult for whole school purposes. Through the Individual Education Plans for each student we determined that a very high percentage of English goals were achieved by students. With the introduction of a common assessment tool for PLD by the end of 2023 we should have valid and available data for PLD. Having teachers trained in completing the PLD assessment in 2022 was a notable achievement. The English budget was increased to purchase additional PLD resources and levelled reading books. All reading resources have been aligned to PLD and accessioned appropriately in the library.</p> <p>The introduction of the Concepts of Print assessment should provide additional academic progress data. Through a collaborative and consultative process the South Australian Spelling Test and the Waddington test were removed from the list of assessments completed at a school level. The focus is on the PLD Assessment and the Concepts of Print Assessment.</p> <p>Another key focus, moving forward is to increase the size of the English Committee and have a Deputy Principal work with the committee on the 2023 Operation Plan.</p>

<p>Student Achievement Data : Augmentative & Alternative Communication</p> <p>The AAC Committee had some changes to the membership of their committee which had a significant impact. The Principal stepped up to support AAC alongside the AAC Project Leader. We also had a change in Project Leader in Semester 2. We have plans to create an AAC Committee for 2023 to strengthen the committee and involve more staff across classes in AAC.</p> <p>In 2022 we achieved a number of things in relation to AAC –</p> <ul style="list-style-type: none"> • ROCC Assessment tool training by 5 staff • One Day PODD Course ran at MDESC in 2022 • Boardmaker Online – 5 licenses across the school • AAC Project Leader met with class staff to review ROCC data and help set individual student goals <p>Business Plan Target : All students with Complex Communication Needs will make progress on the ROCC Annually.</p>
<p>Describe your analysis and impact of evidence</p> <p>Analysis of the data available for AAC was difficult as very few students had been assessed on the Roadmap of Communicative Competence (ROCC) in 2021 for them to show progress in 2022. In 2022 we assessed 46 students across 8 classrooms. This was completed by teachers with the support of 2 members of the AAC Committee. We should have comparative data at the end of 2023. The ROCC progress measure is from limited to highly competent with only 5 progress measures so “all students showing progress” based on this tool would be reasonable over time but not annually.</p>
<p>Student Achievement Data : Maths</p> <p>The Maths Committee were very proactive and ran a trio of Maths Workshops which was well attended by staff. The Deputy Principal oversees the Maths Committee and leads the Maths Committee effectively. She collects the data twice a year and inputs it into the computer.</p> <p>In 2022 we achieved a number of things in relation to Maths –</p> <ul style="list-style-type: none"> • New Maths resources purchased • Scope & Sequence for Maths vocabulary • Maths Vocab visuals developed by Maths Committee • Increased size of the committee <p>Business Plan TARGET : All students in Years 1-6 show improvement on the Maths Scope and Sequence tool</p>
<p>Describe your analysis and impact of evidence</p> <p>Data was taken from each child’s IEP’s and provided evidence that every child showed progress in Maths.</p>

Student Achievement Data : Health & Wellbeing

Our whole school approach to Health & Wellbeing includes a range of programs integrated together. These include –

- General Health
- You Can Do It (YCDI)
- School Drug Education & Road Aware (SDERA)
- Sustainability
- Protective Behaviours

We had some new project leaders take on areas of responsibility in Health in 2022. Support was provided by other committee members to the new members. The Committee had developed a Health Scope & Sequence late in 2021 which was distributed to all teachers in 2022. Our Protective Behaviours Book was developed and published with enough copies made for staff and parents.

Business Plan TARGET : Teachers use the Health & Wellbeing Scope and Sequence to track student progress annually in Years 1-6.

Describe your analysis and impact of evidence

The Scope & Sequence was developed late in 2021 and was introduced to teachers in 2022. The scope and sequence included all areas of the school health curriculum. We need to investigate ways to track the data / progress of students whilst being aware of any additional workload on teachers.

We were unable to arrange a Protective Behaviours PI with Safe4Kids in 2022 but have booked for Term 1 2023. SDERA training for new staff took place in Term 1 2022. In YCDI mentoring support to access YCDI resources. School implementation data showed 30% of staff feel there is extensive evidence of effective implementation and 35% feel there is some evidence of effective implementation.

Student Achievement Data : Autism Intensive Early Intervention Program

This year the program had a change of teacher after 10 plus years with the same teacher. Additional support and training was provided. Due to COVID some of the training was not provided centrally so we provided shoulder to shoulder in school training.

We had the support of SSEN D with some additional online training and both the Principal and teacher had Webex meetings to connect with other schools running the program.

We received an update on the new program manual which we tailored to better suit our needs. We trialled a tracking program from America called Adaptive Behaviour Tracking and will look at whether to implement in 2023.

Business Plan TARGET : Build the capacity and the skill of the staff within the Autism Intensive Early Intervention Program.

Business Plan TARGET : Each kindy and Pre Primary student in the AIEIP program achieves a minimum of 60% of their IEP goals in Semester 1 report.

Describe your analysis and impact of evidence
<p>The capacity of the staff was built through a range of training for all staff in the program. This included Let's Decode, One Classroom Autism Modules, ADHD Conference and online training from Carmen Lopez from SSEND. Discrete Trial Training (DTT) will be available in 2023 with all staff now being required to complete DTT every 2 years. We will investigate completing this as a group with all staff attending together on a DOTT day.</p> <p>The data for Semester 1 reports –</p> <ul style="list-style-type: none"> Kindy overall 50% Pre Primary 58% <p>This fell slightly short of our target of 60%. We expect both groups to achieve 60% in Semester 2.</p>
Transition Data
<p>The aim of the Autism Intensive Early Intervention Program is to have students transition from the program into Year 1 in their local mainstream school. In 2022 100% of our students were in Year 1 mainstream (Kindy 2020, Pre-Primary 2021).</p> <p>Meadow Springs ESC has a comprehensive transition program with Halls Head Education Support Centre. Most of our Year 6 students transitioned to Halls Head ESC. Traditionally a higher percentage of students transition to Halls Head CC ESC because it is the same type of school and parents appreciate the range of programs and support available at Halls Head CC ESC.</p>

Parent satisfaction with the school source: School Based Data – Student IEP Meetings		
IEP Parent Attendance		
Semester 1	64 / 73	88 %
Semester 2	62 / 68	92 %

Describe your analysis and impact of evidence
<p>Parents are invited to the school in Semester 1 and 2 for a Student Review meeting. They are provided with the opportunity to add to the agenda for discussion. At each meeting we discuss the Individual Education Plan and invite parents and therapists to have input. Where required by the family or the school we will also talk about self care, social & emotional regulation, high school options and we will seek feedback on the class / school from the parent. The meetings are attended by the teacher and a member of the admin team and are highly valued by our school community.</p>

Parent and Staff satisfaction with the school source: National School Opinion Survey
<p><u>Parent Survey</u></p> <p>Overall there was a drop in the number of parents completing the survey from 42 surveys completed in 2020 to 32 (51%) surveys completed in 2022.</p> <p>Parent opinion overall sits at 4.8 out of 5 and has increased by 0.1 on average across the combined 20 focus areas in the NSOS since 2020. 2 areas stayed the same whilst 15 areas showed improvements since 2020. Only 3 areas showed a decrease since 2020.</p> <p><u>Staff Survey</u></p> <p>51 staff completed this survey in 2022, representing an increase of 10% in responses from the 46 staff completing surveys in 2020.</p> <p>Staff opinion overall sits at 4.3 out of 5, a decrease of 0.1 on average across the combined 22 focus areas since 2020. 2 areas stayed the same whilst 4 areas showed improvement. 16 areas showed a decrease since 2020.</p>

Describe your analysis and impact of evidence
<p><u>Parent Survey</u></p> <p>There were 15 focus areas that showed an increase in positive parent feedback in the 2022 survey.</p> <p>While most focus areas increased by 0.1 over the last 2 year period, there were five areas that increased by 0.2, all centred around student learning and motivation. They include: the teacher's provision of feedback to students; teachers motivating students to learn; children's learning needs being met and children making good progress at this school.</p> <p>The focus statement: My child likes being at this school saw an enormous gain of 0.4 points, from 4.5 to 4.9. This reflects the quality teaching and learning programs being implemented, PBS being embedded in the school and the quality of relationships being developed across the school.</p> <p>These three areas that showed a decrease in parent opinion in the NSOS were:</p> <ol style="list-style-type: none"> 1. The school has a strong relationship with the school community (down from 4.4 to 4.3). 84% of responses agreed or strongly agreed with this statement and 16% neither agreed or disagreed. 2. I would recommend this school to others (down from 4.8 to 4.6). 95% of responses agreed or strongly agreed with this statement, 3% neither agreed or disagreed and 1 response (3%) rated this statement as not applicable. 3. My child's teachers are good teachers (down from 4.9 to 4.8). 97% of responses agreed or strongly agreed with this statement and 1 response (3%) rated this statement as not applicable

Staff Survey

There were 4 focus areas that saw an increase in survey response satisfaction over the last 2 years. These areas saw a 0.1 improvement in areas of the management of student behaviour, students being treated fairly and the school being well maintained.

The biggest increase came from the statement: The school takes staff opinions seriously, moving from an average response of 3.9 to 4.2 and into the strongly agree response realm.

Of the 16 focus statements that saw a decline 6 areas had a decline of 0.1, 7 areas had a decline of 0.2, 2 areas had a decline of 0.3 and one area a decline of 0.4 – Teachers at this school are good teachers. All 6 areas related to Western Australia had a noticeable decline, an average of over 0.2 compared with an average decline in the 16 national areas of 0.068.

The last two years have been challenging nationally and in Western Australia high levels of isolation and absenteeism affect daily life. There has also been a large turnover of staff over this period with many new staff coming into the school and graduate staff being employed. This has presented unique challenges additional to the external climate that have impacted on the survey data.



BUSINESS PLAN TARGETS SUMMARY 2022 - 2024

ACADEMIC TARGETS

	AREA	2022	2023	2024
1.	All students in Years 1-6 make progress on the PLD Literacy Screen or the Waddington Reading Screen and South Australian Spelling Test annually.			
2.	Target students with complex communication needs in Years 1-6 will make progress on the ROCC tool annually.			
3.	Sustainability is taught explicitly in all classrooms for students in Years 1 -6.			
4.	Each Kindy and Pre Primary student in the Autism Early Intervention Program achieves a minimum of 60% of their IEP goals based on their Semester 1 report.			
5.	All students in Years 1-6 show improvement on the Maths Number Scope and Sequence tool.			
6.	Teachers use the Health & Wellbeing Scope and Sequence to track student progress annually in Years 1-6.			

NON ACADEMIC TARGETS

	AREA	2022	2023	2024
7.	School wide behaviour expectations are directly and explicitly taught in Years 1-6.			
8.	Each student has a PBS Individual Education Plan goal in Semester 1 annually.			
9.	The percentage of parents that complete the National School Opinion Survey exceeds 60%.		N/A	




ACADEMIC TARGETS (3 YEAR TARGETS)

	AREA	ACHIEVED
10.	Build the capacity and the skill of the staff in our Autism Early Intensive Intervention Program.	

NON ACADEMIC TARGETS (3 YEAR TARGETS)

	AREA	ACHIEVED
11.	School wide system in place for referral of students requiring Tier 2 and Tier 3 supports.	
12.	Development of the Meadow Springs ESC Staff Charter.	

Code:

-  Green Achieved
-  Orange Close to target / still in progress
-  Red Target not achieved, still to be completed

Student Centred Funding 2022

Per Student Funding:	\$542,032.00
Student and School Characteristics:	\$3,022,719.51
Disability Adjustments:	\$0.00
Targeted Initiatives:	\$464,560.34
Operational Response Allocation:	\$10,906.60
Regional Allocation:	\$0.00
Total Mar 2022:	\$4,040,218.45
Transition Adjustment:	\$0.00
Total After Transition Adjustment:	\$4,040,218.45

Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	17.00		\$84,864.00
Pre-Primary	11.00		\$95,403.00
Year 1	6.00		\$52,038.00
Year 2	14.00		\$121,422.00
Year 3	5.00		\$43,365.00
Year 4	6.00		\$43,482.00
Year 5	8.00		\$57,976.00
Year 6	6.00		\$43,482.00
Total	73.00		\$542,032.00

Student and School Characteristics Funding – At Census

Funded Student FTE		Amount
Student Characteristics		
Aboriginality	3.00	\$5,212.50
Disability	73.00	\$2,549,485.00
English as an Additional Language or Dialect	0.00	\$0.00
Social Disadvantage	23.36	\$21,791.01
Sub Total		\$2,576,488.51
School Characteristics		Amount
Enrolment-Linked Base		\$446,231.00
Locality		\$0.00
Sub Total		\$446,231.00
Total		\$3,022,719.51

Student Characteristics Funding (Detailed) – At Census

	Funded Student FTE	Amount
Aboriginality	3.00	\$5,212.50
Disability		
Disability	73.00	\$2,549,485.00
Educational Adjustment	0.00	\$0.00
Disability - Total	73.00	\$2,549,485.00
English as an Additional Language or Dialect		
English as an Additional Language or Dialect	0.00	\$0.00
English as an Additional Language or Dialect Intensive English Centre	0.00	\$0.00
English as an Additional Language or Dialect - Total	0.00	\$0.00
Social Disadvantage		
Social Disadvantage Decile 1	7.29	\$10,086.89
Social Disadvantage Decile 2	8.76	\$8,207.53
Social Disadvantage Decile 3	7.31	\$3,496.59
Social Disadvantage - Total	23.36	\$21,791.01
Total Student Characteristics		\$2,576,488.51

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional support for delivery of mental health programs	\$11,648.96
Targeted Initiative: Early Intensive Intervention Program Autism	\$366,277.50
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$28,988.68
Targeted Initiative: In School State Funded Chaplaincy Program	\$21,061.36
Targeted Initiative: School Psychologists - Manage own school psychologist FTE	\$19,617.84
Total	\$447,594.34

Targeted Initiatives – At Census

	Funded Student FTE	Amount
Targeted Initiative: Preschool Reform Agreement	17.00	\$16,966.00
Total		\$16,966.00

Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$625.00
Operational Response: Covid-19 Support to Schools	\$10,000.00
Operational Response: Personal Care in Schools Payments	\$281.60
Total	\$10,906.60

Describe your analysis and impact of evidence

Minimum Expenditure was 95.94% instead of the expected 96%. The shortfall of 0.006% was due to the impact of COVID on staffing. Allocation of one line budget to Cash was managed effectively to support school priorities and physical resources.