

# Armadale Education Support Centre



**2022  
ANNUAL REPORT**

ANNUAL REPORT

# Contents

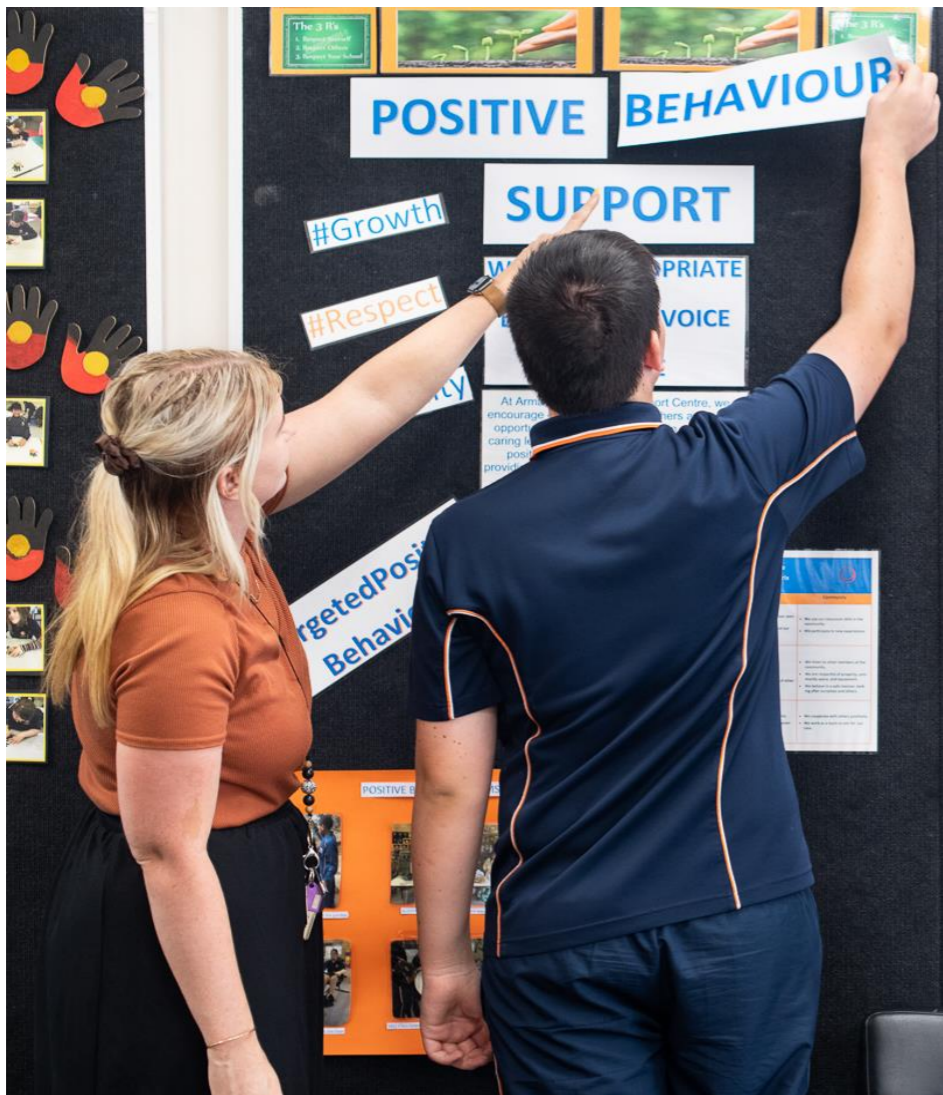
- Overview of our School
- Students
- Staff and Support Services
- Student Attendance
- School Priorities and Progress
- Student Achievement and Progress



# GLOSSARY OF TERMS

<b>AESC</b>	Armadale Education Support Centre
<b>ASDAN</b>	Award Scheme Development and Accreditation Network
<b>ASHS</b>	Armadale Senior High School
<b>ESSN</b>	Education Support South Network
<b>ICT</b>	Information and Communication Technologies
<b>IEP</b>	Individual Education Plan
<b>InCAS Testing</b>	Interactive Computerised Assessment System
<b>ITP</b>	Individual Transition Plan
<b>MCS</b>	Manager of Corporate Services
<b>Music Rocks</b>	Music Rocks Australia; external Specialist Music Program
<b>NDIS</b>	National Disability Insurance Scheme
<b>OLNA</b>	Online Literacy and Numeracy Assessment
<b>PBS</b>	Positive Behaviour Support
<b>PCP</b>	Person Centred Planning
<b>PD</b>	Professional Development
<b>SAER</b>	Students at Educational Risk
<b>SCSA</b>	School Curriculum and Standards Authority
<b>SMART</b>	Specific, Measurable, Attainable, Realistic and Time Bound
<b>VET</b>	Vocational Education and Training
<b>WACE</b>	Western Australian Certificate of Education
<b>WASSA</b>	Western Australian Statement of Student Achievement

# OVERVIEW



Armadale Education Support Centre (AESC) is a government school catering for students with special needs ranging from years 7-12. All students have been offered enrolment at the school via Disability Resourcing or local area placement. AESC is co-located on the grounds of our partner school Armadale Senior High School (ASHS). Both schools are committed to inclusive practices and work collaboratively to maximise learning opportunities for students.

The school motto 'Education for life' reflects our belief that our specialised curriculum will prepare students for a happy and fulfilling life. We believe every student has the potential to learn and achieve.

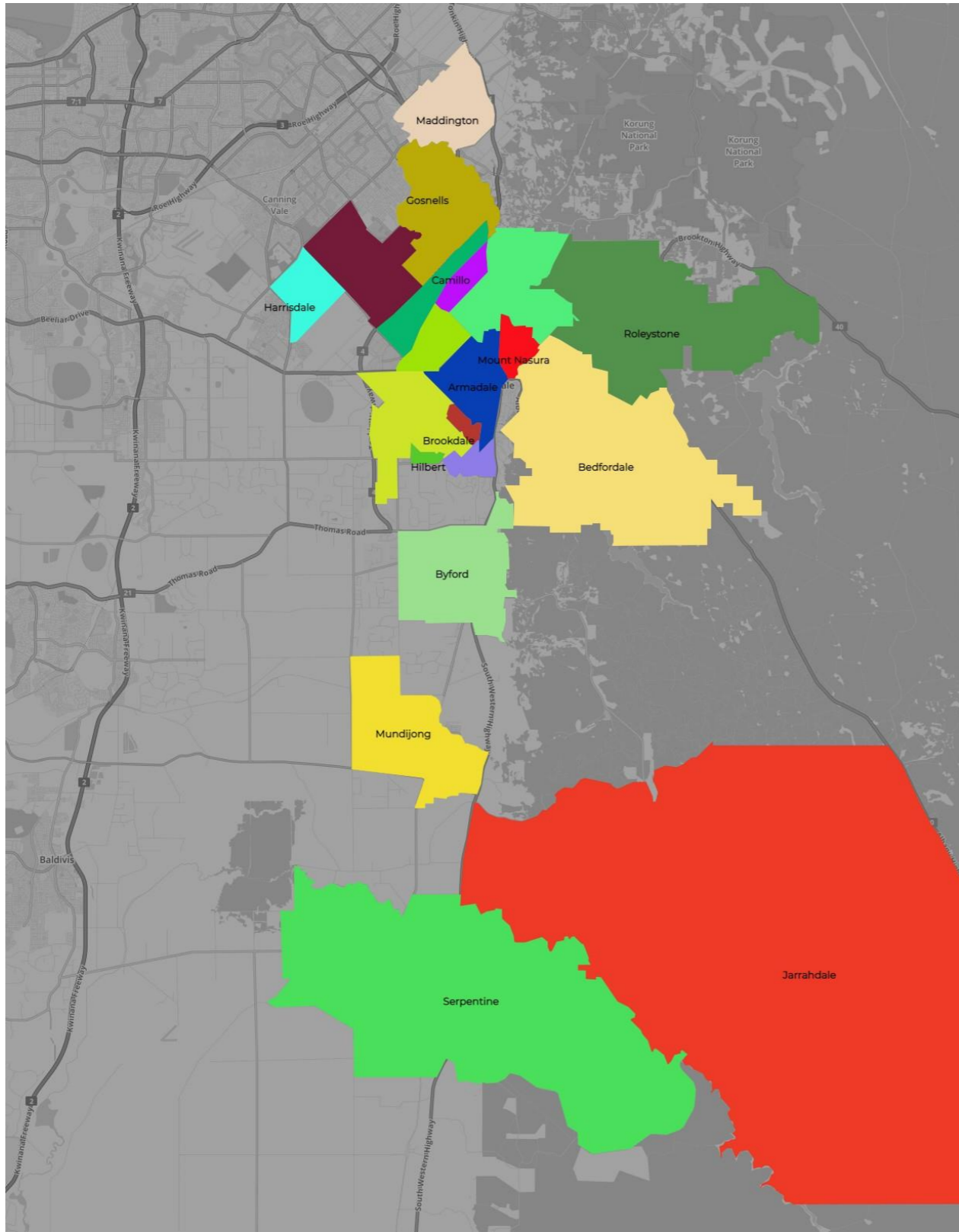
Our vision is for our students to fulfil their personal educational, career and social expectations and participate positively in their community. We work in partnership with students, parents/guardians, and other stakeholders to provide authentic and relevant programs that give students the skills they need to have a happy and productive life.

All students in middle school (Years 7-9) have an Individual Education Plan (IEP). These students were enrolled in ASDAN (Award Scheme Development and Accreditation Network) programs including Key Steps and Transition Challenge. The ASDAN curriculum encourages personal skill development, wellbeing, enterprise, financial education and environmental awareness, which links with the other programs including Literacy, Numeracy and the Bushrangers cadet program.

Students in Senior School (Years 10-12) have an Individual Transition Plan (ITP) to identify goals and strategies required to transition to life beyond school. These students were enrolled with the School Curriculum and Standards Authority (SCSA) in Preliminary Unit Courses of Study in English, Math, Health, and Physical Education. Students were also enrolled in SCSA endorsed programs, including ASDAN life skills programs that focus on student centred learning. Endorsed programs contribute to a Western Australian Statement of Student Achievement (WASSA), which is issued to all Year 12 students at the completion of their secondary schooling. By the end of Year 12 all students have compiled a portfolio of their achievements and a resume identifying their skills and accomplishments. The portfolio is important for students when work, further study, or alternative to employment programs.

**Our mission is to encourage growth, respect for others and create opportunities for all our students in a safe and caring environment. We explicitly teach positive behaviour and social skills whilst providing a quality curriculum to prepare students for life beyond school.**

# STUDENTS



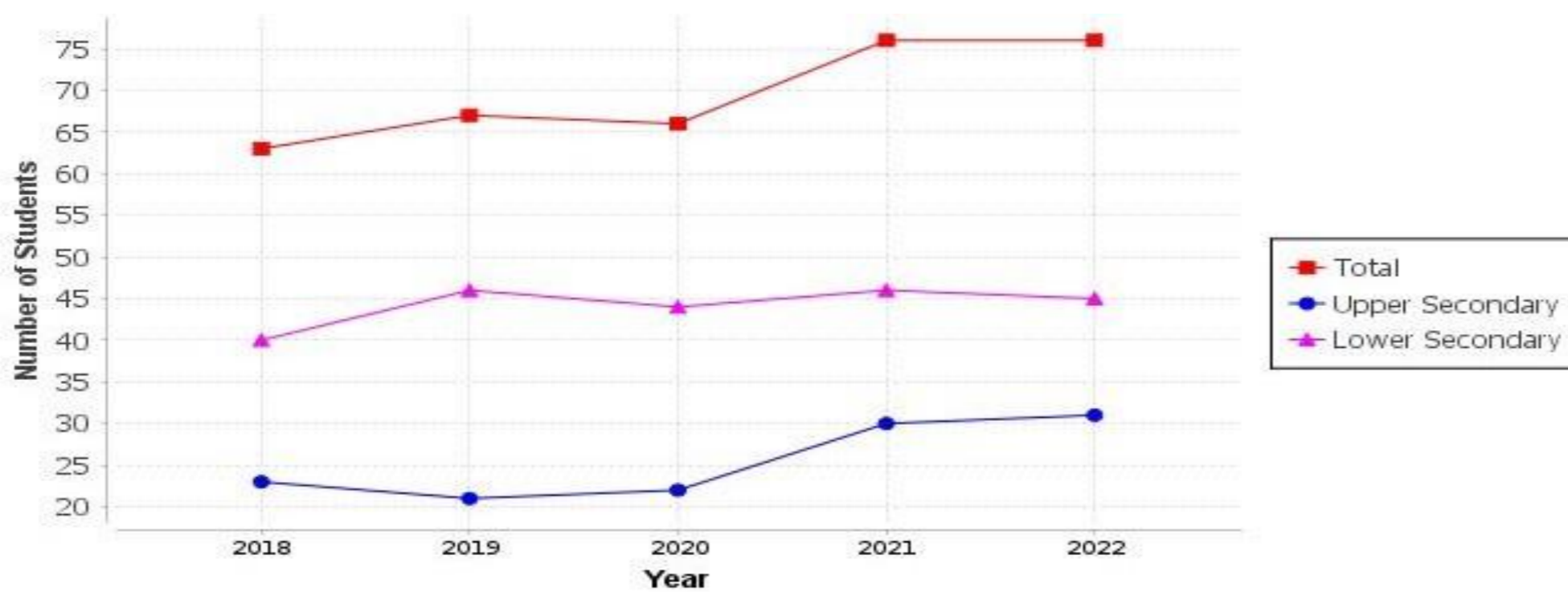
Geographically the students come from a mixture of urban, semi-rural and rural settings including:

Armadale, Bedfordale, Brookdale, Byford, Camillo, Champion Lakes, Gosnells, Harrisdale, Haynes, Hilbert, Jarrahdale, Kenwick, Kelmscott, Maddington, Mundijong, Roleystone, Serpentine, Seville Grove, Southern River, Mount Nasura and Wungong.

Transport is available through the Public Transport Authority's contract School Bus Services (SBS).

Some students are transported to and from school by parents and carers and others travel independently using public transport, walking or ride their bikes.

In 2022 we had 76 students enrolled. The average attendance rate for the whole school population was 81.5% compared to the WA Public School average of 80.4%.



Semester 2	2018	2019	2020	2021	2022
Lower Secondary	40	46	44	46	45
Upper Secondary	23	21	22	30	31
<b>Total</b>	<b>63</b>	<b>67</b>	<b>66</b>	<b>76</b>	<b>76</b>

Source: Schools Online

# STAFF AND SUPPORT SERVICES

As a level 4 school we are staffed with a principal, two deputy principals, three Student Services Officers, Manager of Corporate Services, two FTE School Officers, a part-time AIEO, and a part-time School Psychologist.

In 2022, there was 5 middle school classes and 4 senior school classes. The school employed 11 teachers and 26 Education Assistants. Each class had a coordinating teacher and at least two full time education assistants. Additional teachers and allied professionals were appointed to work with students and to facilitate programs including Bushrangers Cadets, Permaculture Cert 1, Protective Behaviours, music, sport, workplace learning and community access programs. The school purchased a specialist music program from Music Rocks.

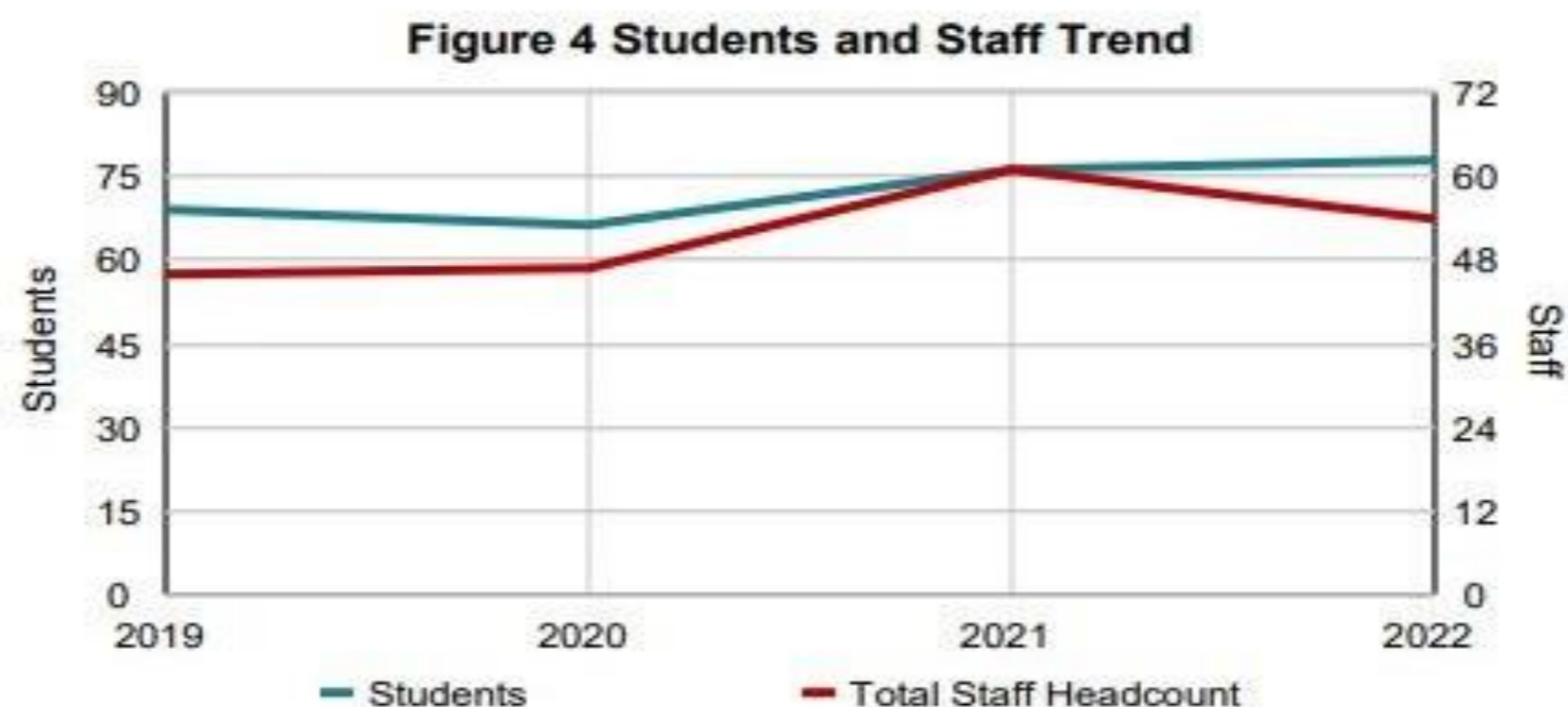
Table 4 presents the student and staff numbers (teaching and support) for each year since 2019.

**Table 4 Students and staff trend**

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2019	46	13	33	69
2020	47	15	32	65
2021	61	15	46	75
2022	54	13	41	78

\* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.



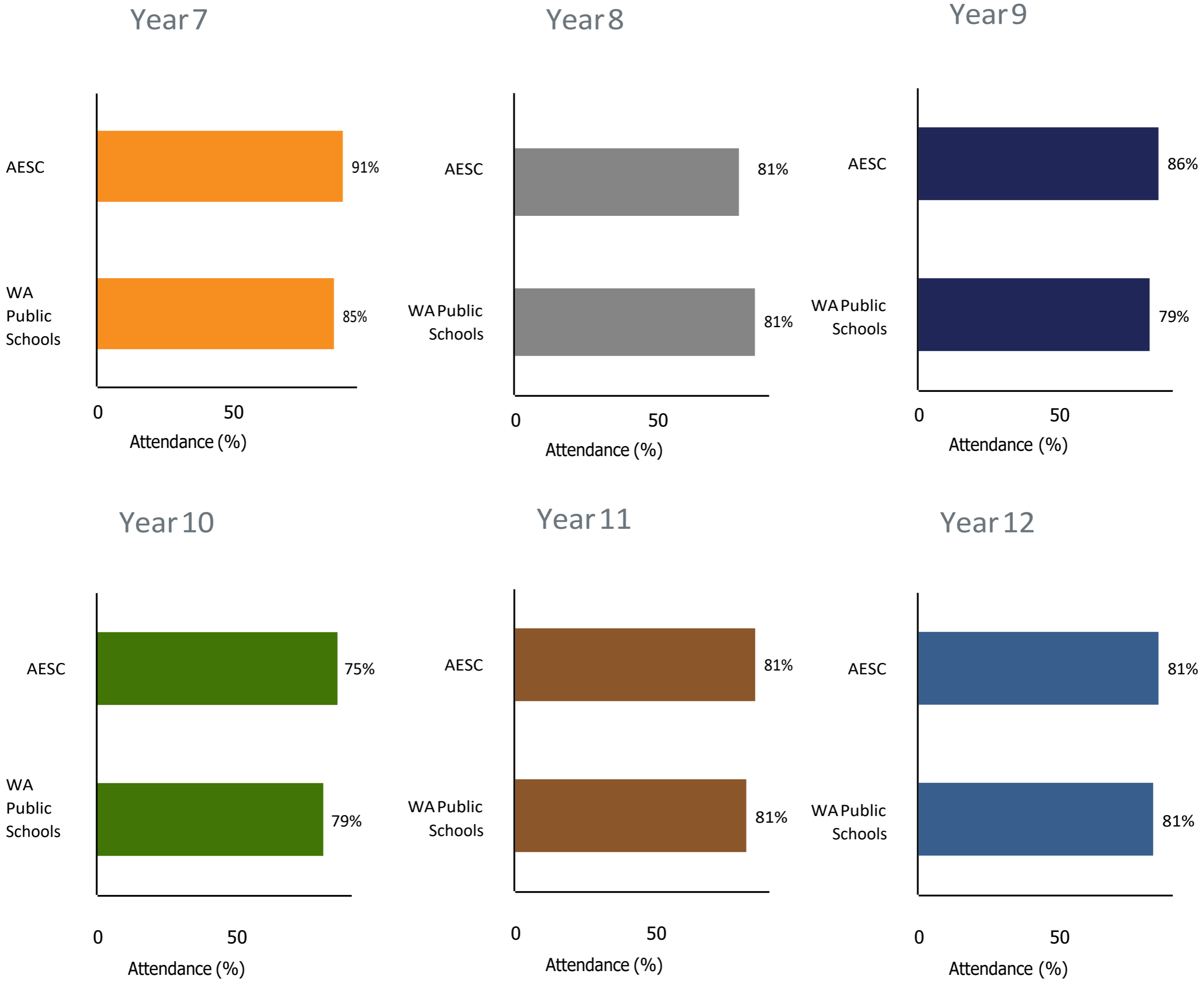
Source: Workforce Management Plan

# STUDENT ATTENDANCE

Given the numbers of students enrolled at the school is less than 100, percentage attendance figures are heavily impacted by minor changes in individual student attendance. Some students who are enrolled have special needs that include medical conditions that affect attendance rates.

AESC attendance varies by year group and is comparable with other WA Public Schools.

## AESC Compared to State Averages



Source: Schools Online

We have a dedicated Student Services team committed to providing support to students and their families who are experiencing difficulties. During 2022 the team identified students that were at educational risk due to their attendance level. They provided support for students and families that included support to access the school bus service, travel training as required, regular phone calls and home visits to follow up on student attendance. Families who were identified as needing extra support, including food packages and Centrelink assistance were referred to the Social Work team at the Youth and Community Service Hub.

# SCHOOL PRIORITIES

Our 2020 - 2022 Business Plan guides our strategic directions and supports students to reach their full potential.

*The school priorities identified in the 2020 - 2022 Business Plan are:*

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## Teaching and Learning

### Targets

Provide every student with a pathway to a successful future.

Strengthen support for teaching and learning excellence in every classroom.

### Progress

All class teachers developed a clearly articulated classroom plan for their students based on their individual learning needs as determined by standardized and teacher developed assessments. Assessments included ABLEWA, InCas Testing, Direct Instruction Placement Tests, and the Maths Online Placement Tool. Standardised testing in reading, spelling and mathematics ensured that teachers were confident to compare students' progress against specific benchmarks or chronological aged student achievements. These assessments allow the school to monitor each student's progress over time and support teachers in consultation with each student's family, carers, and therapists to set specific learning goals in Individual Education Plans (IEPs) and Person Centred Plans (PCPs).

The Middle School program's focus was on developing functional academic skills as well as creating opportunities for social and emotional development. The Senior School program focus was on the academic, social, and future work needs of each student.

Literacy, numeracy and the safe use of Information and Communication Technologies (ICT) was embedded in all learning areas including ASDAN modules. The school set a target that every student in the school would achieve a minimum of 80% of their IEP goals. This target was met or exceeded by all year groups.

Teachers provided opportunities to transfer and maintain the skills students learned in the classroom through community access, sporting opportunities, Bush Ranger's cadets and Enterprise Education programs. Graduate Teachers were assigned a school-based mentor to assist them to utilise assessment information to plan and implement their teaching programs.

Staff engaged in Professional Learning to develop their skills to support the Business Plan's Teaching and Learning Priorities:

ASDAN Training (100% of classroom staff are trained)

Aboriginal Cultural Appreciation course (95% of staff completed)

### Planned Action

'Teaching for Impact' professional learning for staff to guide student achievement and school improvement.

Continuation of teacher led program area committee leadership and collaboration meetings to support school programs.



# Leadership

## Targets

Continue to build the capability of school staff including Teachers, Paraprofessionals, Student Services Officers and Office Administration.

## Progress

AESC operates under a distributive Leadership model. The School Leadership team acknowledges the business needs of the school and personal growth goals of staff by ensuring succession planning is in place to fill key positions at our school. Teachers and Paraprofessionals who have expressed interest in leadership were given roles and opportunities within the school including leadership of Business Plan priority area committees and program area committees. Staff join one or more Committees to share their knowledge and expertise for the benefit of our school community. The committees fall into one of five categories:

1. Mandated Committees: The School Council, Work, Health and Safety and Finance Committee are mandated by the Department and meet Legislative requirements.
2. School Business Plan priority area committees that assist our school to operationalise our Business Plan.
3. Program area committees: Programs offered by the school that require industry /provider expertise and are subject to external audit processes.
4. Positive Behaviour Support and Person Centred Planning committees.
5. School project-based committees. These committees require a plan and schedule of activities to be followed to successfully achieve the desired outcomes.

The requirement for staff to take Long Service Leave (LSL) within set periods also gave staff the opportunity to take on leadership roles, including backfilling the Principal and Deputy roles.

The Manager of Corporate Services (MCS) took an active role in mentoring staff new to the MCS role within the South East Metropolitan area including Education Support South Network (ESSN). School Officers at AESC were also given the opportunity to learn aspects of the MCS role to grow and develop their skills.

## Planned Action

- Update the succession plan for staff to reflect current and future school needs to maintain and improve the operations of the school.
- Advocate for staff to represent the school on specialised ESSN groups to promote collaboration and networking with other schools.

# Community Partnerships

## Target

Partner with families, communities, and agencies to support student engagement.

## Progress

The Student Services team, teaching staff and the Workplace Learning Team worked closely with our students and their families to identify their dreams and aspirations to create a Person Centred Plan (PCP) for each Senior School student. These plans are often used to inform planning as part of student's National Disability Insurance Service (NDIS) plan. Therapy services were provided onsite during school hours. Agencies delivering therapy on campus include; the Autism Association, Senses WA, Therapy Focus, Rocky Bay St Jude, Wizetherapy, Kids are Kids, AIM Therapy, Downsouth Therapy, Straight Talk Speech, Directions, Ability Action, Early Start, Meaningful Lives, Calm and Connected and the ORS Group. Room bookings are made through the AESC Office.

AESC is a member of the Education Support South Network (ESSN) which gives our students the opportunity to participate in fun events with students from 23 like schools including Soccer and Basketball Carnivals. Our students enjoy competing and highly value the positive interactions they have on the day.

The school has a positive relationship with our co-located school. Students enjoy the daily benefits of a shared site, which includes the oval, gym, library, canteen, playequipment and specialised rooms. The students attend and participate in large, organised events including the annual Athletics Carnival and the School Ball.

The Department of Education is the lead agency for the Full-Service Schools 'Hub' located on the shared AESC/ASHS campus. The AESC Student Services regularly collaborated with the 'Hub' to provide a range of services and activities to help meet the needs of students, their families, and the wider community. Through this partnership we were able to help families interact with Government and Non- Government organisations to access assistance. Services included Centrelink, assistance with accessing emergency accommodation, food packages and support to access mental health services including CAMHS. Students were given access to educational and engagement opportunities including the Dismantle Bike Rescue program.

## Planned Action

- Organise parent information sessions and morning teas with guest speakers from Community Agencies after each school assembly.
- Continue to represent the AESC school cohort at the Youth and Community Services HUB.

# Health and Wellbeing

## Target

Explicitly teach social skills and interpersonal problem-solving skills to encourage positive peer relations and reduce bullying behaviour.

Focus on empowering staff and students to care for themselves and others by increasing their knowledge of health-related topics including physical, mental, and social wellbeing.

## Progress

During school PBS and Healthy Relationship sessions, posters and infographics were created by students to promote positive health and wellbeing across the campus.

AESC was successful in attaining four Sporting School Grants, giving our school the opportunity to collaborate with local sporting teams and organisations. Our Sporting School programs and partners included:

- Jets Basketball Club
- Armadale Soccer Club
- The Stephen Michael Foundation Cricket program
- Top Shot Tennis

The school successfully attained a School Relationships and Sexuality Education (RSE) Grant to support our Growing and Developing Healthy relations program. The grant was used to support a multi-model learning program focusing on script writing, acting and film making based on scenarios of both positive and negative social behaviours. Teachers and Paraprofessionals trained in sexual health and protective behaviours provided ongoing education during timetabled Healthy Relationships lessons. This was linked with our annual Fun Day and Friendship Day, a team building and social skills program run by our Student Services team.

Students growing up in a digital age need to feel confident about making positive choices online, which will benefit their ongoing wellbeing. Students in years 7-10 were taught cybersafety using resources from the eSafety Commissioner, Australia's independent regulator for online safety.

Students in year 11 were enrolled in ASDAN E-Safety.

## Planned Action

- Continue to promote pro-social behaviour such as helping, sharing, teamwork, cooperating and listening to others to encourage friendships, and improve social skills and personal wellbeing.
- Continue to take an active role in promoting positive and safer online environments for our school community and their families.

# STUDENT ACHIEVEMENT 2022

## Our Programs

### Middle School Year 7-9

ASDAN Key Steps  
 ASDAN Transition Challenge  
 Literacy - Direct Instruction  
 Numeracy - Prime Maths  
 Mathematics  
 Health and Physical Education  
 Design and Technology

Aboriginal Studies  
 Science  
 Computer Literacy  
 Protective Behaviour

**Music:**

- Music Rocks Ensemble
- Individualised Music Lessons for small groups and individuals

Art and Media  
 Cooking  
 Bushrangers and Cadets  
 Technology and Enterprise Life Skills Programs

### Senior School Year 10-13

School Curriculum Standards  
 Authority Preliminary Courses

**English**  
 Preliminary Units – 1,2,3,4

**Mathematics**  
 Preliminary Units – 1,2,3,4

School Curriculum and Standards  
 Authority & Provider Developed  
 Endorsed Courses

**ADWPL:** Workplace Learning

**PPWBR 1,2 & 3:** Bush Rangers  
 Cadets

**ADCAP:** Community Arts  
 Performance

**ADMPE:** Music Performance  
 Ensemble

**ADRP:** Recreational Pursuits

**PTART:** Public Transport  
 Authority-Right Track

**PK4L+ :** Keys for Life Plus

**PLBCS:** Coaching Young  
 People for Success - Career  
 Coaching Program

**ASDAN - Towards Independence:**

- Work Awareness
- Citizenship
- E-Safety
- My Future Choices
- Independent Living

VET Certificate Courses and  
 SchoolBased Traineeships

Certificate I in Hospitality  
 Certificate I in Permaculture

Vocational preparation courses  
 comprising of skills sets from:

- Certificate II in Supply Chain  
 Operations
- Certificate II in Automotive

# Student Achievement Data

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## Individual Education Plans

All students attending AESC have a biannual Individual Education Plan (IEP) which defines their individualised learning objectives. These plans form the basis for reporting to parents on student progress, however making comparison between student achievements with others does not provide useful data. At AESC the expectation is that 80% of SMART student goals will be achieved however there are factors such as absences that impact on individual student achievement.

### IEP Data: Percentage of IEP goals achieved by Year Group Semester 2 2022

Year Group	Achieved
Year 7	95%
Year 8	80%
Year 9	83%
Year 10	88%
Year 11	82%
Year 12	93%

*Source: Reporting to Parents, Student Analysis*

Year 7 – 9 students were enrolled in ASDAN Programs, Key Steps and Transition Challenge. Students in Years 10, 11 and 12 were enrolled in a combination Vocational Education and Training (VET) and Endorsed Programs, including ASDAN. An endorsed program is a significant learning program that has been developed for senior secondary students. The program may have been developed by the School Curriculum and Standards Authority (SCSA), or it may have been developed by a private provider and subsequently endorsed by the Authority. Endorsed programs are listed on the student's Western Australian Statement of Student Achievement (WASSA), which they receive at the completion of year 12.

85% of students sit the OLNA test (online literacy and numeracy assessment) in Year 10, 11 and 12.

## ASDAN Programs 2022

### Transition Challenge

This program consists of five modules: Knowing How, Making Choices, Feeling Good, Moving Forward, Taking the Lead. The modules are activity-based programs which enhance students' skills required for living in the community.

### Key Steps

This is a comprehensive program of activities in a range of topic areas including Citizenship, Physical Education, Health Education, Personal Finance Education, and Enterprise Education.

### Moderation

Each student completes challenges and collects evidence of their activities to build their portfolios. The portfolios externally moderated.

## Student Achievement Years 7- 9

ASDAN PROGRAM	MODULES	YEAR GROUP	ACHIEVED
Transition Challenge	Knowing How Making Choices Feeling Good Moving Forward Taking the Load	Year 8 and 9	100%
Key Steps		Year 9	100%

ASDAN Moderation Results

## Senior School Student Achievement Years 10 – 12

Table 1: Literacy

COURSE / PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
P1 English	6	6	100%
P2 English	6	5	80%
P3 English	9	9	100%
P4 English	9	9	100%

Source: Reporting to Parents

Table 2: Numeracy

COURSE / PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
P1 Mathematics	6	6	100%
P2 Mathematics	6	5	80%
P3 Mathematics	9	9	100%
P4 Mathematics	9	9	100%

Source: Reporting to Parents

Table 3: Recreation and Leisure

COURSE / PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
ADMPE - Music Performance Ensemble	9	8	89%
ADRP - Recreational Pursuit	39	32	75%

Source: Reporting to Parents

Table 4: Community Service

COURSE / PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
PPWBR 1 & 2 - Bush Rangers Cadet	27	27	100%

Source: Reporting to Parents

Table 5: Independent Living

COURSE / PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
ASDAN: Preparatory Award Programs Towards Independence - Independent Living (Progression)	8	8	100%
ASDAN - E Safety	6	6	100%
ASDAN - Citizenship	10	9	90%
ASDAN - My Future Choice	9	9	100%
PTART - Right Track	9	9	100%
Keys for Life	6	6	100%

Source: Reporting to Parents

Table 6: Career Education

COURSE / PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
ASDAN Work Awareness	9	9	100%
Workplace Learning (ADWPL)	30	17	57%
Life Business Consultancy - Coaching Young People for Success	9	9	100%
Authority Developed Community Arts (ADCAP)	35	32	91%
Authority Developed Recreational Pursuit (ADRP)	39	32	75%
Authority Developed Music Performance (ADMPE)	9	8	89%
VET Certificate Courses			
• Certificate II in Supply Chain Operation		5 Students Competent	
• Certificate II in Automotive Vocational Preparation		2 Students Competent	
• Certificate I in Permaculture		4 Students Competent	

Source: Reporting to Parents



# POST SCHOOL DESTINATION

Each year school leavers and their parents/caregivers are given information to make informed decisions regarding employment options and pathways beyond school. The AESC Workplace Learning Team provides an intensive transition process for graduating students, including a Parent Information session to provide information about relevant services including Centrelink, NDIS, and Service Providers.

To follow up on the effectiveness of our Workplace Learning and Life Skills programs students who graduated from AESC in the past 5 years were contacted in December 2022. This included 14 students who graduated in 2022.

## **Employment:**

- Fourteen former students are employed part-time in supported employment at Activ Foundation, Good Samaritan Industries and Cash for Cans after completing successful work experience placements when at AESC.
- Ten former students are employed in open employment in the following industry areas: Child Care, Hospitality, Horticulture, Factory Work and Cleaning Services after completing successful work experience placements in their final year at AESC.
- Four former students have continued to operate Micro Businesses that they commenced as part of the school-based enterprise program.

## **Further study:**

- Four former students are pursuing further education and are enrolled in the following Tafe Courses:
  - Cert III in Painting and Decoration
  - Cert II in Automotive (Heavy Duty)
  - Cert II Fashion Design

## **Volunteering:**

- One former student has continued to volunteer at her former work placement.

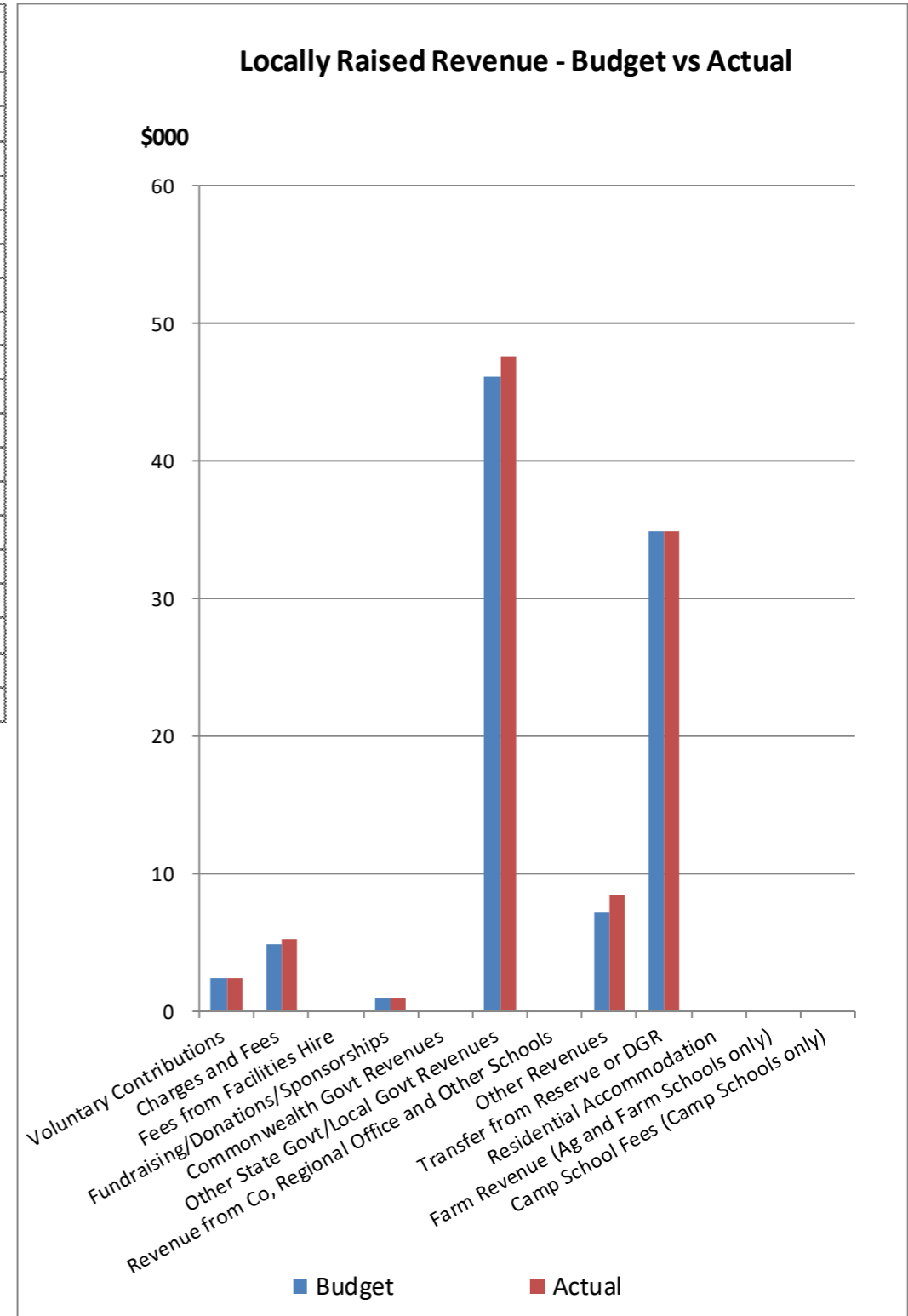
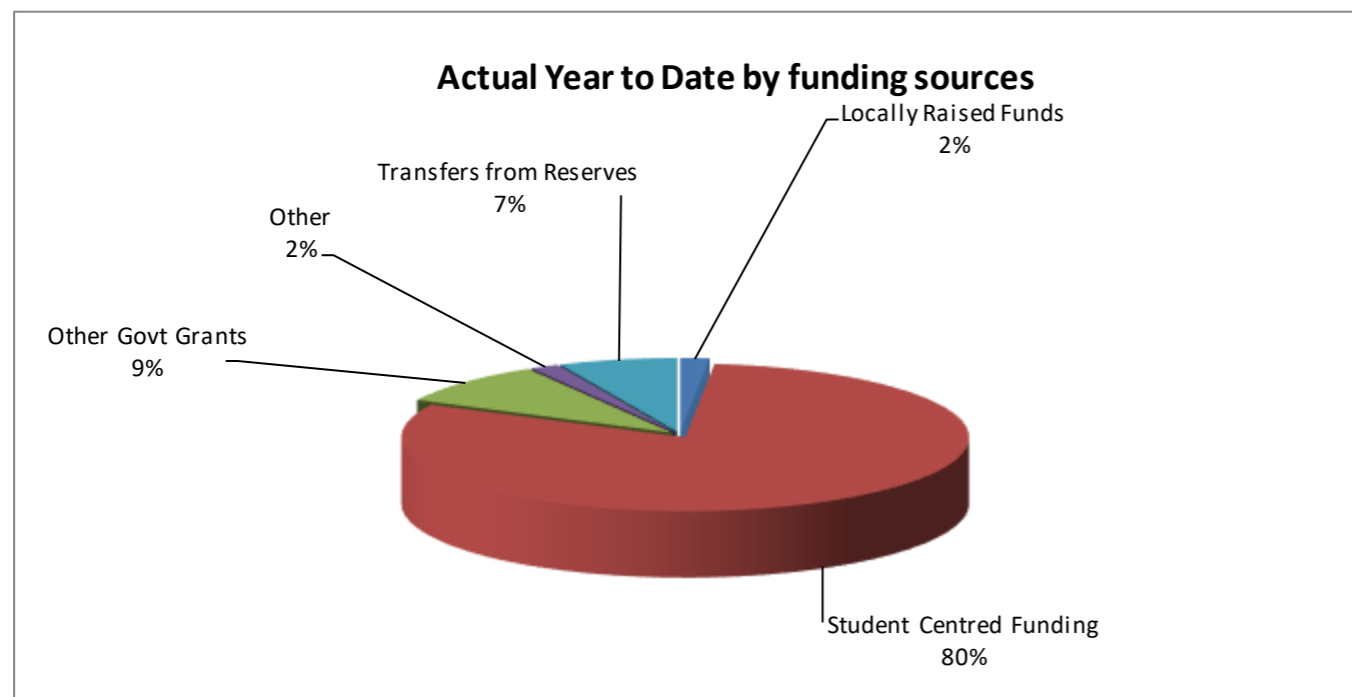
## **Engagement and Recreation:**

- Five former students have continued to engage in engagement and recreation programs through their NDIS plan that they commenced at school as part of their SCSA enrolment in Endorsed programs including DADAA and Music Rocks Australia.

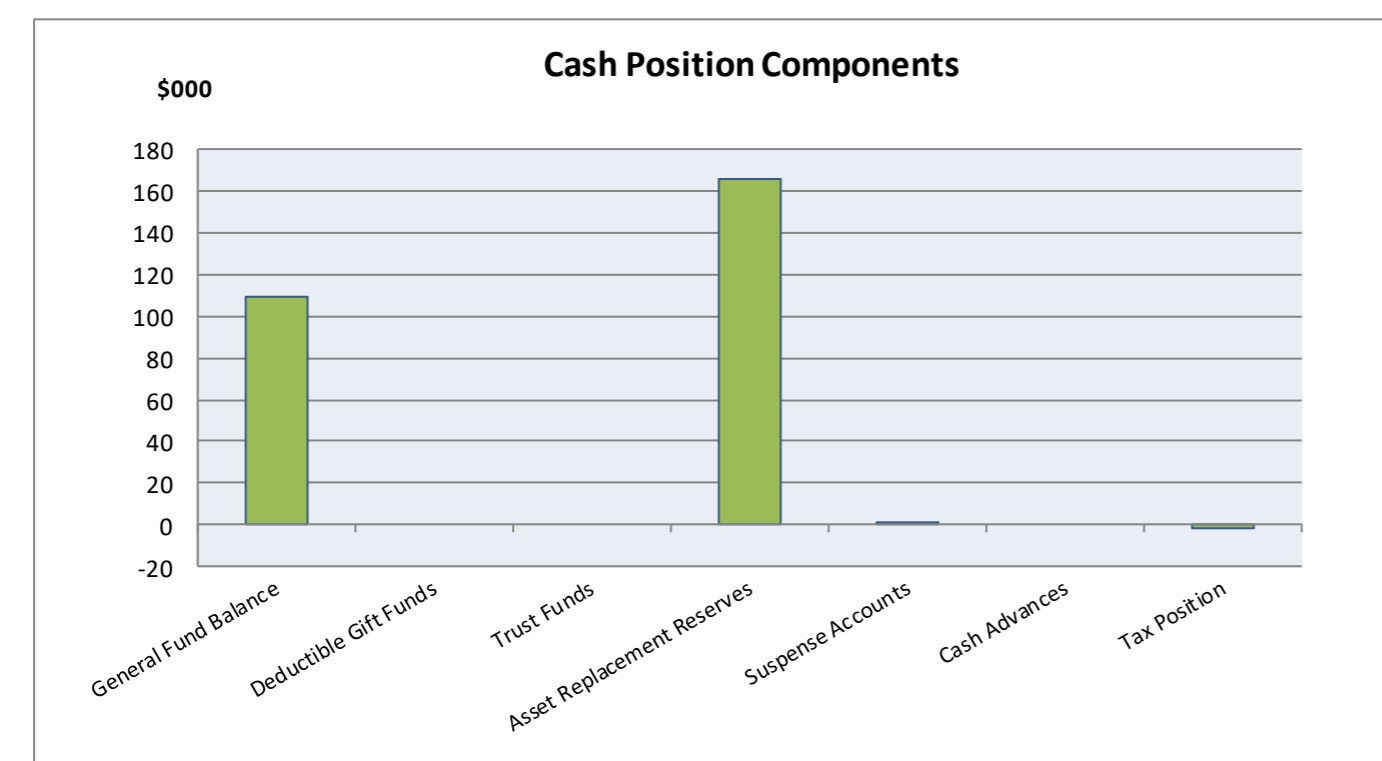
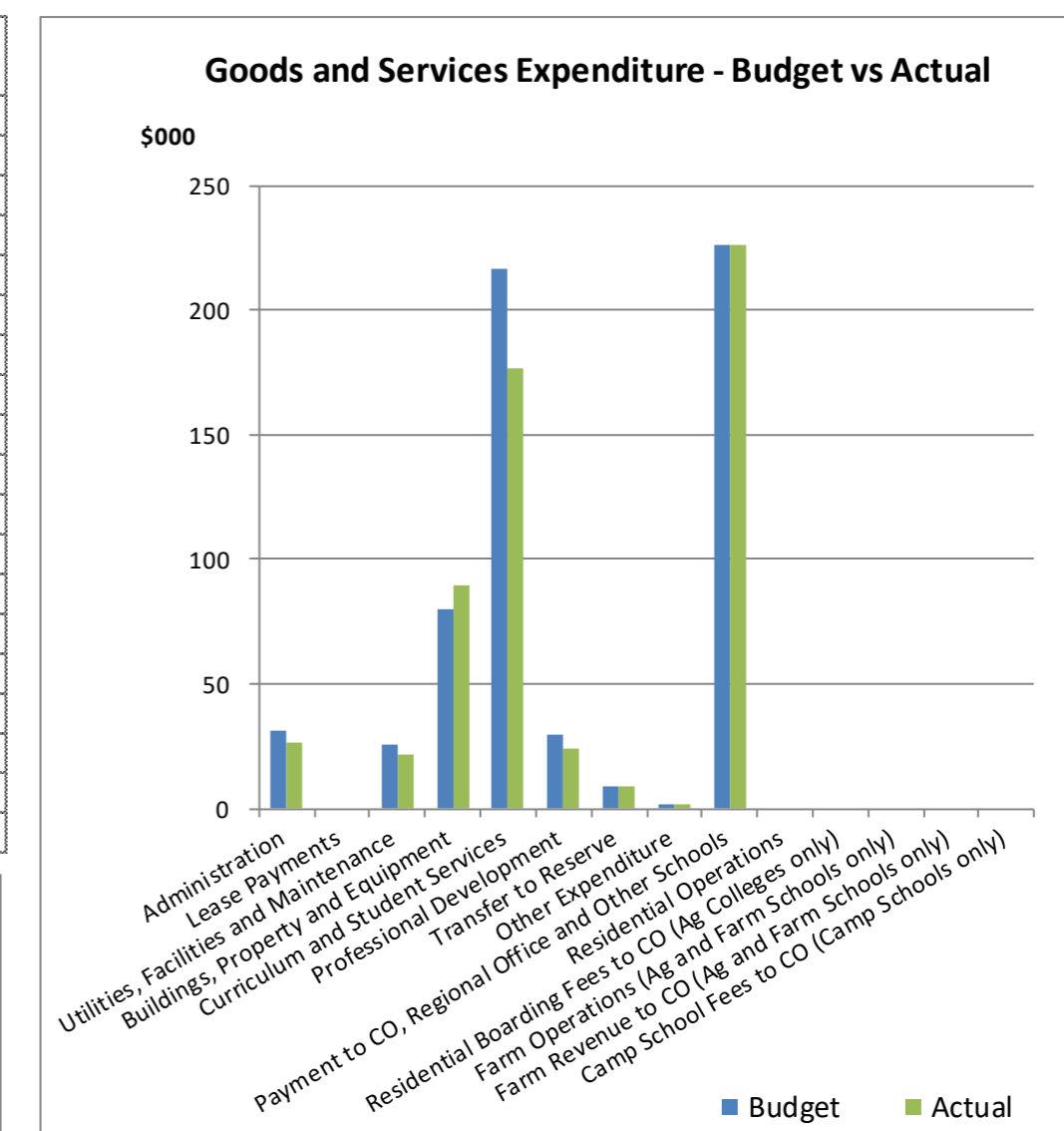
# FINANCIAL SUMMARY

## Armadale Education Support Centre Financial Summary as at 31st December 2022

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 2,382.00	\$ 2,381.85
2	Charges and Fees	\$ 4,888.00	\$ 5,162.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 930.00	\$ 955.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 46,131.00	\$ 47,631.25
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 7,150.00	\$ 8,479.95
9	Transfer from Reserve or DGR	\$ 34,852.00	\$ 34,852.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 96,333.00</b>	<b>\$ 99,462.05</b>
<b>Opening Balance</b>		<b>\$ 171,605.00</b>	<b>\$ 171,604.63</b>
<b>Student Centred Funding</b>		<b>\$ 411,930.00</b>	<b>\$ 414,129.82</b>
<b>Total Cash Funds Available</b>		<b>\$ 679,868.00</b>	<b>\$ 685,196.50</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 679,868.00</b>	<b>\$ 685,196.50</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 31,475.00	\$ 26,243.13
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 25,409.00	\$ 21,904.41
4	Buildings, Property and Equipment	\$ 79,933.00	\$ 89,739.24
5	Curriculum and Student Services	\$ 216,352.00	\$ 176,644.96
6	Professional Development	\$ 30,000.00	\$ 24,194.57
7	Transfer to Reserve	\$ 9,000.00	\$ 9,000.00
8	Other Expenditure	\$ 1,700.00	\$ 1,739.89
9	Payment to CO, Regional Office and Other Schools	\$ 226,143.00	\$ 226,142.64
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 620,012.00</b>	<b>\$ 575,608.84</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 620,012.00</b>	<b>\$ 575,608.84</b>
<b>Cash Budget Variance</b>		<b>\$ 59,856.00</b>	



<b>Bank Balance</b>	<b>\$ 274,652.96</b>
Made up of:	
1 General Fund Balance	\$ 109,587.66
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 165,659.30
5 Suspense Accounts	\$ 582.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,176.00)
<b>Total Bank Balance</b>	<b>\$ 274,652.96</b>

Source: Schools Resourcing System


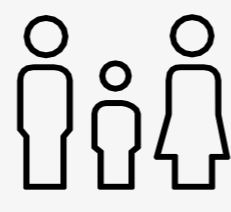


# SCHOOL SURVEY

As part of our school's ongoing review processes and commitment to improvement, an Opinion Survey was conducted in 2020.

Collectively this data suggests that our school is performing to a very high level of satisfaction among students, parents and staff.

Importantly, there is a continued positive trend in results from key areas such as:

- Parents being able to talk to teachers about their concerns.
- The school looks for ways to improve; and
- The school works with parents to support students' learning.

			
QUESTION	PARENTS	STUDENTS	TEACHERS
Teachers at this school expect students to do their best	95%	100%	96%
Students can talk to their teachers about their concerns	-	90%	98%
Parents can talk to teachers about their concerns	95%	-	98%
Teachers at this school motivate students to learn	92%	95%	96%
My child's teachers are good teachers	96%	95%	100%
Teachers at this school care about students	96%	95%	100%
The school works with parents to support students' learning	95%	-	98%



169 South Western Hwy Armadale WA 6112

[www.armadaleesc.wa.edu.au](http://www.armadaleesc.wa.edu.au)