

# Armadale Education Support Centre

**2023  
ANNUAL REPORT**

ANNUAL REPORT

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# GLOSSARY OF TERMS and ABBREVIATIONS

<b>AESC</b>	Armadale Education Support Centre
<b>AP</b>	Allied Professionals including instructional staff and staff previously known as Education Assistants
<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
<b>IBP</b>	Individualised Behaviour Program

## 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 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 Bush Rangers cadet program.

Students in Senior School (Years 10-12) have an Individual Transition Plan (ITP) that includes a Person Centered Plan (PCP) 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 and Maths. Students were also enrolled in SCSA endorsed programs, including ASDAN life skills programs that focus on student centered learning. Endorsed programs contribute to a Western Australian Statement of Student Achievement (WASSA), which is issued to all Year 12 students in Western Australia 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.**

# STAFF AND SUPPORT SERVICES

As a level 4 school we are staffed with a principal, 2 deputy principals, 11 teachers, 26 Allied Professionals, 2 social trainers, a Manager of Corporate Services, 2 FTE School Officers, 3 Student Support Officers, a Vocational Trainer and Assessor, a part-time AIEO, and a part-time School Psychologist.

In 2023, the school comprised of 4 middle school classes and 4 senior school classes. Each class had a coordinating teacher and at least two full time APs. Additional teachers and APs were appointed to work with students and to facilitate programs including Bushrangers Cadets, Permaculture Certificate 1, Manufacturing Certificate 1, Protective Behaviours, music, sport, workplace learning and community access programs. The school also purchased a specialist music program from Music Rocks Australia.

## 2.1 Students and Staff Trend

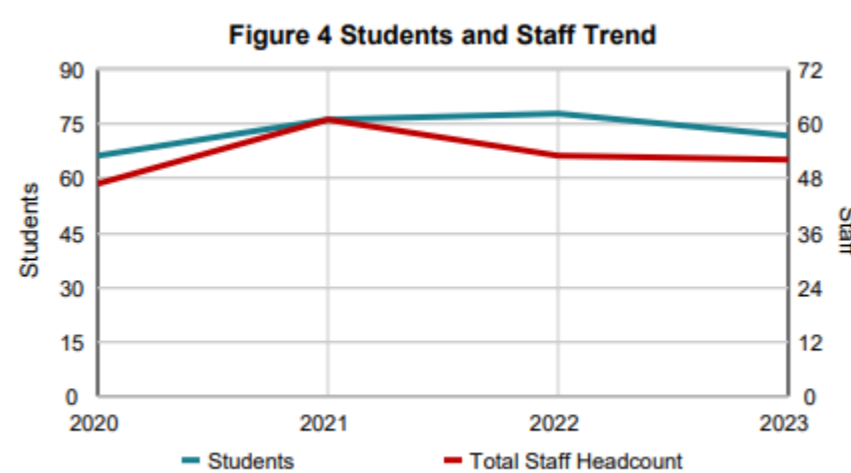
Table 4 presents the student and staff numbers (teaching and support) for each year since 2020.

**Table 4 Students and staff trend**

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2020	47	15	32	65
2021	61	15	46	75
2022	53	13	40	78
2023	52	12	40	72

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

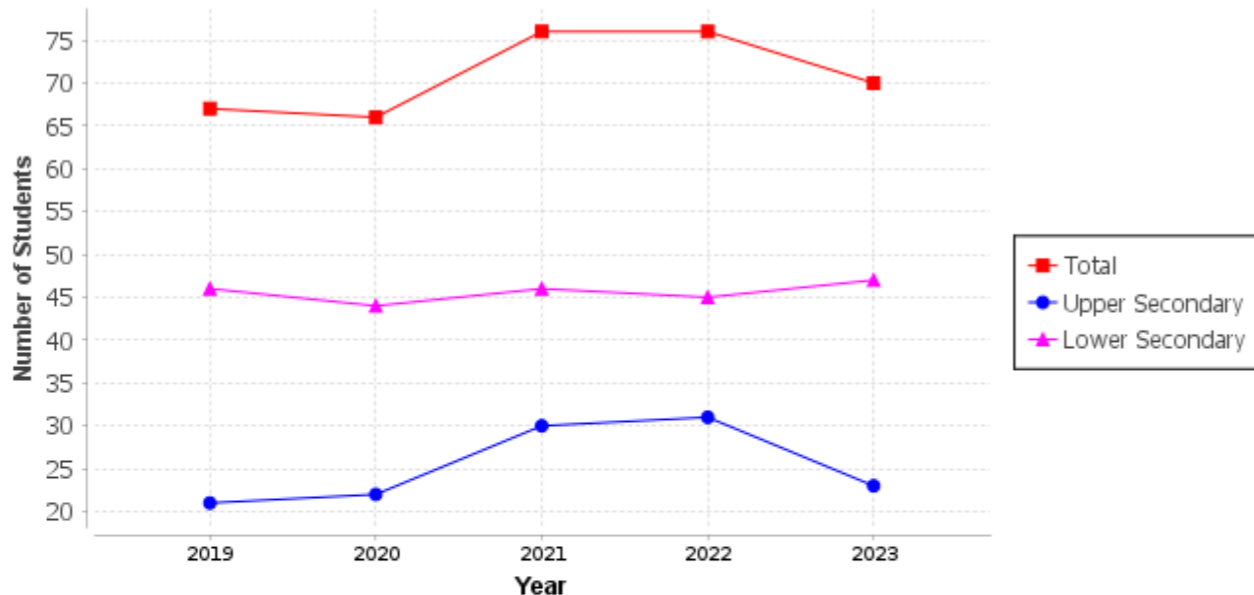
As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.



Source: Workforce Management Plan

# STUDENT NUMBERS and ATTENDANCE

In 2023 we had 70 students enrolled. 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 have special needs that include medical conditions that affect their attendance rates.



Semester 2	2019	2020	2021	2022	2023
Lower Secondary	46	44	46	45	47
Upper Secondary	21	22	30	31	23
Total	67	66	76	76	70

Source: (ACARA) [myschool.edu.au](https://myschool.edu.au)

Armadale ESC Attendance compared to State averages: Source: Schools Online

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2021	86.2%	84.4%
2022	81.5%	80.4%
2023	82.5%	82.5%

We have a dedicated Student Support team committed to providing support to our students and their families. The team provided support to students deemed to be at educational risk due their attendance and their families. This included support to access the school bus service, travel training as required, regular phone calls and home visits to follow up on 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.

# Business Plan and Operational Plan Outcomes

Our 2023 - 2024 Business Plan guides our strategic directions and supports students to reach their full potential. In collaboration with our school community, we determined the key focus areas for our school Business Plan are:

- Teaching and Learning
- Student engagement and transition
- Positive Behaviour Support (PBS)
- Build the capability of staff to improve outcomes for students.

## Teaching and Learning

### Targets

Provide every student with opportunities to improve their performance in the Literacy and Numeracy objectives outlined in their IEP.

Enhance the support for students to secure a pathway to a successful transition to work and/or other interest based activities upon leaving school.

### Progress

Diagnostic tools are employed to evaluate students' academic and social needs, allowing class teachers to develop Individual Education Plans (IEP) and ITPs to meet each student's learning requirements and allow the school to monitor each student's individual progress over time. The assessments conducted included ABLEWA, InCAS Testing, Direct Instruction Placement Tests, and the Maths Online Placement Tool. Literacy, Numeracy, and the responsible utilisation of Information and Communication Technologies (ICT) were integrated into all learning domains, including ASDAN modules. The school set a target for each student to achieve at least 80% of their IEP objectives and attain 100% completion in the ASDAN program. These targets were met or exceeded by all year groups.

The Middle School curriculum highlighted the importance of enhancing literacy, numeracy, and academic proficiency while also fostering opportunities for social and emotional development. While the senior school curriculum prioritised SCSA endorsed and VET programs, its primary emphasis was on nurturing students' social development to pave the way for their future pathways.

### Planned Actions

- Provide staff with opportunities to grow their professional capabilities to raise the standard of teaching and the impact on learning.
- Sustain teacher-led program area committee leadership and collaboration meetings to strengthen school initiatives.

## Student engagement and transition

### Targets

- Whole school attendance data will meet or exceed state and like school averages.
- 100% of students in Years 10-12 to have a current Person-Centred Plan (PCP) that is regularly reviewed to reflect their current circumstances.

### Progress

The school maintains a strong relationship with our local community which has numerous benefits for our school including providing our students with opportunities for involvement while at school and when out in the community. We find students who are engaged and connected with the school community have improved attendance rates so in 2023 we focused on creating engaging learning opportunities, both on and offsite. We engaged with our local community to celebrate cultural events including Naidoc week. Families and carers attended school assemblies, NDIS information sessions and our Enterprise driven Market Day.

Staff and students from AESC engaged with member schools from the Education Support South Network (ESSN) to attend sporting events including the Kalability Kickability Schools Carnival. Students enrolled in Bushrangers Cadets gained accreditation through their SCSA enrolled programs, while actively participating during excursions and camps. Staff and students also participated in planned inclusive activities with our site partner school, Armadale Senior High School including the Year 12 School Ball and Athletics Carnival.

Parents and carers engaged in PCP meetings along with their child, which linked with our Workplace Learning program, effectively connecting students to potential employers and specialised Disability employment agencies. AESC staff worked with staff from ESSN member schools to organise a 'NDIS and Employment Expo', held at Armadale Hall, to showcase potential pathways for students beyond school, including post school options and NDIS community participation possibilities, such as all abilities sporting clubs, DADAA and Music Rocks Australia.

### Planned Actions

- Regular monitoring of attendance patterns, early intervention for at-risk students, and collaboration with families and local community organisations.
- Continue to organise PCP meetings with students, parents/ carers and other stakeholders to create a comprehensive transition action plan for every school leaver.

## Positive Behaviour Support (PBS)

### Targets

- Continue to implement Positive Behaviour Support (PBS) effectively throughout the school.
- Promote positive and prosocial behaviour to enhance personal well-being of students.

### Progress

Positive Behaviour Support (PBS) is implemented at Armadale Education Support Centre (AESC) with the purpose of creating and maintaining a safe, supportive and inclusive learning environment for all. Recognising, teaching and rewarding pro-social behaviours and achievements motivates our students and reinforces our school's commitment to fostering a supportive and respectful learning environment. Using Sporting School grants students were able to participate in the Lawn Bowling program, Zero 2 Hero Resilience workshop, Soccer Carnival and Co3 Dance girls group sessions. The school also received a \$10,000 Student Wellbeing grant which was used to provide students with opportunities to experience activities including excursions to the Swan Valley Adventure Centre, Creek Eco Centre and 10 Pin Bowling. These programs played a crucial role in supporting students mental and emotional health.

The expected behaviours and PBS core values, Growth, Respect and Opportunity are explicitly taught and modelled to our students. For students needing extra support, individualised behaviour support plans are used to guide them towards more positive interactions. The creation of individualised behaviour support plans ensures targeted assistance for those in need, while systematic documentation and analysis of behaviour data via SIS (Student Information System) enables continuous monitoring and improvement of behavioural interventions.

Throughout the year, teachers and class staff play a crucial role in promoting the PBS matrix and tokens which has helped most of our students to internalise the desired behaviours. Recognition of positive behaviour through PBS reward tokens and wellbeing excursions serves as a tangible acknowledgment of students' efforts to adhere to the desired behaviours. Additionally, students' behaviour progress is celebrated at the end of term assemblies.

### Planned Action

- Teaching of expected behaviour and social skills are embedded into students' timetable.
- Organising community events, excursions, and grants to support student wellbeing.
- Regularly use the PBS tokens and provide students with regular feedback on their behavioural progress to promote a positive learning environment.
- Maintain a systematic behaviour data collection via SIS.

## Build the capability of staff to improve outcomes for students

### Targets

All Teachers will meet or exceed the AITSL (Australian Institute for Teaching and School Leadership) standard of proficiency in Professional Knowledge, Professional Practice and Professional Engagement.

### Progress

The focus in 2023 was to implement the **Teaching for Impact** strategy across the school to strengthen teaching and learning. Staff capacity was built through targeted professional learning using the Department's Teaching for Impact resources. Time was allocated in the fortnightly whole school teacher meetings. In each meeting a different teacher took the lead role, effectively sharing their insights and getting feedback from the rest of the staff to benefit the students. Teachers shared their expertise about differentiating the curriculum to meet individual student needs, building a shared understanding of effective teaching practices. The staff at AESC are dedicated to creating a safe and secure environment and are well attuned to providing differentiated supports to students. Teaching for Impact has created a consistency across both Middle School and Senior School that every student will benefit from.

ASDAN accredited curriculum programs give our students the opportunity to achieve meaningful learning outcomes. All new staff attended ASDAN training in 2023. Experienced staff acted as mentors, sharing their knowledge and providing support to less experienced staff to ensure the courses were rigorously delivered. Time was dedicated during formal staff development days to upskill staff in ASDAN requirements for creating and maintaining Digital portfolios.

Whole school staff training was conducted to manage student health care needs to enable them to maintain their well-being and engage in learning safely. All staff were upskilled in Diabetes Management, Trauma Informed Practice, and Managing Stress and Building Resilience in the Face of Adversity. Individual staff attended targeted professional learning to improve practices across the school and gain expertise to offer students more opportunities including VET courses. The courses attended reflect our schools current and future needs to maintain and improve the operations of the school, including succession planning for staff delivering specialised programs and VET courses.

### Planned Actions

- Succession plan for staff in specialised roles across the school to maintain and improve learning programs and VET courses throughout the school.
- Annual performance management to purposefully create a culture of teacher quality, feedback and growth across the school.

# STUDENT ACHIEVEMENT 2023

## Our Programs

### Middle School Year 7-9

ASDAN New Horizon

ASDAN Transition Challenge

Literacy - Direct Instruction

Numeracy - Prime 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

Bush Rangers 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
- Coping With People
- E-Safety
- My Future Choices
- Developing Communication Skills - Progression

**VET Certificate Courses and School Based Traineeships**

Certificate I in Permaculture

Certificate I on Manufacturing

Certificate II in Salon Assistant



# Student Achievement Data

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## Individual Education Plans

All students attending AESC have a twice-yearly 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. This target is affected by individual student absences due to small year group cohorts.

## IEP Data: Percentage of IEP goals achieved by Year Group Semester 2, 2023

Year Group	Achieved
Year 7	90%
Year 8	78%
Year 9	83%
Year 10	96%
Year 11	88%
Year 12	93%

*Source: Reporting to Parents, Student Analysis*

Year 7 – 9 students were enrolled in ASDAN Programs: New Horizon 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. Endorsed programs are significant learning programs developed by the School Curriculum and Standards Authority (SCSA), or by private providers and subsequently endorsed by the Authority. Successfully completed 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 2023

### 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.

### New Horizons

New Horizons consists of 5 modules: Personal, Social, Health, Citizenship, Relationships.

The activities also offer an opportunity to develop communication and numeracy skills in a life skill setting.

### 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
New Horizon	Personal Social Health Citizenship Relationships	Year 7	100%
Transition Challenge	Knowing How Making Choices Feeling Good Moving Forward Taking the Lead	Year 8 and 9	100%

*ASDAN Moderation Results*

## Senior School Student Achievement Years 10 – 12

Table 1: Literacy

COURSE / PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
P1 English	8	6	75%
P2 English	8	6	75%
P3 English	4	4	100%
P4 English	4	4	100%

Source: Reporting to Parents

Table 2: Numeracy

COURSE / PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
P1 Mathematics	8	6	75%
P2 Mathematics	8	6	75%
P3 Mathematics	3	3	100%
P4 Mathematics	3	3	100%

Source: Reporting to Parents

Table 3: Recreation and Leisure

COURSE / PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
ADMPE - Music Performance Ensemble	9	9	100%
ADRP - Recreational Pursuit	39	32	82%

Source: Reporting to Parents

Table 4: Community Service

COURSE / PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
PPWBR 1 & 2 - Bush Rangers Cadet	25	27	93%

Source: Reporting to Parents

Table 5: Independent Living

COURSE / PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
ASDAN - E Safety	5	5	100%
ASDAN – Coping With People	6	6	100%
ASDAN - My Future Choice	6	6	100%
ASDAN – Developing Communication Skills	5	5	100%
Keys for Life	5	6	83%
PTART - Right Track	5	6	83%

Source: Reporting to Parents

Table 6: Career Education

COURSE / PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
ASDAN Work Awareness	5	6	83%
Workplace Learning (ADWPL)	30	17	57%
Life Business Consultancy - Coaching Young People for Success	5	6	83%
Authority Developed Community Arts (ADCAP)	33	26	79%
<b>VET Certificate Courses</b>			
• Certificate 1 in Manufacturing		5 Students Competent	
• Certificate I in Permaculture		3 Students Competent	
• Certificate II in Salon Assistant		1 Students Competent	

Source: Reporting to Parents

# POST SCHOOL DESTINATION

Every year, graduating students and their parents or caregivers receive guidance to help them make informed choices about post-school employment and pathways. The AESC Workplace Learning Team uses data from students' Person-Centered Planning meetings to offer a thorough transition process for graduates. This includes hosting a Parent Information session to outline available services such as Centrelink, NDIS, and Service Providers. Additionally, the team facilitates connections between students and different sporting clubs to enable students to continue participating in the sports they enjoyed during interschool carnivals.

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 February 2024. This included 12 students who graduated in 2023.

## Employment:

### Supported Employment

Fifteen former students are employed part-time in supported employment at Workpower, Good Samaritan Industries and Cash for Cans after completing successful work experience placements when at AESC.

### Open Employment

Twelve 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.

### Micro Businesses:

Four former students have continued to operate Micro Businesses that they commenced as part of the school-based enterprise program.

### Volunteering:

Two former students have continued to volunteer at their former work placement.

## Further Study:

Two former Students continued studies at TAFE and completed Cert II Automotive (Heavy Duty)

## Community Engagement and Recreation:

Students at AESC are enrolled in SCSA Endorsed programs whilst at school. Students chose these programs based on their personal interests. The programs include Community Arts Performance, Music Performance Ensemble and Recreational Pursuits are facilitated by agencies including DADAA, Music Rocks Australia and specialised sporting clubs. After leaving school six former students have maintained their participation in these programs with a focus on inclusion and capacity building through their NDIS plans. These programs not only provide creative outlets but also foster a sense of community, empowerment, and personal growth.

# FINANCIAL SUMMARY

## ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	109,587	109,588
Carry Forward (Salary):	511,246	511,246

### INCOME

Student-Centred Funding (including Transfers & Adjustments):	4,136,414	4,136,414
Locally Raised Funds:	123,068	123,068
<b>Total Funds:</b>	<b>4,880,315</b>	<b>4,880,316</b>

### EXPENDITURE

Salaries:	3,906,744	3,906,744
Goods and Services (Cash):	650,904	602,490
<b>Total Expenditure:</b>	<b>4,557,648</b>	<b>4,509,234</b>

<b>VARIANCE:</b>	<b>322,667</b>	<b>371,082</b>
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## INCOME - Dec 2023 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	109,587	109,588
Carry Forward (Salary)	511,246	511,246

### STUDENT-CENTRED FUNDING

Per Student	741,370	741,370
School and Student Characteristics	3,290,321	3,290,321
Disability Adjustments	44,261	44,261
Targeted Initiatives	95,909	95,909
Operational Response Allocation	0	0
<b>Total Funds:</b>	<b>4,171,861</b>	<b>4,171,861</b>

### TRANSFERS AND ADJUSTMENTS

Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(435,447)	(435,447)
School Transfers - Cash	400,000	400,000
Department Adjustments	0	0
<b>Total Funds:</b>	<b>(35,447)</b>	<b>(35,447)</b>

### LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	2,482	2,482
Charges and Fees	2,091	2,091
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	826	826
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	44,374	44,374
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	19,873	19,874
Transfer from Reserve or DGR	53,422	53,422
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>123,068</b>	<b>123,069</b>

<b>TOTAL</b>	<b>4,880,315</b>	<b>4,880,317</b>
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## EXPENDITURE - Dec 2023 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
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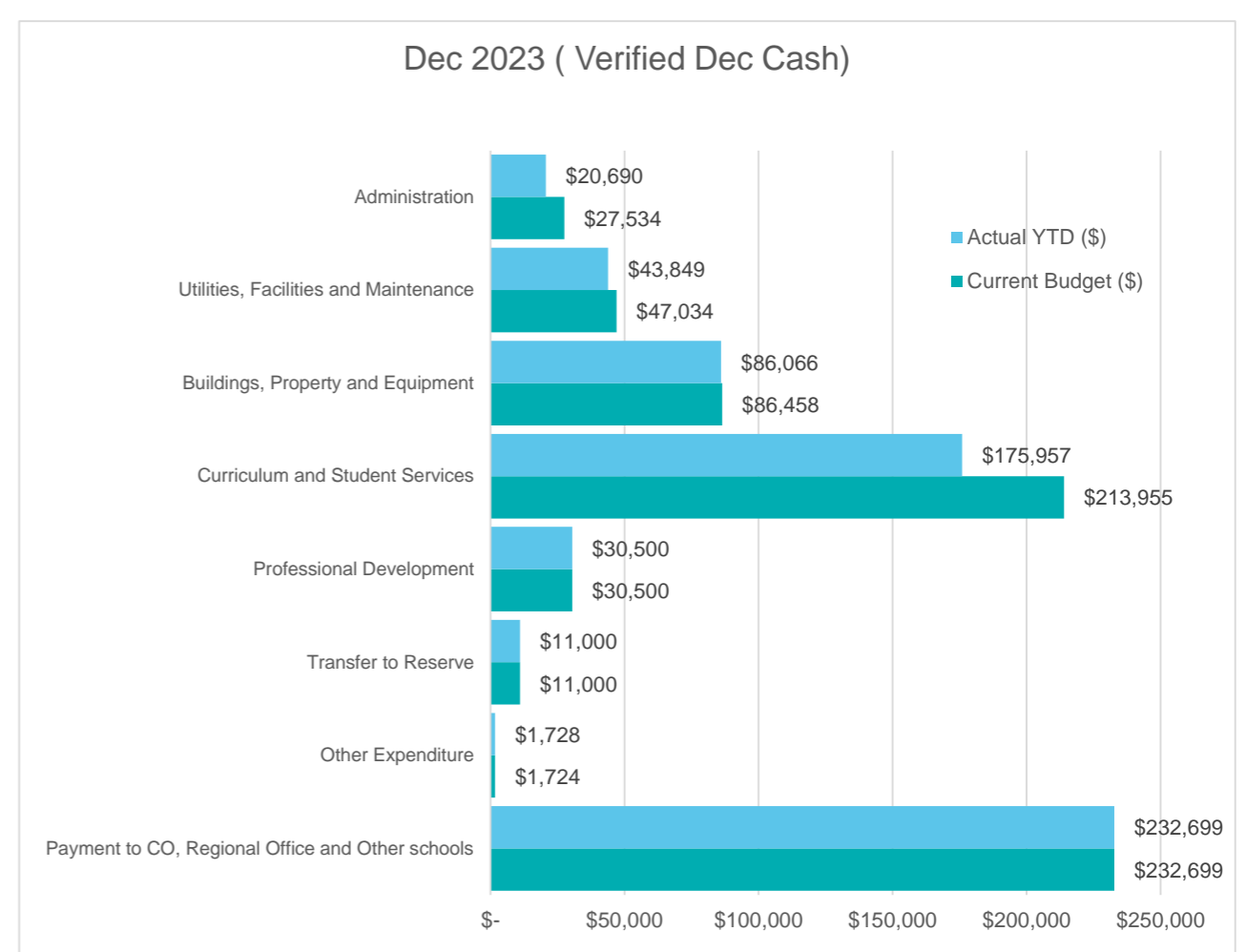
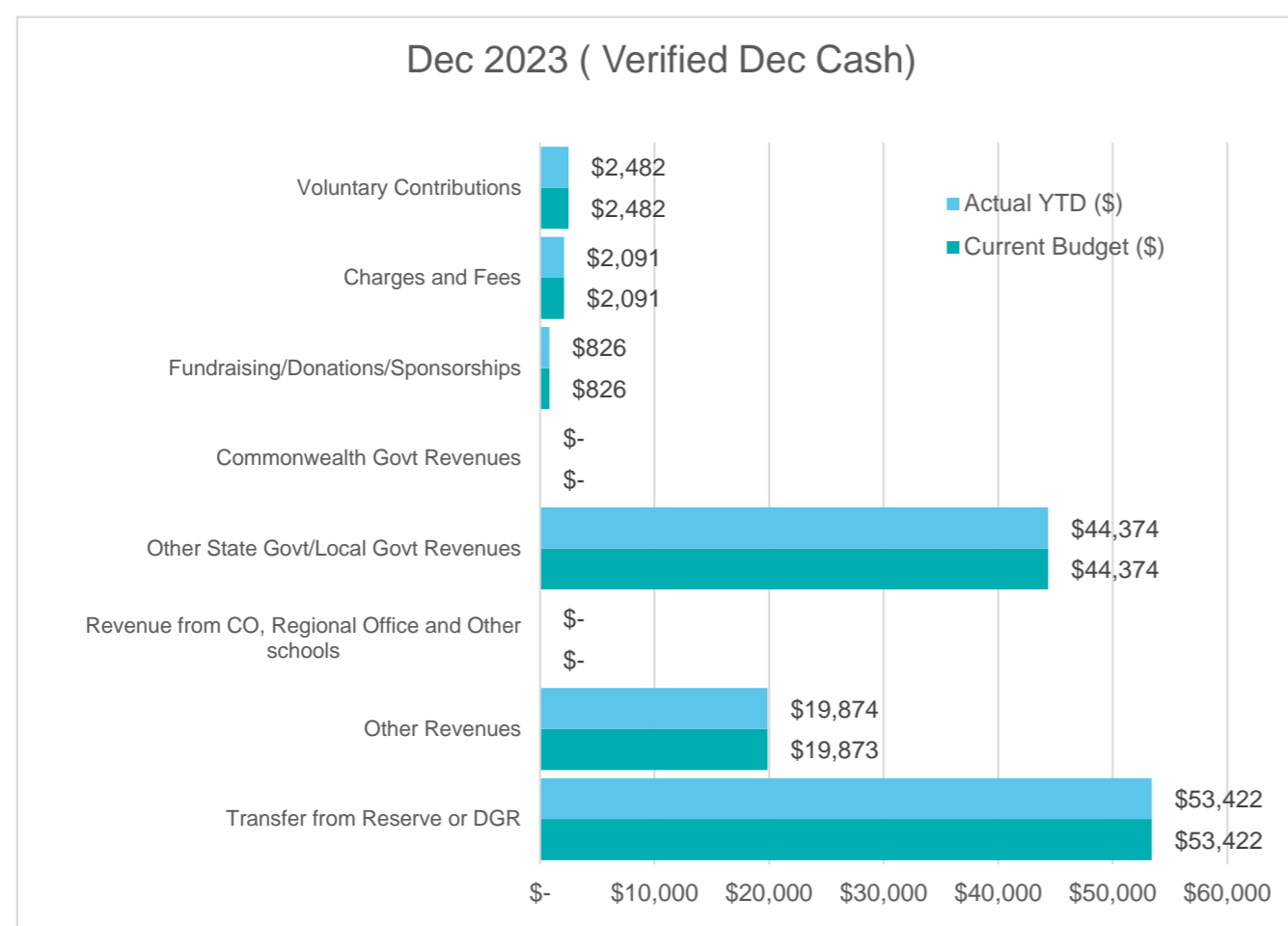
### SALARIES

Appointed Staff	3,660,391	3,660,391
New Appointments	0	0
Casual Payments	241,861	241,861
Other Salary Expenditure	4,492	4,492
<b>Total Funds:</b>	<b>3,906,744</b>	<b>3,906,744</b>

### GOODS AND SERVICES (CASH EXPENDITURE)

Administration	27,534	20,690
Lease Payments	0	0
Utilities, Facilities and Maintenance	47,034	43,849
Buildings, Property and Equipment	86,458	86,066
Curriculum and Student Services	213,955	175,957
Professional Development	30,500	30,500
Transfer to Reserve	11,000	11,000
Other Expenditure	1,724	1,728
Payment to CO, Regional Office and Other schools	232,699	232,699
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>650,904</b>	<b>602,489</b>

<b>TOTAL</b>	<b>4,557,648</b>	<b>4,509,233</b>
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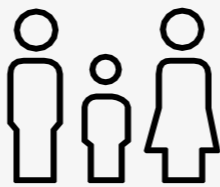

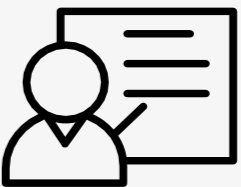


# SCHOOL SURVEY

The National School Opinion Survey was conducted to gather feedback from the school community.

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	95%	-	98%
The school works with parents to support students' learning			



169 South Western Hwy Armadale WA 6112

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