Leeming Education Support Centre

2015 Annual Report

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31st March 2016
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1. From the Principal

2015 was an exciting and productive year with over thirty new students and families joining our school community and an enrolment of eighty three students. Students enjoyed a balance of classroom based programs and opportunities to transfer their skills to real life experiences through community based learning, swimming, bike rescue program, Music Rocks Australia, camps, Bush Rangers, TAFE courses and workplace learning. Our focus is to provide a range of opportunities that allow students to develop their self-confidence and independence across a variety of settings. It was rewarding to see the growth and maturity students gained through these wonderful experiences. Staff, parents and carers worked collaboratively towards achieving the best possible outcomes for students. These partnerships are very important and the support we receive from parents at events such as assemblies, parent open days and information nights is a reflection of how well the school is valued and respected.

Leeming ESC continued to develop positive community partnerships. The partnership with Good Samaritan Industries for the Community Engagement Trial Project was very successful. This project supported the Year 10 Work Readiness Program and provided an opportunity for students to gain an insight into a workplace environment with a focus on understanding work requirements and what it means to be an employee. This project prepared students well for their first work experience placement in term 4 and the achievement of their endorsed ASDAN Workright program. The project will continue in 2016 and will incorporate school based traineeship opportunities for students in Years 11 and 12.

In 2015 Leeming ESC successfully applied for a grant through the In School State Chaplaincy Program. In term 4 our school chaplain, Maree Hoyle was employed through YouthCARE. An important aspect of Maree’s role was to develop and implement programs to support student wellbeing. These programs were 1-1 and small group sessions working on self-esteem, resiliency and developing friendship groups. Students enjoyed lunchtime activities coordinated with Leeming SHS to encourage all students to feel involved and part of the school community. We plan to build on these programs in 2016 with an emphasis on staff and student health and wellbeing and developing community links through the Foodbank Breakfast Club program, Multicultural Day and parent morning teas. These activities create opportunities for networking and sharing information.

In 2016 we will have approximately 100 students enrolled and are in the process of working with architects to build a new purpose built classroom, sensory and independent living room. These additional rooms will allow us to implement targeted life skills programs, cater for students with sensory needs and also provide much needed additional classroom space. This project has been budgeted for and endorsed by the School Council and Finance Committee. We are working closely with the Department of Education following processes to ensure the building meets required standards.
2015 Distinctive School Projects

In 2015 Leeming SHS ESC successfully implemented two Federally funded More Support for Students with Disabilities (MSSD) Projects. The ASDAN and Transition projects enabled opportunities to share our expertise and support to education support, local metropolitan and rural schools across Western Australia. The ASDAN project provided expertise from ASDAN qualified staff to support schools in the South Metropolitan Region building the capacity across ASDAN learning communities. The focus was on delivering training to new staff and developing expertise in partner schools through professional learning. Collaboration and support through networks, afforded staff the opportunity to share expertise, high quality teaching and learning practices and resources. Teachers, Education Assistants and Support Workers across the region developed their ASDAN knowledge and expertise and improved learning outcomes for students with a disability. Professional learning, training and support opportunities extended well beyond partner schools in the South Metropolitan Region to include schools across Western Australia.

Leeming ESC has a strong person centred approach to learning that focuses on the individual educational, social and emotional wellbeing needs of the student. Our goal is for students to be central to the learning process and most importantly to feel connected and contribute positively within their community. Using a person centred approach we have worked hard to implement positive transitions from primary to high school and to post school pathways by understanding the individual student as a person and focusing on what is important to them now and for the future. In 2015, 75% of our student intake was from local primary schools and there was a recognised need to support local primary schools transitioning students with a disability from Primary to Secondary. The goals of the MSSD Transition project were to:

- Provide data that describes the challenges encountered by all stakeholders in the transition process of students with disabilities i.e. primary and secondary schools, parents and children in all school settings.
- Use data to drive the development of a systematic transition process from primary to secondary school.
- Establish a portable and digital library of transition resources for use by schools, staff, parents and students through CONNECT.
- Provide professional learning for schools to use the transition resources effectively.
- Distinguish and address the what / when / who / how of effectively transitioning students with a disability from primary to high school.
- Create a multipurpose Person Centred Transition tool from Year 5 that will assist the high school to know the student and allow the student to be more involved in the transition process.

Feedback from local schools and education support centres in the Pilbara, South West and metropolitan region indicated that participants saw the value in the resources, felt confident to implement these within their own school settings and would share this information with their colleagues. The teachers and administrators were able to network with schools in their cluster and work collaboratively to improve transitions for students with special needs. This project will continue in 2016 with planned professional learning in Geraldton and the South Metropolitan Region.
2. **Our Vision**

At Leeming ESC our vision is to have a 'happy and effective' school. A school where all members of our community feel safe, valued, respected and are encouraged and guided to be productive and to reach their potential.

As a school we are committed to developing in each student the ability to function as independently as possible across multiple settings: school, community, home and in the workplace. Honesty and integrity, self-respect, respect for others and personal responsibility are some of the values that underpin Leeming ESC and are supported and articulated in the Australian Curriculum.

3. **School Profile**

Leeming ESC (opened in 1996) is located on the campus of Leeming Senior High School (opened in 1986). Leeming is an attractive residential suburb in the City of Melville. It is located about twenty kilometres south of Perth CBD and fifteen kilometres east of the port of Fremantle, in the state of Western Australia. The campus occupies a large site with extensive playing fields together with access to a well-resourced community recreation centre. The buildings are all single storey and wheelchair accessible. In 2015, the ESC occupied eight teaching areas in five separate locations. A greenhouse and garden are available to teach Certificate I Agrifoods and work skills. Students have access to all facilities on the campus including the library, science laboratories, technology workshops, computer, home economics, Trade Training Centre, art and sports facilities.

Students are drawn from a wide area within the Cities of Melville, Gosnells, Cockburn and Canning. All students have been ascertained by The Department of Education (Student Services Educational Psychologist) as having educational needs that require significant teaching and learning adjustments. Most students have an intellectual disability. The students enrolled are from diverse socio-economic and cultural backgrounds. In 2015 four SBS (School Bus Services) buses brought students to and from the school, with some parents choosing to transport their child. A small number of local students walk to school or travel independently using public transport.

The School Council (Principal, two teachers and three parents) met once per term to review planning and priorities.

2015 School Council members were:

Judith Hardy
Antoinette Fan
Marion Underwood
Jennelle Reynolds

Parent representatives

Angelique Dinning
Evelyn Riley
Keran Davies

Staff representatives

Principal

![Image of School Council members](image-url)
4. Staff Profile

Teaching staff
The eleven teachers (2015) at Leeming ESC have varied experience of teaching students with special educational needs ranging from 1 to 40 years. All are passionate and dedicated to providing the most appropriate programs for their students. All teaching staff have education degrees or post graduate qualifications with units dedicated to teaching students with special needs. Three teachers have the TAE 40110 Cert IV in Training and Assessment that allows them to assess students in their work placements and teach TAFE competencies.

Non-teaching staff
General staff consisted of a registrar, 2 part-time school officers, a social trainer and 26 full time and part time Education Assistants. All non-teaching staff have completed professional learning and inductions to ensure they are well trained and confident to work with a range of students. Several staff have completed Certificate III or IV as a teacher assistant in special educational needs.

Positions
Promotional positions are Principal and Deputy Principal. Leeming Senior High School (SHS) provide specialist programs in the Learning Areas of Arts, Technology and Enterprise (Manual Arts and Home Economics), and Physical Education. Fifteen Leeming SHS teachers worked with our students. Through our integration programs a number of students also attended mainstream classes particularly for physical education, home economics, English, Drama and Art.

5. Enrolment, Retention and Participation
There has been an increasing trend of enrolments from local schools and the private school system. Parents of children of post-compulsory age (currently over seventeen years of age) highly value the functional life skills and employment programs that are continued into Year 12+ at Leeming ESC. In particular, the Upper School programs in career education (Workplace Learning), TAFE competencies and Community-based Life Skills have appealed to parents seeking life skill outcomes.

In 2015, 97% of the students from the 2014 Year 12 group have continued to be enrolled into year 13. 100% of the year 11 students continued into year 12.

The following table illustrates the growth in student numbers from 2006.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>44</td>
<td>42</td>
<td>41</td>
<td>50</td>
<td>53</td>
<td>57</td>
<td>57</td>
<td>60</td>
<td>65</td>
<td>83</td>
</tr>
</tbody>
</table>

### Secondary Attendance Rates

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>School</th>
<th>WA Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>94.1%</td>
<td>87.4%</td>
</tr>
<tr>
<td>2014</td>
<td>92.8%</td>
<td>86.9%</td>
</tr>
<tr>
<td>2015</td>
<td>92.7%</td>
<td>87.9%</td>
</tr>
</tbody>
</table>

### Attendance % - Secondary Year Levels

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>Y07</th>
<th>Y08</th>
<th>Y09</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>96%</td>
<td>90%</td>
<td>N/A</td>
<td>N/A</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>97%</td>
<td>93%</td>
<td>89%</td>
<td>N/A</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>93%</td>
<td>91%</td>
<td>94%</td>
<td>91%</td>
<td>90%</td>
<td>97%</td>
</tr>
<tr>
<td>WA Public Schools 2015</td>
<td>91%</td>
<td>89%</td>
<td>87%</td>
<td>85%</td>
<td>87%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Leeming SHS ESC has maintained excellent attendance rates over the past three years which is a reflection of the level of student engagement in their educational programs.

### 6. External Services Provision

Students in need of therapy are referred to Rocky Bay or Therapy Focus School Age Therapy Services (SATS) for assessment. Such referrals are usually made through the Individual Education Planning process with parents and the education support teacher. As part of this process SATS therapists conduct a Family Needs Screening process. Many students have therapy services during their primary school years, if assessed as necessary this support continues while they are at high school. Therapy services may include; occupational, speech and physiotherapy. In addition, some students are supported by the visiting teacher service for autism, hearing or visual impairment.

The consulting teacher service of DoE provides support on a needs basis in the development of educational program. The Cerebral Palsy Association (CPA) provides consultation services to teachers who have students registered with the CPA. The Independent Living Centre also offers advice (and equipment hire) to parents and teachers to support the educational programs of our students. The majority of students enrolled are registered with the Disability Service Commission of WA (DSC). Local Area Coordinators of DSC provide support to students and their families and liaise with Leeming ESC as appropriate. Strong links between DSC and Leeming ESC have been developed during 2015 to support the new changes to DSC funding and through the collaborative My Plan process.

Leeming ESC has built strong links with the Disability Employment Services which have led to traineeships and employment and training opportunities for our students across a number of industry areas.
7. **Consultants**

In response to Leeming SHS ESC's school priorities, the staff through a consultative process allocated funds to enlist the specialist services of Dolly Bhargava (Speech Pathology and Behaviour), Independent Living Centre Speech Pathologist and Occupational Therapist. Specialist teachers from SSEND Autism, Behaviour Team and WAIDE were also used to support individual student needs and provide mentoring and professional learning to staff.

<table>
<thead>
<tr>
<th>CONSULTANT</th>
<th>WHEN</th>
<th>ROLE</th>
<th>OUTCOME</th>
</tr>
</thead>
</table>
| Speech Pathologist       | Terms 1-4     | • Assist in the development of programs to meet the needs of high support students, in particular those with ASD  
• Train staff in the creation, implementation and evaluation of visual supports.  
• Provide staff training in behaviour management. | Staff are using more visual supports with students in particular those with ASD.  
Staff are better trained to understand the needs of students with ASD and managing their behaviours. |
| SENND Autism             | Terms 2 - 4   | • ASD specialist team.  
• Assist in developing a management program for a high support needs students with ASD.  
• Provide PL for staff and classroom consultation and coaching | Family were provided with a whole service wrap around plan for the future.  
Staff were given ASD behaviour training |
| WAIDE                    | Terms 1-4     | • Assist a student who is hearing impaired to self-manage i.e. use of hearing aids.  
• Ensure the classroom is suitable for the student's needs.  
• Provide suitable programs and complete assessments. | Student can manage the daily care of the hearing aids with minimal support.  
Staff can assist in the maintenance of the hearing aids  
Students listening position in activities is better monitored. |
| Vision                   | Terms 1-4     | • Provide suitable programs and complete assessments for students who are visually impaired  
• Provide equipment and training | Braille machine is being used by students and staff.  
Visually impaired students are provided with suitable materials. |
| Behaviour Centre         | Terms 1-2     | • Assist with the management and design of programs for a high support needs student with violent behaviours. | Provided information and advice on management strategies. Assisted in developing and implementing a hygiene program.  
Involved parent and LAC in the program development and implementation. |
| Person Centred Planning  | Term 2        | • Assist staff through professional learning to understand the ethos and methodology of the Person Centred Approach | Person Centred Approach (PCA) adopted for all Upper school IEP's.  
PCA used to plan for the transition of students from primary to high school.  
Planning approach used to initiate an MSSD project related to student transition |
| Rocky Bay/Therapy Focus  | Terms 1-4     | • Assist in assessing and managing the physical and communication needs of students. | Assess student needs and report to teachers' best possible practise for the students i.e. how to sit.  
Assist in the implementation of AACs |
| ILC                      | Term 3-4      | • Speech pathologist  
• Occupational therapist | Consultation, training and within classroom support to achieve assistive technology and communication outcomes. |
Programs

Our students have Individual Education Plans (Year 8 - 10) and Person Centred Plans ‘My Plan’ (Year 11 - 13) that are designed by their home room teacher in consultation with parents, the previous teacher, local area coordinators and therapists as required. The My Plans focus on the academic, social and work needs of the student in planning for their future.

In class, learning continues in the areas of functional reading and functional maths (particularly money and time skills). Teaching and learning is directed towards providing opportunities for the transference, generalisation and maintenance of skills learnt in the classroom.

Leeming ESC students are taught by Leeming SHS specialist teachers in several specialist areas. In 2015, the programs were in the learning areas of Design and Technology, Home Economics and Music. Generally, these programs are taught in discrete and small education support groups which parallel the Leeming SHS programs. Leeming SHS teachers have modified their teaching to meet the needs of our students with a particular emphasis on skills needed when they leave school. Students who would benefit from integrating into mainstream classes are supported and monitored in their selected classes.

In 2015 our senior school students were enrolled in ADWPL. This is part of the School Curriculum and Standard Authority (SCASA) Endorsed Program Workplace Learning and offers points towards the WACE Certificate.

2015 year 11 and 12 students also attended off site TAFE programs:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TAFE</th>
<th>STUDENT NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: Knowledge and Appreciation</td>
<td>Challenger TAFE</td>
<td>9</td>
</tr>
<tr>
<td>Certificate II in Hospitality</td>
<td>Canning Vale College</td>
<td>1</td>
</tr>
<tr>
<td>Certificate I in Agrifoods</td>
<td>Leeming SHS ESC</td>
<td>9</td>
</tr>
<tr>
<td>Certificate I in Hospitality</td>
<td>Beaconsfield</td>
<td>4</td>
</tr>
</tbody>
</table>
Leeming SHS ESC became part of a state wide Bush Ranger cadet program in 2012 with the support of the parents, staff and local community. The program assists students to gain a greater knowledge of land conservation and management, sustainable living, bush survival and leadership skills.

The Bushrangers WA program is a SCSA Endorsed Program. Completion of Levels 1, 2 and 3 by Bush Ranger cadets in Years 10, 11 and 12 counts towards meeting requirements of the WA Certificate of Education (WACE). In 2015, ten students participated in a Certificate I Agrifoods program that built on the skills and knowledge they had gained as Bush Ranger cadets. Cadet Unit activities undertaken in 2015 include:

<table>
<thead>
<tr>
<th>Project</th>
<th>Purpose</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Program</td>
<td>Cadets participate in leadership, conservation and environmental activities</td>
<td>70 cadets</td>
</tr>
<tr>
<td>Peel Zoo-Earth Assist</td>
<td>Assist in cleaning animal enclosures and develop knowledge of animal care and rescue</td>
<td>25 cadets</td>
</tr>
<tr>
<td>U Hatch</td>
<td>Hatch chickens and learn animal husbandry. Integrate into the science curriculum</td>
<td>15 cadets</td>
</tr>
<tr>
<td>Kanyana Wildlife Rehab Centre</td>
<td>Assist in area clean-up and planting to encourage wildlife</td>
<td>13 cadets</td>
</tr>
<tr>
<td>Native Arc</td>
<td>Conservation activities</td>
<td>17 cadets</td>
</tr>
<tr>
<td>Darling Range Wildlife Centre</td>
<td>Conservation activities and education</td>
<td>12 cadets</td>
</tr>
<tr>
<td>Native Animal Rescue</td>
<td>Conservation and education</td>
<td>12 cadets</td>
</tr>
<tr>
<td>Kings Park</td>
<td>Education and review of native fauna and flora</td>
<td>12 cadets</td>
</tr>
<tr>
<td>Point Peron x2</td>
<td>Clean-up beach environment, leadership and rope training activities. Linked to Tangoroa Blue and Micro blitz activities.</td>
<td>46 cadets</td>
</tr>
<tr>
<td>Pemberton</td>
<td>Opportunity to experience a bush environment and complete local eco activities in the South-West region.</td>
<td>24 cadets</td>
</tr>
<tr>
<td>Tangoroa Blue</td>
<td>15 week conservation project at Leighton Beach involving private and public schools in a research project related to litter</td>
<td>20 cadets</td>
</tr>
<tr>
<td>Creec Conservation</td>
<td>Conservation activity to discover river issues and how to conserve the river environment.</td>
<td>14 cadets</td>
</tr>
<tr>
<td>Rottnestt</td>
<td>Conservation activities and education across different environments</td>
<td>22 cadets</td>
</tr>
<tr>
<td>Micro Blitz</td>
<td>Work with the University to sample soils from the school and camp areas for soil review program and geo caching experience</td>
<td>30 cadets</td>
</tr>
<tr>
<td>Bickley Camp</td>
<td>Challenge camp for junior cadets with leadership activities. Experience a bush setting</td>
<td>32 cadets</td>
</tr>
<tr>
<td>Lansdale farm</td>
<td>Experience for high support cadets in a farm environment and assist with feeding the animals.</td>
<td>13 cadets</td>
</tr>
<tr>
<td>Hills Discovery</td>
<td>Camp using tents and practise bush survival techniques</td>
<td>9 cadets</td>
</tr>
<tr>
<td>Incursions, Reptile Experience</td>
<td>A number of incursions were conducted to provide the cadets with experiences that met the module requirements and assisted them to gain a greater knowledge of the indigenous culture and native wildlife.</td>
<td>82 cadets</td>
</tr>
</tbody>
</table>

Leeming ESC Bush Rangers rely heavily on community support. Community partners include: DPAW, Conservation Volunteers, Creec, Tangoroa Blue UWA and Lotteries West.
9. **Highlights**

Teachers continue to be innovative in developing programs that will prepare our students for life after school. The following events or programs are some of the many highlights of 2015:

- Bushranger Cadet after School Program
- Community life skills programs in Bull Creek, Gateways, Kardinya, Southlands, Fremantle & Perth.
- Community Service Programs at Native Arc, Kaarakin Black Cockatoo Rehab Centre and Beach clean-up.
- Western Australian Symphony Orchestra incursion
- Class camps and Bushranger camps
- Horticulture program at APACE and Certificate I in Agrifoods in the Leeming ESC Garden.
- School Based Traineeships and Work Trials
- School Ball at Hyatt Perth.
- People First Program: Human Relationship Program.
- Water-ski day.
- Keys For Life Program.
- Graduation Ceremony at Rossmoyne Bowling Club.
- Sailing programs with Department of Youth and Sport.
- Interschool Basketball Carnival at Kalamunda
- Netball Carnival held at Atwell College
- Post School Options Parent Information Night.
- Year 7 transition information sessions and transition days
- City to Surf Fun Run
- Community Partnerships Seed to Tree, Melville City Council and GSI
- Music Rocks Australia Program
- Bike Rescue Program
- MSSD Distinctive School Grants - ASDAN and Transition
- ESSN Interschool Athletics Carnival at CanningVale College
- ESSN Art Competitions
- ESSN Market Day
- Term 2 Parent Open Day
- Jay Wiley winner of the Caltex All-rounder Award
- Mrs Hannah Piers nominated for WAESPAA teacher of the Year Award
- Ms Kathleen Hughes nominated for WAESPAA Teacher of the Year Award
- Mrs Jonine Kaiser nominated for WAESPAA Education assistant of the Year Award
10. School Priorities 2015

As part of our school **ICT** and **Curriculum** priority areas an Occupational Therapist and Speech Pathologist from the Independent Living Centre (ILC) were employed to consult one day a week during semester two. They were skilled in assessing implementing and supporting technology to maximise student participation, learning and communication. They worked closely with staff in second semester providing professional development, training and classroom support. The support focussed on assistive learning technology, **Augmentative and Alternative Communication (AAC)**. Staff worked closely with the ILC consultants and developed their skills and understanding to implement effective strategies to support student learning. As a result staff increased their awareness of the range of high quality and customisable **literacy support technologies** that are available to support students individual needs to access the curriculum. This led to an improved level of student literacy through communication, engagement and participation. This will continue to be a priority area in 2016 with further consultation and classroom support from ILC and 1:1 iPad distribution across the school.

To continue to improve **Quality Teaching and Learning** staff were provided professional learning on Direct Instruction by Kathryn Bushby and literacy support technology through ILC. A number of staff were involved in the MSSD TEACCH project and were supported through the process of successfully implementing TEACCH programs into their teaching and learning. The ICT Committee surveyed staff on their areas of strength and weakness and provided after school tutorials for staff to further develop their ICT skills. A culture of collaboration and self-reflection was promoted through the development of committees, peer mentoring and moderation processes.

A focus on **Health and Physical Education** in 2015 proved very successful with students enjoying netball, basketball, athletics sports carnivals, a specialist football clinic through East Fremantle Football Commission and a cricket clinic through the Western Australian Cricket Association. A number of classes enjoyed swimming lessons which focussed on water safety, stroke technique and independence skills such as water safety, dressing and managing personal belongings. Students enjoyed their physical education classes each week and have learnt about the importance of physical activity and a healthy lifestyle. Specialist staff from **People First** (PIP) provided students with targeted programs in terms two and three on protective education, cyber safety, understanding of public and private behaviours and relationships. Students were placed in small groups and the programs were differentiated to meet the needs of students. PIP also held a parent information session in term two to provide information and an opportunity to discuss cyber safety, this was very well received by parents. In 2016, we will review the Department of Education strategic directions with a focus on “**High Performance High Care**”. **Priority areas will include Health and Wellbeing, Person Centred Planning, Teaching and Learning and Curriculum.**
11. Student Achievement 2015

All students at Leeming ESC have an individual Education Plan that addresses the 9 Learning Areas and Three Cross Curricula priorities of the Australian Curriculum through the three Focus Areas of:

- Independence skills
- Career Education
- Leisure and Recreation

Individual student performance is assessed in relation to their progress each semester. Records on each student’s progress are maintained. These records include:

- Student performance at attaining the negotiated IEP objectives that form the basis of semester reporting.
- Individual checklists related to specific skills. This may include information related to the degree of help or independence of the student.
- Anecdotal records particularly concerning personal development and behaviour management.
- ASDAN outcome completion.
- Portfolios that provide a concrete copy of work of the student or evidence of their performance e.g. Work samples, photographs and videos.
- Case Conference reports.
- Employer (Workplace Learning) reports.
- Enrolment through School Curriculum Standards Authority (SCSA) for Endorsed Programs ASDAN, Bush Ranger Cadets and Workplace Learning, Preliminary Units in Maths, English, Career and Enterprise and VET Units of Competency

Student Results:
Student achievement in Endorsed Programs, VET and Preliminary Units

- 6 students achieved 5 modules from ASDAN New Horizons
- 18 students achieved 1-4 modules from ASDAN Transition Challenge
- 33 Students passed ASDAN Towards Independence Modules
- 10 students passed ASDAN Workright
- 5 Students achieved 1 programs 55+ hours of ADWPL
- 13 students achieved 2 programs 110+ hours of ADWPL
- 8 students achieved 3 or more programs 165+ hours of ADWPL
- 24 students achieved Cadet Level 1 and 16 students achieved Cadet Level 2
- 33 Students passed English Courses from P1 to Unit 2,
- 36 students passed Maths Courses from P1 to Unit 3
- 30 students passed Health and PE Preliminary Unit 1 and 2 and 14 passed PB
- 5 students achieved Keys for Life endorsed program
- 1 students passed Certificate I in Hospitality and 3 partial completions
- 8 students passed Certificate I in Agrifoods
Reporting to Parents
The Education Department SEN Reporting to Parents and Senior School Reporting was introduced in 2013 for teachers to formally report to parents on student outcomes each semester. These reports are based on the IEP for Years 8, 9, 10 and My Plan for senior school students. Leeming Senior High School teachers also used SEN Reporting to Parents to show the attainment of our students in their specialist class subject areas, that is, Drama, Music, Home Economics, Physical Education and Design and Technology.

Every Home Room teacher contacted parents at least once per term regarding their child’s progress at school and invited them to come for information sessions. These sessions have included: reporting on camp successes, providing information about specific programs or individual student behaviour or medical plans. Parents were also invited in term two for a Parent Open Day to view student portfolios with their child, look at art displays, listen to the choir sing and watch dance performances. This was very successful and an opportunity to celebrate student achievements.

12. Parent, Student and Teacher Satisfaction
Leeming ESC has a person centred approach to learning focusing on developing strong connections to the community. It was very pleasing to survey our students post school and to receive feedback that not only are 100% of students employed but that they have also maintained connections with their friends and are involved in community activities such as basketball, dancing and social groups. This is a great reflection that our My Plan process is supporting students through their transition and students are connecting and contributing to their community. It was wonderful to receive very positive feedback from both students and parents:

- Leeming SHS ESC “Loved it, absolutely loved it!
- “The school was very proactive in helping my daughter prepare for work”
- “The My Plan process was a great success for our family and met my sons individual interests and needs”

Through the performance management process in 2015 staff identified common areas for professional learning including: direct instruction, AAC, TEACCH, ICT, Behaviour Management, person centred planning, and senior school curriculum including P Courses and endorsed programs. As a result of intensive professional learning and opportunities for implementation and consolidation of skills we now have a number of staff with expertise in these areas. They will mentor and coach other staff and lead committees in 2016 with the aim to further enhance these programs and improve teaching and learning practices within the school.

Students were surveyed during Year 7 transition on how they felt about primary school and high school. The main areas students felt unsure about in high school were: knowing the rules and who to ask for help. The students were then surveyed again at the end of term one and there was a dramatic change in the positive way students felt about high school. Below is a graph of the pre and post survey results.
13. Post School Destinations

During the year Leeming SHS ESC held a very successful Post School Options Parent Information Night. There were representatives from Centrelink, Edge Employment Solutions, Bizlink, Rocky Bay, The Centre for Cerebral Palsy, Options Employment, Disability Services Commission, ACTIV, Workpower, GSI, Interchange, Directions Family Support Association and Atwork Australia to discuss funding and the variety of pathways available for the future. Interviews were conducted with school staff, the students and parents to discuss possible options.

In 2015, 4 students graduated from years 12 and 13. All four students were employed through their work placements in their final year of school.

Destinations were:
- ADE: GSI, Spine and Limb Foundation and Activ Industries
- Volunteer work at Melville Glades Golf Club
- Participation in Alternative to Employment Programs funded through the Disability Service Commission. DSC in collaboration with parents, teachers and students developed a person centred Individualised Plan to identify direction and suitable funding pathways.

We are proud of our programs and the results that we achieve, in particular our wonderful post school employment history.

14. Finance

In 2015 a full financial audit was undertaken and the school received a GOOD overall assessment rating based on the testing of internal controls. Areas for improvement in purchasing and payment have been addressed through the finance committee and staff meetings.
### Financial Summary as at 31 December 2015

#### Revenue - Cash

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$6,327.00</td>
<td>$6,329.75</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$13,850.00</td>
<td>$14,826.37</td>
</tr>
<tr>
<td>Fees from Facilities Hire</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$550.00</td>
<td>$592.50</td>
</tr>
<tr>
<td>Commonwealth Govt Revenues</td>
<td>$38,570.00</td>
<td>$38,575.00</td>
</tr>
<tr>
<td>Other State Govt/Local Govt Revenues</td>
<td>$3,382.00</td>
<td>$3,381.82</td>
</tr>
<tr>
<td>Revenue from Co, Regional Office and Other Schools</td>
<td>$7,000.00</td>
<td>$7,081.78</td>
</tr>
<tr>
<td>Other Revenues</td>
<td>$18,253.00</td>
<td>$17,930.00</td>
</tr>
<tr>
<td>Transfer from Reserve or DGR</td>
<td>$218,936.00</td>
<td>$218,936.00</td>
</tr>
<tr>
<td>Residential Accommodation</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Farm Revenue (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Camp School Fees (Camp Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Total Locally Raised Funds** | $306,868.00 | $309,313.22 |

**Opening Balance** | $368,244.00 | $368,244.20 |

**Student Centred Funding** | $837,454.99 | $837,454.99 |

**Other Govt Grants** | $50,738.60 | $50,738.60 |

**Other** | $17,930.00 | $17,930.00 |

**Transfers from Reserves** | $218,936.00 | $218,936.00 |

**Farm Revenue to CO (Ag and Farm Schools only)** | - | - |

**Camp School Fees to CO (Camp Schools only)** | - | - |

**Total Cash Funds Available** | $1,512,507.00 | $1,515,012.41 |

**Total Funds Available** | $1,512,507.00 | $1,515,012.41 |

#### Contingencies Revenue - Budget vs Actual

#### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$14,950.00</td>
<td>$15,796.44</td>
</tr>
<tr>
<td>Lease Payments</td>
<td>$4,400.00</td>
<td>$5,175.22</td>
</tr>
<tr>
<td>Utilities, Facilities and Maintenance</td>
<td>$17,575.00</td>
<td>$17,405.01</td>
</tr>
<tr>
<td>Buildings, Property and Equipment</td>
<td>$667,676.00</td>
<td>$695,711.49</td>
</tr>
<tr>
<td>Curriculum and Student Services</td>
<td>$349,864.00</td>
<td>$349,864.00</td>
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<tr>
<td>Professional Development</td>
<td>$42,618.00</td>
<td>$24,580.80</td>
</tr>
<tr>
<td>Transfer to Reserve</td>
<td>$145,000.00</td>
<td>$145,000.00</td>
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<tr>
<td>Other Expenditure</td>
<td>$105.00</td>
<td>$74.42</td>
</tr>
<tr>
<td>Payment to CO, Regional Office and Other Schools</td>
<td>$207,532.00</td>
<td>$206,813.00</td>
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<tr>
<td>Residential Operations</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Residential Boarding Fees to CO (Ag Colleges only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Farm Operations (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Farm Revenue to CO (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Camp School Fees to CO (Camp Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Unallocated</td>
<td>$62,787.00</td>
<td>-</td>
</tr>
</tbody>
</table>

**Total Goods and Services Expenditure** | $1,512,507.00 | $1,512,951.05 |

**Total Forecast Salary Expenditure** | $1,512,507.00 | $1,512,951.05 |

**Total Expenditure** | $1,512,507.00 | $1,512,951.05 |

#### Cash Position

- General Fund Balance $506,443.10
- Deductible Gift Funds $252,661.36
- Trust Funds $1,483.12
- Contingencies Revenue $257,430.04
- Asset Replacement Reserves $200.00
- Suspense Accounts $5,249.42
- Cash Advances $3,682.00
- Cash Position $506,443.10

**Bank Balance** $506,443.10

**Made up of:**
- General Fund Balance $252,661.36
- Deductible Gift Funds $1,483.12
- Trust Funds $257,430.04
- Asset Replacement Reserves $200.00
- Suspense Accounts $5,249.42
- Cash Advances $3,682.00
- Cash Position $506,443.10