



LEEMING SHS ESC





**Everyone shines,
given the right lighting**
Susan Cain



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Introduction

Leeming SHS Education Support Centre is a specialised Independent Public School catering for over 140 students with special needs from years 7 – 12. Our school is committed to providing students with authentic learning experiences in a safe, supported and nurturing learning environment. We value working collaboratively as a school community, creating a warm, welcoming and respectful school environment, centred on student learning and wellbeing.

As Principal, I am very proud of what we achieved as a school community in 2020. Collaboratively our school community worked together to overcome the challenges of COVID-19 to provide opportunities for learning and creative innovative thinking, demonstrating our ability to adapt and change to meet the needs of our students. In a very short timeframe, we researched, collaborated and shared ideas and resources to create a remote learning model. This provided opportunities to develop technology skills and learn new ways to communicate online. These have become important skills for the future and continue to be prioritised within our programs and curriculum delivery. The passion and dedication of staff in embracing new skills and ensuring quality learning for students throughout 2020 was inspiring.

Our 2020- 2022 Business Plan incorporates the Leeming SHS Education Support Centre Compass, guiding our strategic directions and supporting students to develop their confidence, skills and resilience to reach their full potential. Although an interrupted year, we were able to maintain our strategic direction and make significant progress towards Business Plan priority areas.

This Annual Report highlights the diversity of our programs and variety of learning experiences our students receive at Leeming SHS Education Support Centre.



Purpose Building Bright Futures

Our purpose is 'building bright futures' by empowering students to reach their full potential and become active members of the community.



Vision A warm welcoming and connected community

Our vision is to be a warm, welcoming and connected community, recognised for our innovative programs and excellent school - to - community transition.



Mission Inspiring minds to Shine

Our mission is to inspire minds to shine by empowering individuals to find their strengths and build resilience.

Values USTAR

At Leeming SHS ESC we value:

U

Unity

S

Self-Responsibility

T

Trust

A

Achievement

R

Respect

School Context

Overview

Leeming SHS ESC was established in 1996 and 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 approximately 20 kilometres south of the Perth CBD and 15 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 2020, the ESC occupied 16 teaching areas in five separate locations. A greenhouse and garden are available to teach Certificate I in Permaculture, ASDAN Horticulture, Enterprise and work skills. Students have access to all facilities on the campus including the library, science laboratories, technology workshops, computer labs, home economics, Trade Training Centre, art and sports facilities.



Demographics

Students are drawn from a wide area within the Cities of Melville, Gosnells, Fremantle, Cockburn and Canning. Students have educational needs that require significant teaching and learning adjustments. All students have high educational needs. The students enrolled are from diverse socio-economic and cultural backgrounds. In 2020, six School Bus Services (SBS) buses brought students to and from school, with some parents choosing to transport their child. Local students walked to school and some students travelled independently using public transport.



Staff Profile

Teaching staff

The 23 teachers at Leeming ESC have varied experience of teaching students with special educational needs. All teachers are passionate and dedicated to providing the most appropriate programs for their students. Teaching staff have education degrees or postgraduate qualifications with units dedicated to teaching students with special needs. Three teachers have training and assessment qualifications to assess students in their work placements and teach TAFE qualifications. There is one Level 3 teacher.

Non-teaching staff

The non-teaching staff consisted of a manager of corporate services, two full-time school officers, a social trainer, workplace learning coordinator and two full-time workplace learning school officers. In 2020, there were 52 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 an education assistant in special educational needs. Two non-teaching staff members completed Certificate IV in Training and Assessment in 2018.



A school chaplain is employed full time to support student and staff health and wellbeing initiatives and priorities. Recruitment processes were undertaken in 2020 to employ a school psychologist three days a week and level 3 technical support officer two days a week, for commencement in 2021.

Positions

Promotional positions are a Principal, two Deputy Principals and a Student Services Manager. The Future Leaders Framework process conducted in 2020 identified individuals with high potential for leadership within our school. Through this process, leadership roles in the areas of transition and pathways coordinator and literacy and numeracy coordinators were established and these roles will formally start in 2021.



School Board

The 2020 School Board consists of: (Principal, two staff representatives, five parents and two community representatives)

2020 School Board members;

Parent representatives:

Digby Claydon (Board Chair)
Nicky Vodanovic
Dawn Barker
Joss Morgan
Francesca Robb

Staff representatives:

Catherine Houden
Evelyn Riley
Keran Davies (Principal)

Community representatives:

Tanya Matulich
Jane Devenyns

In 2020, the School Board met twice each term despite the challenges presented by COVID-19, which required online meetings via Webex during March and April.

COVID-19 presented the school staff and students with difficult circumstances however with determination, resilience and hard work the staff were able to develop and deliver learning platforms for the students in an extraordinarily short time span. The delivery of the school curriculum was impacted significantly with cancellations of Community Based Learning, TAFE, Work Experience, Parent Expos, Parent Network Meetings and school assemblies, though considering the situation we all faced, the School Board believes the best possible outcome was achieved for the students with the resumption of most programs by Term 3.

The Board acknowledges this incredible commitment from the school staff and families ensuring learning continued for our students.

The responsibilities of the School Board include establishing and reviewing the school objectives and general policy directions, planning financial arrangements to ensure proper stewardship of school financial resources, and evaluating the school's performance as detailed in the 2020 – 2022 School Business Plan.

Areas the Board reviewed in 2020 included:

- Capital and minor works projects across the school such as classroom renovations, a new transportable classroom, undercover areas and garden renewal and maintenance.
- The School Community Project providing support to families in the school facing difficult times. The generous assistance provided by the school community resulted in direct relief to families. The Board acknowledges the work of our Chaplain for ensuring the donated resources were utilised in the most effective way.
- The Board received an overview of the WA Positive Behaviour Support initiative and how this will be implemented across the school.
- The establishment of a Parent Facebook group specifically for our parent body was reviewed and approval given to start in 2021. The Board will continue to monitor how this platform is utilised and promote information and support to families, including opportunities for networking outside of school.

- The Board listened to a presentation from David Koutsoukis on promoting and engaging our school community in our 2020-2022 School Business Plan with many interesting and engaging initiatives.
- The School Business Plan 2020-2022 was endorsed by the Board.

An important responsibility of the School Board is to host an annual public meeting and the Board has scheduled this meeting at different times of the day to encourage good attendance. We will continue to reflect on how best to increase the attendance and acknowledge that 2020 was a difficult year for our school community.

Board Members

At the end of 2020, our long serving parent representative Nicky Vodanovic completed her service to the Board and we acknowledge and thank Nicky for her wise counsel and commitment to the school community.

Jane Devenyns also completed her term of service on the Board as a community representative and we extend to Jane our sincere thanks for giving her valuable time and expertise to the Board.

A process to elect two new members was carried out in Term 4, and Karen Houghton and Bernadette McCarthy joined the Board in 2021. Dawn Barker will continue as a community representative in 2021 following the graduation of all her children from the school.

I would like to thank the School Board for their continued support, encouragement, commitment and diligence to ensuring the school community and our students enjoy the best possible learning environment.

Digby Claydon

Board Chair

Recommendations by the Board:

- Reassess the School Board Review process
- Review and implement a more formal process for induction of new members
- Provide professional learning opportunities for Board members
- Preparation for the 2022 School Review

Enrolment, Retention and Participation

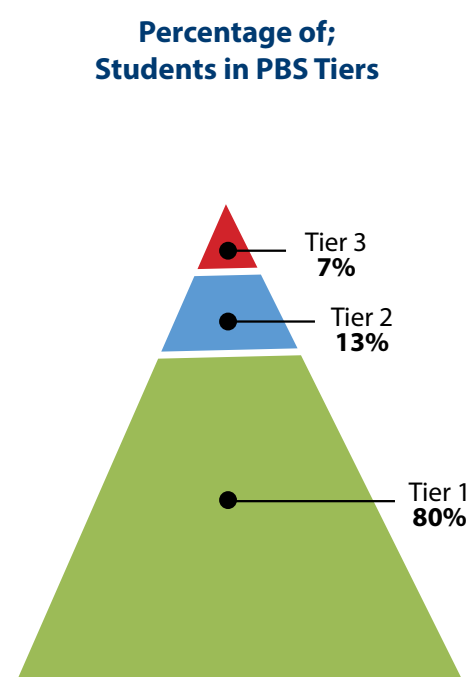
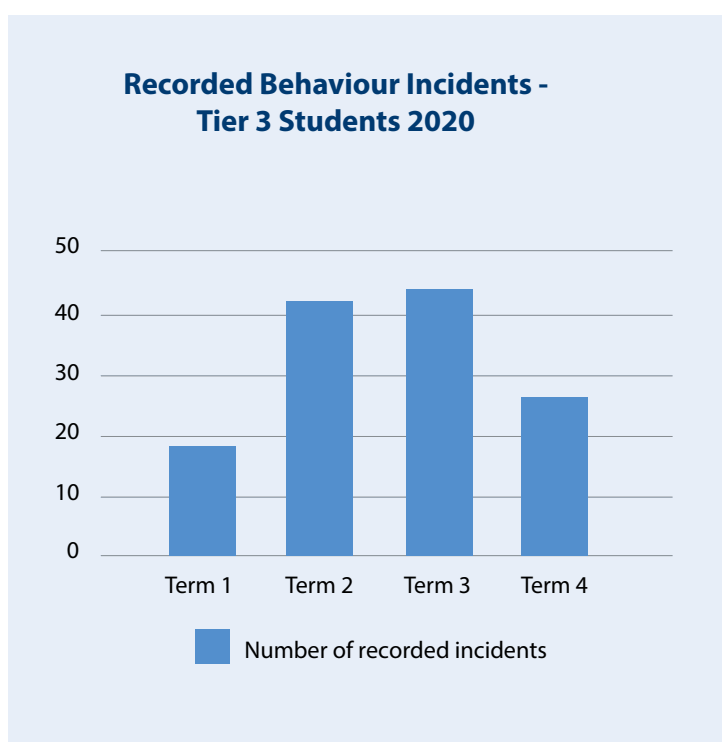
Parents highly value the functional life skills and employment programs that continue into Year 12 at Leeming SHS ESC. In particular, the Senior School programs in career education, Workplace Learning, TAFE industry specific courses and Community-Based Life Skills have appealed to parents seeking life skill outcomes. With increasing enrolments and interest in enrolling at Leeming ESC, we reviewed our processes to conduct parent information sessions twice a term, supporting families to make informed decisions about their child's education. The information session provides information on what Leeming ESC offers, understanding eligibility criteria for education support and applying for transport through School Bus Services (SBS). To further support families, a checklist was developed to assist parents understanding the enrolment process. In 2020, 83 families investigated Leeming ESC, 25 students enrolled and eight students were waitlisted.

The following table illustrates the growth in student numbers from 2010 to 2020.











2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
53	57	57	60	65	83	99	112	120	128	138

Student Behaviour and Engagement

The introduction of WA Positive Behaviour Support in 2020 gave staff the opportunity to develop their understanding of the three –tiered behaviour model to organise practices and systems to support student behaviour. Staff are becoming more aware of the importance of recording behaviour incidents to provide relevant data, which will identify patterns of behaviour, support strategies and track progress. Students in Tier 3 require more intensive individualised supports and case management.



Potential Impacts on Reporting Behaviour Incidents	Strategies to Improve Data Collection	Implementation Timeline
<ul style="list-style-type: none"> Attendance reduced in Term 1 because of COVID-19, equating to fewer incidents 	<ul style="list-style-type: none"> Encourage and reward student attendance (following Department guidelines around COVID-19) 	<ul style="list-style-type: none"> 2021 ongoing
<ul style="list-style-type: none"> Time taken to report on SIS or staff do not have skills to enter incidents 	<ul style="list-style-type: none"> Education of staff – importance of recording, how to use SIS and AIR forms Sharing of data with staff Post incident debrief procedure implemented 	<ul style="list-style-type: none"> Semester 1, 2021 – Professional learning SIS and AIR forms Whole staff meetings, standing agenda item
<ul style="list-style-type: none"> Incident not considered serious 	<ul style="list-style-type: none"> OSH Representatives to review types of incidents that need to be recorded 	<ul style="list-style-type: none"> Semester 1, 2021 Teacher meetings, EA meetings whole staff meetings, discussion on behaviour incidences and strategies

2020 Behaviour Supports	2021 Directions
 Case Conference	 Peaceful Kids committee formed
 NDIS Support	 Increased staff/student ratios at break times
 Therapist Input	 MAPA refreshers and foundations
 OSH Team support - including MAPA aligned debriefs	 Structured break time activities - Leeming Link
 Behaviour and Attendance rewards	 Positive Behaviour Support - whole school initiative

External Services Provision

Students in need of therapy are referred to Rocky Bay or Therapy Focus School Age Therapy Services for assessment. Therapy services may include; occupational, speech and physiotherapy. In addition, some students are supported by the visiting teacher service from School of Special Education Needs: Disability (SSEND) through a referral process. Indigo also offers advice and equipment hire to parents and teachers to support the educational needs of our students.

A thorough induction process for therapists coordinated by our Student Services Manager ensured therapists were aligning their services to student educational goals. These goals were then supported by the classroom teacher and Indigo therapists employed by the school. As more families access funding through NDIS, the number of therapists visiting our school continues to grow.

External Services Provision				
Number of Therapists Inducted	2017	2018	2019	2020
Speech Pathologists	7	21	15	20
Occupational Therapists	11	17	13	18
Other	n/a	12	5	14

External Services Provision		
Number of Students visited by therapists at school	2019	2020
Speech Pathologists	39	48
Occupational Therapists	33	30
Other	9	19

Internal Services Provision

In 2020, Leeming ESC employed two Speech Pathologists (two days each per week) and an Occupational Therapist (two days per week) from Indigo (formally Independent Living Centre). They provided consultation and professional learning to staff on complex communication needs, and supported multimodal communication in the classroom, balanced literacy for emergent students, cyber safety and protective behaviours programs. Speech Pathologists also provided on-site support and coaching and developed resources for employers, students and school support staff as part of the workplace learning program. Survey results from 17 teachers in Term 3, indicated that the majority of staff found Indigo's support valuable as they assisted in upskilling the staff and achieving positive student outcomes.

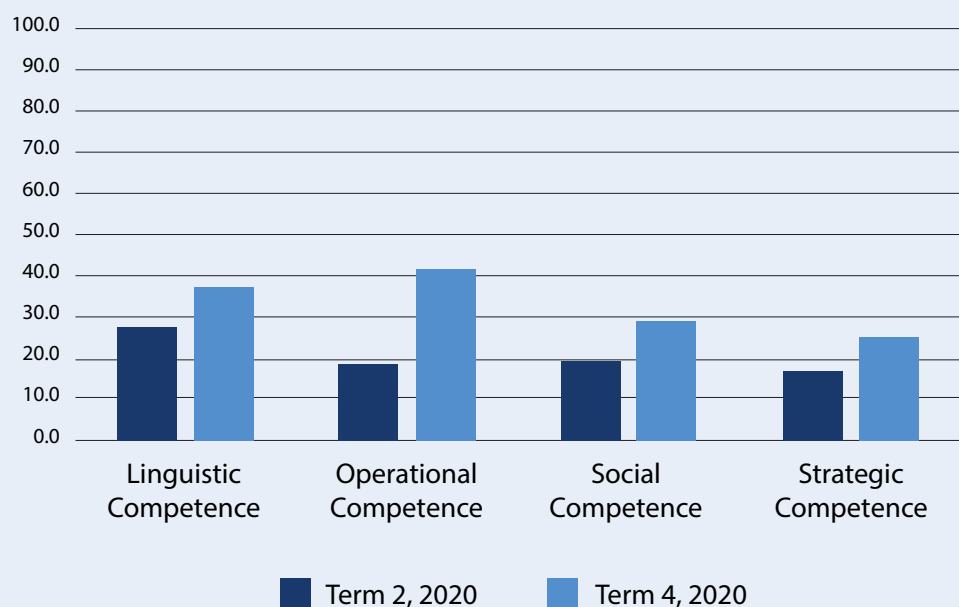
Indigo Services Survey September 2020				
Sample size of 17 teachers	Yes	No	Unsure	List Examples
Have you used Indigo to help support your class this year?	82%	18%	-	
Do you feel their support has improved your skills?	94%	6%	-	
Are you now implementing some of the skills and strategies into your teaching and learning?	88%	12%	-	<ul style="list-style-type: none"> • Group books • Incorporate the AAC devices in class regularly • Using resources • Functional communication • Zones of Regulation • Work Readiness Program • Talking mats • Writing without standards
Do you think this has improved student outcomes in the classroom?	78%	-	22%	

The Indigo Support in Schools End of Year Questionnaire (Leeming 2020) also measured changes in staff confidence in supporting students to communicate using their AAC system. 55.56% noted they were moderately more confident with 44.44 % noting that they were much more confident in supporting students. Staff also gave examples of student achievements using AAC:

- Improvement in writing full sentences using TouchChat on the board.
- Successfully participating and completing a girl's life skills program in 'Real Life'.
- Participating and interacting at recess and lunch program 'Leeming Link'.
- Participating in 1-1 sessions and friendship skills.
- Using AAC at workplace learning.
- More confident and calmer answering questions.
- Identify subject knowledge using AAC.
- Improved independence using AAC.

Indigo also supported the gathering of student data using the Dynamic Assessment Goals Grid (DAGG). This assesses students' communication skills with AAC to help set IEP and My Plan goals. It also supports in developing strategies and tracking progress over time in four key communication competencies: Operational, Linguistic, Social and Strategic. 26 Students were assessed in Term 2 and 4 of 2020. A summary of the change in student scores between Term 2, 2020 and Term 4, 2020 can be seen in the graph.

2020 Dynamic AAC Goals Grid Results





Recommendation for Therapy Services in 2021:

- To undertake an extensive review of external therapy services. This will include collecting data to analyse current procedures and guidelines and develop a suitable model that will sustain our growing student population
- Indigo to provide comprehensive literacy training to new staff with in-class support following the training
- Create a staff communication committee to drive AAC in the school to disperse information and initiatives such as Chat Group, access to core boards throughout the school, and any other responsibilities identified
- Indigo continue to support targeted intervention programmes and collect data from these to demonstrate an upward trend in student IEP and My Plan outcomes
- Indigo Solutions provide support to teachers implementing an integrated curriculum relevant to individual student needs
- Indigo Solutions continue to build capacity of staff to administer assessments and interpret data to inform learning (e.g. Dynamic Assessment Goals Grid)
- Scoping for new projects in line with school priorities and learning outcomes across the school

Programs

Our students have Individual Education Plans (Year 7 – 9) and Person Centred Plans (Year 10 – 12) that are designed by their homeroom teacher in consultation with family and therapists as required. The My Plans focus on the academic, social and work needs designed by their teacher in consultation with their family or carers and therapists.



Middle School Programs

Year 7, 8 and 9 programs have an academic and social and emotional development focus through cross-curricular programs. In class, learning continues in the areas of functional reading and functional maths. Teaching and learning is directed towards providing opportunities for the transference, generalisation and maintenance of skills learnt in the classroom.

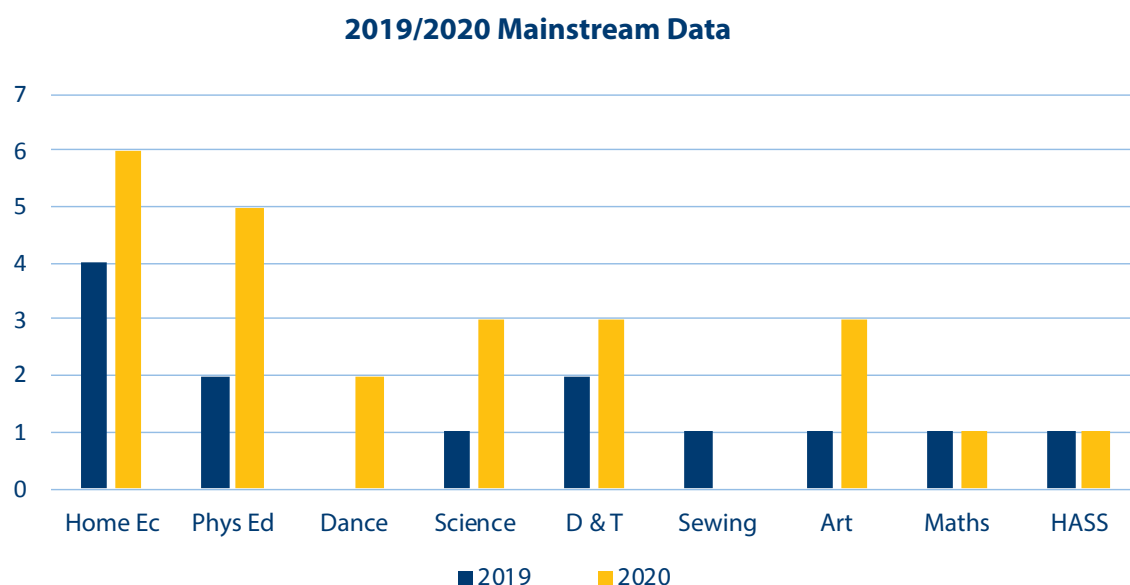
2020 Middle School programs:

• ASDAN Key Steps and Transition Challenge	• Person Centred Planning
• Literacy	• Peaceful Kids
• Numeracy	• Bush Rangers
• HASS	• Community Based Learning
• Science	• Work Skills
• Health and Physical Education	• Drama
• Protective Behaviours	• Design and Technology
• Home Economics	• Art
• Music	• Dance

Specialist Programs and Mainstream Integration

Leeming ESC students are taught by Leeming SHS teachers in several specialist areas. In 2020, the programs were in the learning areas of Maths, Science, Physical Education, Music, Art, Dance and Home Economics. Generally, these programs are taught in discrete, small 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 the skills needed post school. Students who would benefit from integrating into mainstream classes are supported and monitored in their selected classes. The majority of students attend House Groups with their mainstream peers for 15 minutes each day.

The graph below shows the increasing number of students integrated into mainstream classes from 2019- 2020.



Senior School Programs

Students in years 10-12 continue developing functional Literacy and Numeracy skills and Community Based Learning skills. Students are enrolled with School Curriculum and Standards Authority (SCSA) in a number of Endorsed Programs, VET and Preliminary Courses. Students receive Certificates of Achievement from ASDAN UK and Statements of Attainment from SCSA.

School Curriculum and Standards Authority Programs

Endorsed Programs

- Authority Developed Workplace Learning
- Bush Rangers
- Keys for Life
- ASDAN Workright
- ASDAN Towards Independence - E-Safety, Out in the Community, Using Transport, Money Progression, Developing Numeracy Skills, Horticulture, Recognising and Using Everyday Signs, Independent Living
- Environmental Short Course and Roadwise Short Course

Preliminary Courses

- English
- Mathematics
- Health and Physical Education

Vocational Education and Training Programs Delivered on site at Leeming SHS ESC

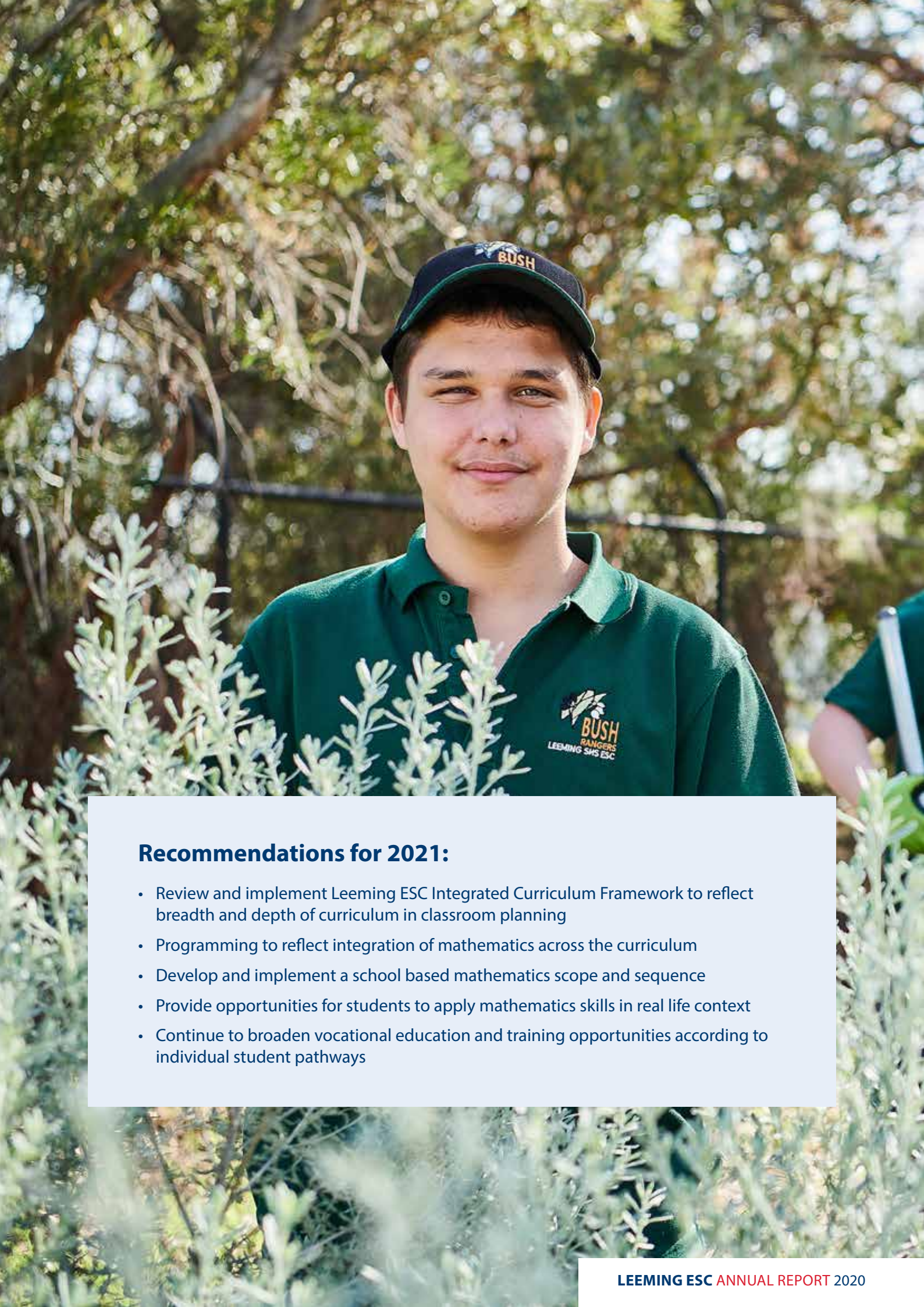
- Certificate I in Wider Opportunities of Work (WOW)
- Certificate I in Permaculture
- Certificate II in Horticulture

Vocational Education and Training Programs Delivered off-site

- Certificate II in Automotive Vocational Preparation
- Certificate II in Horticulture
- Certificate II in Hospitality
- Certificate II in Building and Construction (Pathway Trades)
- School Based Traineeships in Business, Hospitality, Automotive Tyre Servicing and Community Services

Recreation, Leisure, Independent Living and Community Based Life Skills

- | | |
|----------------------------|-------------------------------|
| • Protective Behaviours | • E-Safety |
| • Life Skills | • Independent Living |
| • Community Based Learning | • ASDAN Life Skills Challenge |
| • Travel Training | |



Recommendations for 2021:

- Review and implement Leeming ESC Integrated Curriculum Framework to reflect breadth and depth of curriculum in classroom planning
- Programming to reflect integration of mathematics across the curriculum
- Develop and implement a school based mathematics scope and sequence
- Provide opportunities for students to apply mathematics skills in real life context
- Continue to broaden vocational education and training opportunities according to individual student pathways

2020 Highlights

New Beginnings to an Old Story

In Term 4 2020, the Aboriginal Cultural Standards Framework Committee organised New Beginnings to an Old Story. This provided an opportunity for our school community to come together and create a new pathway to embrace, acknowledge, share, educate and celebrate the past, present and future knowledge of the First Nations People. It was a day to share stories and ideas to guide future actions and roles as part of the Leeming SHS ESC Reconciliation Plan. Walking in Two Worlds, Aboriginal Consultant, Corina Abraham supported and facilitated the inaugural event. Students and families enjoyed a walk around the school grounds to view natural bush land, enjoyed yarning, sharing ideas and binding activities. In 2021, the plan is to create and name a special event to run annually that celebrates the First Australians and educates connections to the Whadjuk land and its abundance of life, flora, fauna, and history.



2020 ANZAC DAY Schools' Award

Winner of the Special Category Award for Specialist Education Settings

Leeming ESC created a wonderful whole school learning experience to win the Secondary School State Category of the ANZAC Awards. Judges of the award commented that the Leeming SHS ESC entry demonstrated students' passion for learning, and commitment to giving back to their local community. The students participated in a wide range of meaningful and creative activities to showcase their research and skills. The judges enjoyed the way staff and students made connections between rationing during the Second World War and the impact that the COVID-19 pandemic was having on supermarkets across the country. The students raised an impressive amount of money for the valuable organisation 'Soldier On'.

Naidoc



Ball



Bush Rangers



Pop Up Shops



Camps



Graduation



Disco



Bike Rescue Engagement program

Leeming SHS ESC senior students attended the Bike Rescue workshop for 10 sessions in Term 3, working in pairs to restore a bike for charity and one for themselves. The restoration process involved basic hand tool use, stripping the bike parts, cleaning, paint preparation, spray painting, rebuilding, cabling and fine-tuning their bike. Students had to manage their workspace and were well supported by Ashton and Jess, the Bike Rescue mentors. Everyone learned how to communicate problems in constructive ways, an important life skill. Mentors commented on the excellent improvement in taking initiative, problem solving and interpersonal skills, which will be very beneficial when interacting with supervisors, co-workers and potential employers. Through this program, a Year 11 student gained paid employment experience at the Bike Doctor in Subiaco.

Notre Dame University program

Over the last three years, Leeming SHS ESC has developed a special relationship with the University of Notre Dame. Students participate in an individualised one-to-one 10 week program with fourth year Health and Physical Education students. The aim of the program is to build core strength and skills such as hand-eye coordination, game awareness and cooperation, through a personally tailored program.

Physical Education

In 2020, students enjoyed a variety of experiences and sports through their physical education program, including:

- After school athletics program and Term 3 carnival
- Tennis coaching clinics
- Diversity Dance Program
- Martial Arts
- SEDA Football incursion
- Sports Leader excursion to Urban Jungle
- Stephen Michael Foundation Football Carnival
- Beach swimming program



Leeming Link

Established in 2019 by the Student Services Manager and School Chaplain, Leeming Link continued to flourish in 2020. This recess and lunch social group was initiated to engage students during unstructured times of the day and assist them to develop their social skills in a fun and informal setting. On Mondays, Tuesdays and Thursdays, students are invited to participate in a variety of fun activities designed to assist their conversation skills, teamwork and resilience. Indigo therapists support the program and incorporate ideas to enhance student communication. At the end of 2020, students were surveyed and results compared with data collected in 2019. The top three most liked activities in 2020 were toasties, soapy slime and singing/music. The Biggest Morning Tea was our largest event and attracted over 50 students.



Results of Student Leeming Link Surveys

	2019	2020
Students surveyed who had been to Leeming Link	69%	74%
Students who liked/enjoyed activities offered	88%	83%

Student Achievement

Individual student performance is assessed in relation to student progress each semester. Data on individual student progress includes:

- Negotiated IEP objectives and My Plan goals attained by students.
- ABLEWA assessment.
- 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.
- SCSA Course and Endorsed Program achievement.
- ASDAN Certification.
- Portfolios that provide a concrete copy of student work or evidence of their performance e.g. work samples, photographs and videos.
- Case conference reports.
- Literacy and numeracy assessment.
- OLN and NAPLAN recommendations.
- DAGG assessment.

The School Curriculum and Standards Authority is responsible for the curriculum, assessment, standards and reporting for all Western Australian schools. All students at the completion of the secondary schooling are issued with a Western Australian Statement of Student Attainment (WASSA). The WASSA provides a formal record of what students have achieved as a result of their school education in Western Australia from years 10- 12.



Senior School SCSA Student Achievement Data 2020

Year	Endorsed Programs	No. of Students	Preliminary Courses of Study	No. of Students	Certificate Qualifications	No. of Students
10	Provider-developed ASDAN TI:					
	Horticulture	1	P1 English	5		
	Workright	7	P1 Maths	5		
			P1 Health and PE	10		
	E-Safety	8	P2 Health and PE	10		
11	Provider-developed ASDAN TI:					
	E-safety	1	P2 English	19	Certificate I in Permaculture	5
	Out in the Community	19	P2 Maths	18	Certificate II in Hospitality	3
	Money Progression	8	P3 Health and PE	14		
	Independent Living	8	P4 Health and PE	14		
	ASDAN Short Course:					
	Roadwise	3				
	Authority Developed:					
	Keys4Life	1				
	ADWPL	20				
12	Provider-developed ASDAN TI:					
	Using Transport	26	P3 English	9	Certificate II in Automotive	1
	Money Progression	9	P4 English	5	Certificate I in WOW	4
	Sports Studies	9	P3 Maths	5	Certificate II in Business	2
	Provider - developed:					
	Bush Rangers	21			Certificate II in Construction	1
	Authority - developed:				Certificate II Horticulture	1
	ADWPL	36			Certificate II in Community Services	1
	Keys4Life	1			Certificate II in Hospitality	3

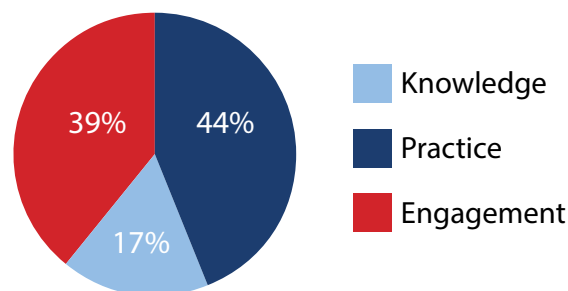
School Priorities 2020

Priority 1 Quality Teaching:




1.3 Implement self-reflection tools and processes to improve teaching and learning

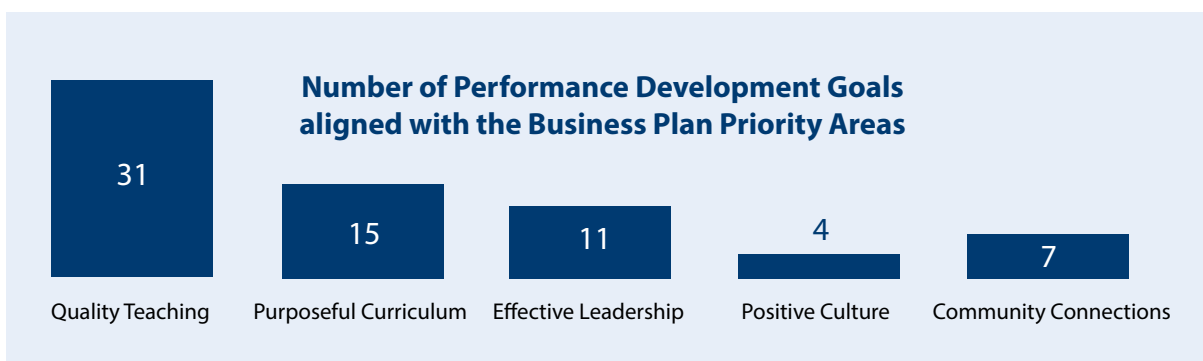
In 2020, performance development processes were reviewed to align with the AITSL Standards and our new 2020 – 2022 Business Plan priorities. As a result, teacher professional learning and performance development was targeted at the school priority area Quality Teaching, with a particular focus on teaching practice. The table below indicates teacher 2020 – 2021 performance development goals aligned to the AITSL standards of Professional Knowledge, Engagement and Practice.

Teacher Performance Development Goals 2020 - 2021 AITSL Standards



The following table and graph reflect the range of Performance Development goals identified by teachers across the three AITSL domains and illustrate how they align with the Leeming ESC 2020-2022 Business Plan.

 Knowledge	 Practice	 Engagement
<ul style="list-style-type: none"> Curriculum differentiation 	<ul style="list-style-type: none"> Incorporate communication for AAC users on Community Based Learning and Workplace Learning 	<ul style="list-style-type: none"> Leadership in senior school – SoSAFE!
<ul style="list-style-type: none"> Aboriginal Curriculum Framework incorporated into teaching 	<ul style="list-style-type: none"> Explicit teaching 	<ul style="list-style-type: none"> Future Leaders Framework
<ul style="list-style-type: none"> Increased knowledge on protective behaviours 	<ul style="list-style-type: none"> Developing Preliminary-Units and assessments to meet student needs 	<ul style="list-style-type: none"> Support colleagues with programming
<ul style="list-style-type: none"> Psychology of buy-in 	<ul style="list-style-type: none"> Use of assessment to inform teaching 	<ul style="list-style-type: none"> STEP program developed to support student transition into employment
<ul style="list-style-type: none"> Cross curricula planning 	<ul style="list-style-type: none"> Incorporating ICT into lessons 	<ul style="list-style-type: none"> Transitions and pathways Vocational Education and Training
<ul style="list-style-type: none"> Linking Outdoor Education to ASDAN 	<ul style="list-style-type: none"> Use self-reflection to improve teaching 	<ul style="list-style-type: none"> Committee involvement
	<ul style="list-style-type: none"> Maths assessment and teaching 	<ul style="list-style-type: none"> Peer Observation
	<ul style="list-style-type: none"> Incorporate STEAM into lessons 	<ul style="list-style-type: none"> Positive staff and parent connections
	<ul style="list-style-type: none"> Clear goals in IEP's 	
	<ul style="list-style-type: none"> Use Positive Behaviour Support strategies in classroom 	



Priority 1: Quality Teaching: Mathematics

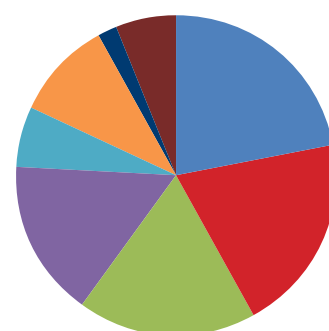
1.2 Build capacity of staff to analyse student assessment data to improve teaching and learning

As a key priority of the current Business Plan (2020 - 2022), Mathematics was identified as a focus learning area for improvement and development over the three-year cycle. Assessment data collated through Ability Based Learning Education (ABLEWA) and Progressive Achievement Test (PAT) ascertained student achievement and baseline data, providing an insight into areas that needed further development. Teachers are developing a better understanding of using these assessments as strategic tools to assess learners at their individual level. This informs the development of targeted Mathematics programs, student IEP goals and enables more effective reporting to parents about student learning.

Teachers engaged in moderation sessions to analyse assessment data and readily used the information to support the Plan, Teach Assess cycle. To ensure effective handover procedures between year levels, Mathematics folders were introduced as a transitional tool. These included RTP, ABLEWA and IEP reports, PAT data, and annotated work samples. This provided the new classroom teachers with an overview of student attainment, enabling the design of comprehensive and individualised learning programs, validating baseline data.

Which of the following do you use for assessment?

ABLES	22%	Personal rubrics	6%
PATS	20%	Anecdotal notes	10%
Work samples	18%	Key Maths	2%
Personal checklists	16%	Hands on Maths	6%



Future Directions for 2021

- Implement a school-based Instructional Model to support the delivery of Mathematics lessons
- Conduct professional learning to support and upskill teachers with interpreting and using ABLEWA and PAT data to inform their planning, teaching and assessment
- Mathematics Curriculum Leaders and establishment of a committee

Priority 2: Purposeful Curriculum (excellent student outcomes)

2.3 Use evidence based practice to inform whole school mathematics programs

In leading the development and implementation of a functional Maths curriculum, teachers were surveyed to determine confidence and competency when delivering the Mathematics curriculum. Survey results indicated that classroom teachers required support with their Mathematics programming and assessment, which led to the development of a school-based Mathematics Scope and Sequence. In 2021, Curriculum Leaders will finalise the Leeming ESC Mathematics Scope and Sequence through a consultative process with external professionals.

Future Directions for 2021

- *Ongoing professional learning to review and provide feedback on the Leeming ESC Mathematics scope and sequence*
- *Consultation with Dr Paul Swan and ESSN schools*
- *Raise the profile and integration of Mathematics across the curriculum*
- *Analyse Mathematics IEP and My Plan goals, strategies and achievement*

What area would you like more support in?

Assessment	62%
Hands on Maths	8%
Programming	17%
Lesson Design	8%
Resourcing	8%

Priority Area 4: Positive Culture

4.4 Whole school implementation of Positive Behaviour Support

Positive Behaviour Support (PBS) is an evidence-based framework of interventions designed to enhance academic, social, emotional and behavioural outcomes for all students. Full implementation of PBS will take 3 – 5 years.

Leeming SHS ESC aims to encourage positive attitudes through the school values of: Unity, Self-Responsibility, Teamwork, Achievement and Respect (USTAR).

In 2020, all school staff were involved in awareness training regarding PBS. A School Climate Survey indicated 100% of staff believed the school would benefit from a PBS approach and were supportive to implement PBS strategies.

WA Positive Behaviour Support School Climate Survey

Are you interested in being on the school team which will facilitate the implementation of school wide positive behavioural approach in the school?



Would you be open to adapting school wide positive behavioural strategies and participating in implementing them across the school?



Do you believe the school would benefit from the school-wide positive behaviour approach?



Staff feel listened to, represented and feel that they have a choice?



People work here because they enjoy and choose to be here?



The school promotes a positive school environment?



I know who to go to and how to get support for dealing with student issues?



Student know what behaviours are expected of them?



Staff in our school use effective discipline strategies that are defined by logical consequence?



Members of our school community seek to define the problem/issue rather than blame others?



Are you aware/know the school's MSB policy and guidelines?



Is the student behaviour taking away from your teaching/admin time?



Does the school have a high rate of office discipline referrals?



Do you regularly give incentives for positive behaviour examples?



In general, is there a high rate of positive interaction with students?



If so, is it working and consistent across the school?



Is there an active whole school behaviour management program in place in the school?



■ Yes ■ No ■ Maybe

A PBS Leadership Team was established in 2020 comprising of administration, teaching and non-teaching staff members.

The mission statement and purpose of the Leeming ESC PBS team is to *“develop, lead and embed PBS within our school community. This will develop a collaborative and consistent culture based on common practices, creating a positive and happy learning environment.”*

In 2020, the PBS team collected data and developed processes to support Tier 1 PBS strategies, including:

- Following a Team Implementation Checklist with action plan.
- Committing and completing professional development for all staff at our Staff Development days.
- Collecting data for the School-wide Evaluation Tool (SET).
- Beginning the development of a Behaviour Matrix in consultation with all staff and school community.
- Beginning to align whole school incentives system with our core values USTAR encouraging students to develop and demonstrate the expected behaviours.

School-wide Evaluation Tool Summary Nov 2020

Feature	Data Score
A. Expectations Defined	2/4
B. Behavioural Expectations Taught	2/10
C. On-going System for Rewarding Behavioural Expectations	5/6
D. System for Responding to Behavioural Violations	5/8
E. Monitoring & Decision-Making	6/8
F. Management	12/16
G. District-Level Support	4/4

PBS Reflective Practice Data (Teachers) Nov 2020

Sample from 32 questions	Yes	No	Partially
Classroom routines and procedures are prominently displayed	12		5
Routines and procedures are stated in observable measurable positive language	13		4
School-wide behaviour expectations and matrix prominently displayed in the classroom	1	11	5
I teach behaviour skills lessons using examples and non-examples of expected behaviours	6		11
I use a variety of evidence based methods to deliver my instruction (e.g. cooperative learning graphic organisers explicit teaching)	13		4
I have developed and use a continuum of strategies for encouraging social behaviour in the classroom (Free and frequent, short and long-term)	12		5

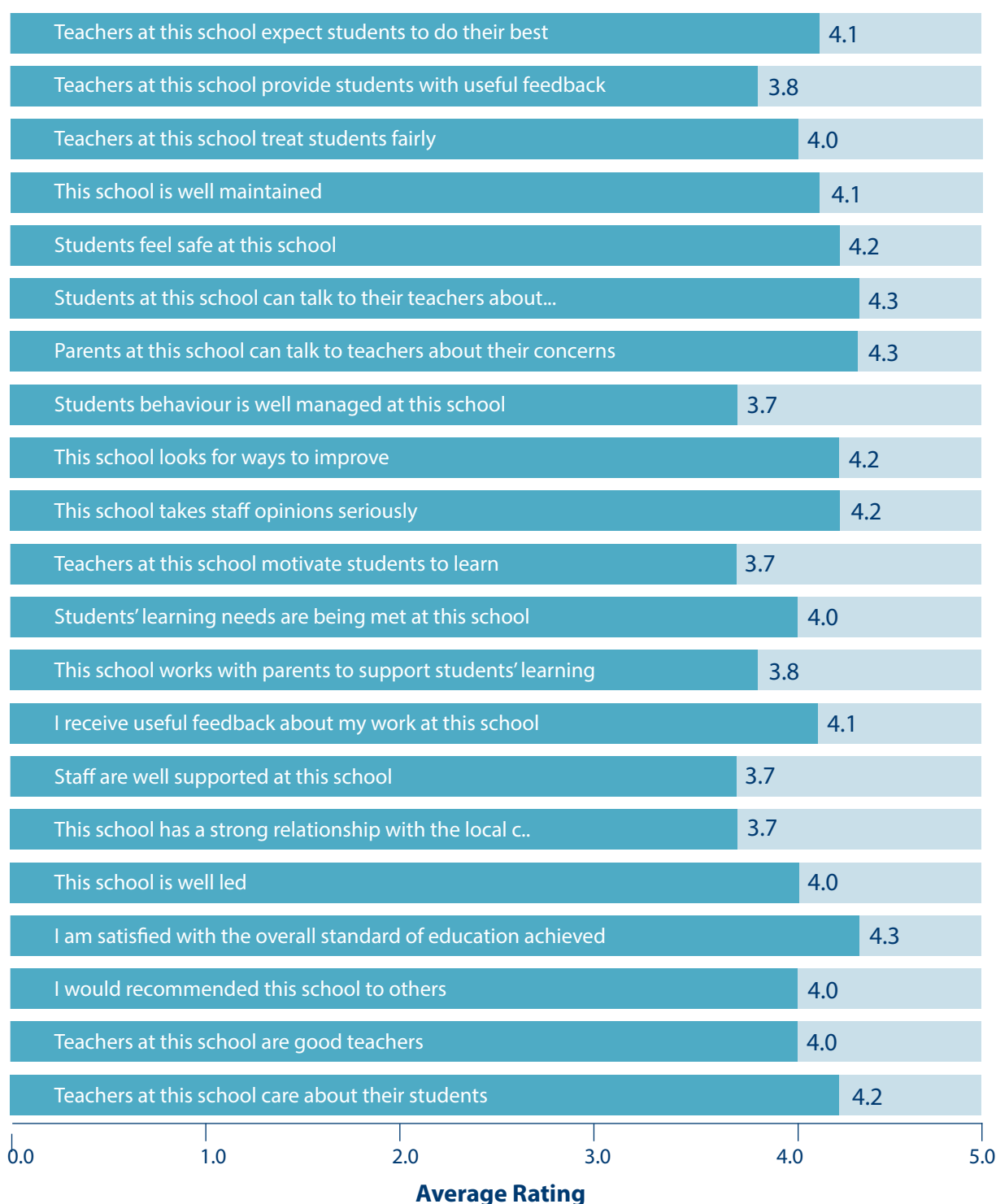
In 2021, the team will continue to follow the PBS Action Plan to:

- Compare and review 2020 and 2021 SET data.
- Full implementation of Behaviour Matrix, including staff Professional Learning on how to use it.
- Development and implementation of Staff and Student Induction books.
- Explicit teaching of skills and behaviours across settings.
- Development of consistent procedures, routines and rules across settings.
- Development of school wide visuals displaying PBS expectations (e.g. posters, banners).
- Development of systems to collect meaningful data to drive Tier 1 implementation.

Parent, Student and Teacher Satisfaction

Staff Survey

Every two years staff are surveyed using the School Survey, a data collection tool designed specifically for Australian schools. Two areas identified for further progress in the 2020 survey include, staff feedback and managing student behaviour. In 2020, performance development processes were reviewed to provide more targeted feedback to staff through classroom observations and conversations. Providing useful feedback about performance will continue to be a focus in 2021, through performance development and peer observation, in line with 2020-2022 Business Plan priorities. Managing student behaviour will also be prioritised through the implementation of Positive Behaviour Support, developing a consistent approach across the school. Tier 3 students will continue to be individually case managed with intensive supports.





Staff comments in response to the question – “What do we do well at Leeming ESC?”

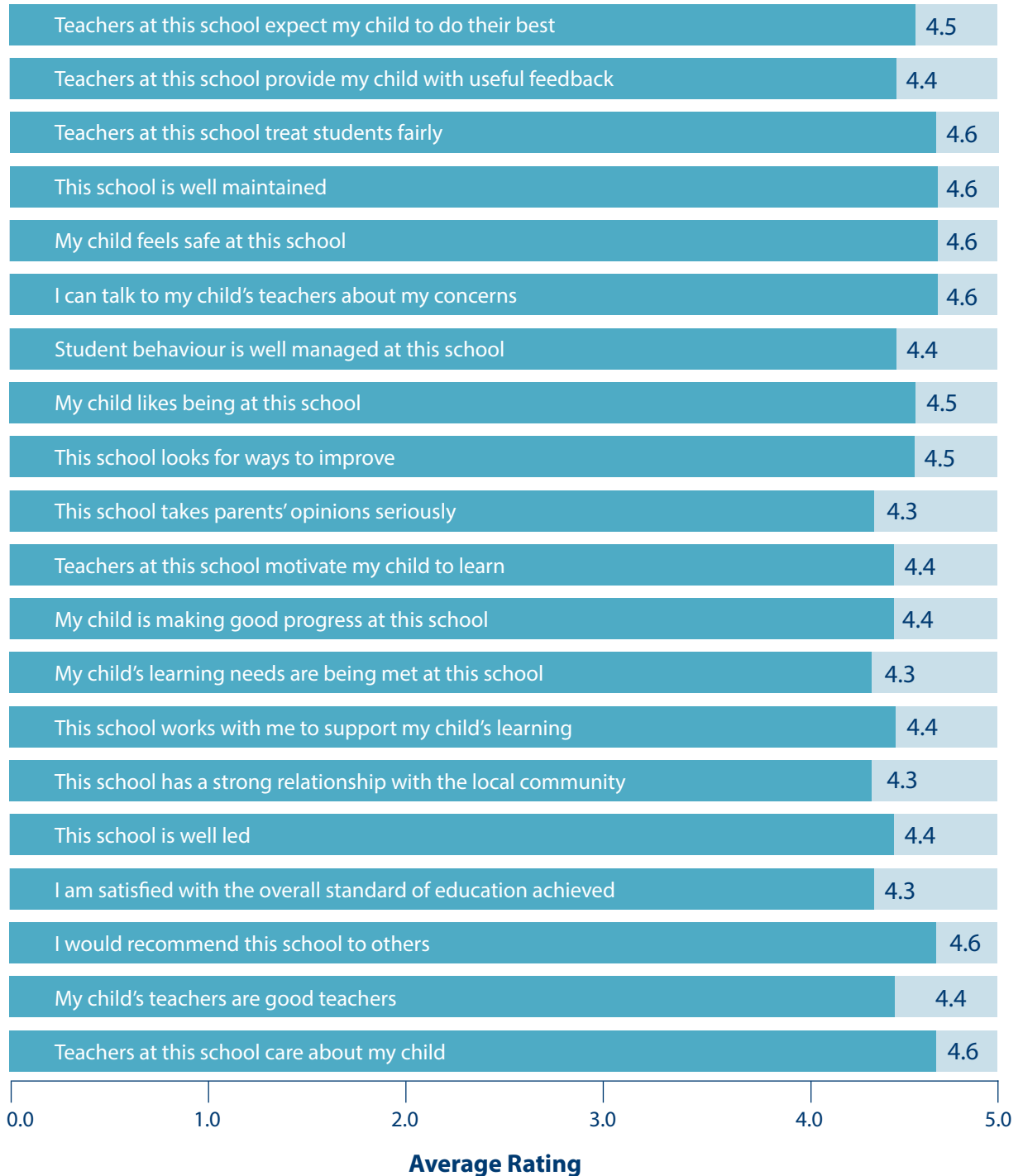
- Inclusiveness.
- All the staff know the students, which contributes to a great school culture.
- Students are provided with a range of learning programs, social excursions and are well prepared for work, post school.
- A lot of great programs and opportunities for students. Great leadership team.
- Always trying to find ways to evolve and improve, dynamic!
- Friendly school community.
- Staff are committed.
- The respect and care staff have for the students.
- The daily challenges and the upskilling that occurs on a daily basis.

Staff comments in response to the question – “What can we improve on at Leeming ESC?”

- Communication and more frequent team meetings.
- Sharing of resources and ideas with all.
- Joint planning in year groups and sharing of ideas.
- Managing workload.

Parent Survey

Every two years parents are asked to complete the National School Survey. Parent feedback has been positive and is reflective of our school vision; to be a warm, welcoming and connected community. We highly value parent feedback and the collaborative partnerships, which are an essential component for a positive education for all students at Leeming ESC.





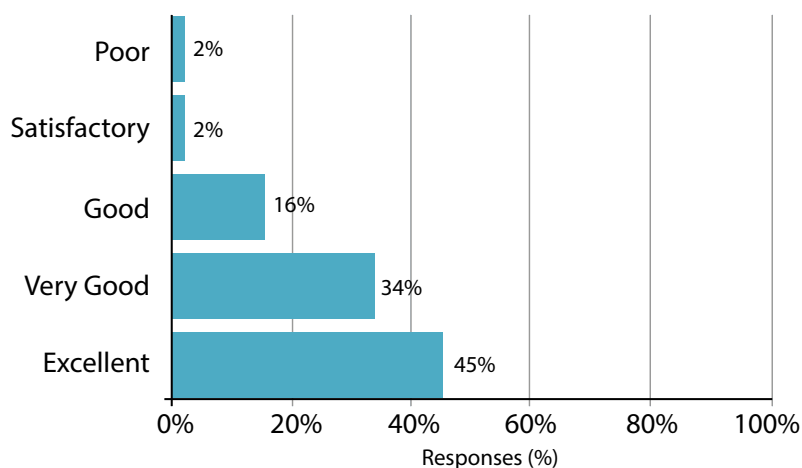
Positive comments from parents:

- Leeming SHS ESC reminds me of a well-oiled, organised, caring, and wonderful connected community, all on the same page.
- The teachers all want the same thing: to bring out the best in their students no matter what level of limitations the students may be living with. My child is cared for, challenged, guided and shown that there are many opportunities out of school and I believe the teachers give their students the skills, encouragement, positive teaching programs and always encouraging one another.
- Leeming SHS ESC is an awesome school. My child receives feedback about his performance and encouragement to do his best.
- Leeming SHS provides many opportunities for my child to be included in sport activities, camps and other excursions.
- Open communication.
- Strong sense of community.
- Dedicated teachers that go above and beyond to support our kids.

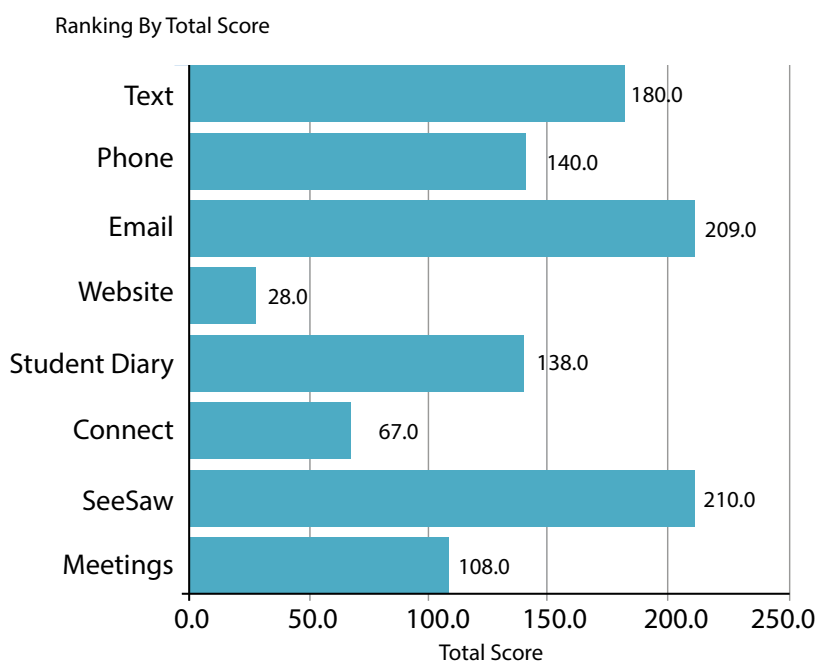
Areas highlighted for improvement

- The level of communication varies greatly from year to year between teacher and parent.
- More consistent use of SeeSaw in each class.
- Discussions with families about education requirements of OLNA.
- Transition from teacher to teacher each year, handover of information.

Please rate the level of communication between school and home.



My preferred method of receiving communication from the school is:



Communication is an important tool in maintaining a connected school community. Over the past two years, we have increased the range of communication methods using a multi-model approach to engage families with school communication. The survey indicates that families are happy with the variety of communication, however some families indicated this was inconsistent from year to year. Families enjoy engaging via the SeeSaw app. This allows them to view and comment on their child's engagement across a variety of school programs and learning experiences. Additionally, Seesaw provides a platform for parents to engage and communicate with their child about their school day.



Post School Destination

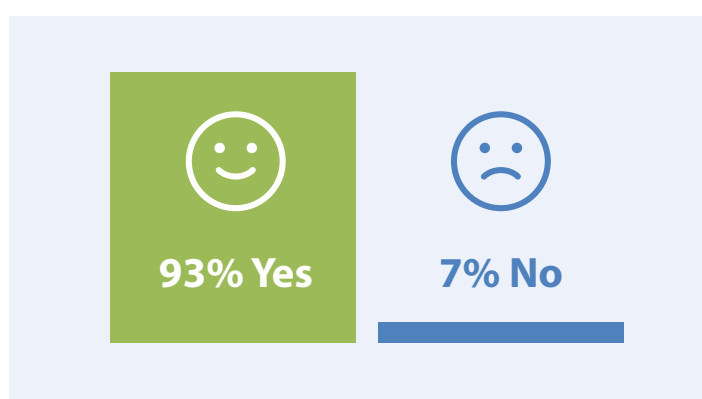
Collection of destination data, has highlighted the importance of our programs and transition processes to ensure students have successful pathways post school. An area recognised for further improvement is to continue developing partnerships and programs to create open employment pathways. This has become a priority area in our 2020 – 2022 Business Plan. To support this priority, a partnership with Activ was formed in 2020. An Internship program for school students with a disability and host employers was piloted to increase job readiness for the open employment job market.

The program structure included:

- Career discovery and exploration
- 1-1 Career coaching
- Workplace experience
- Reflection
- Career assessment and a pathway summary

Due to COVID-19 disruptions, online learning and coaching became an integral part of the program. This led to students developing essential technology skills for the future. The program will continue in 2021, with the aim of developing more partnerships with corporate and local businesses to support our students developing employment pathways.

Did the studies/subjects delivered at Leeming SHS ESC (eg English, maths, transport training) help develop your child's work readiness skills to gain employment?



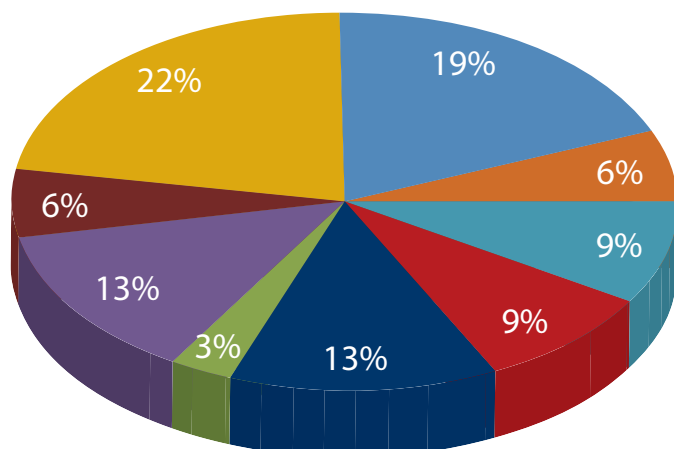
93% of leavers from 2018-2020 agreed that Leeming ESC prepares students' work readiness skills through the curriculum and opportunities provided. To further enhance and prepare students for the jobs of the future and ensure strong transition pathways, the curriculum will be reviewed and backwards mapped, through a school developed pathway program **STEP** – Skilling Towards Employment Pathways. Students complete a career discovery program to identify relevant industry qualifications to support open employment pathways. This pathway leads into **SCREAM** – Shared Confidence, Reaching Excellence, Achieving More. This unique program was created in partnership with a Disability Support Organisation with a view to linking students with paid employment in the open job market.

The table below provides information on the Senior School employment data for 2020.

Senior School Employment Data for Years 10 - 13 - 2020

Type of Employment	Place of Employment	Employed		Work Trial Probation Period	
		Student Year	No.	Student Year	No.
Australian Disability Enterprise - ADE - Supported employment	Activ Bentley	13	3		
	Activ Bentley	12	2	12	3
	Activ Rockingham	13	1		
	Activ Property Care	12	1	12	1
	The Ability Centre			11	1
Disability Employment Services - DES - Open Employment	St John of God Hospital Murdoch Food Services Assistant	13	1		
	The Bike Doctor			11	1
	Miss Chows	12	1		
	Car Detailing	12	1		
Microenterprise	Self employed	13	2		
TOTAL			12		6

Is your child engaged in a social or sporting club in your community, please indicate what they are involved in.



Dancing	19%	Football	3%
Bowling	6%	Basketball	13%
Church	9%	Tennis	6%
DADAA	9%	Other	22%
Soccer	13%		

An increasing number of students are accessing and maintaining connections with sporting clubs and leisure and recreation activities post school. This is a direct result of promotion through Physical Education, Leisure and Recreation programs and NDIS parent information sessions. Leeming SHS ESC will continue to provide information to parents through meetings and the Parent EXPO in 2021, to build awareness of community groups and maintain strong community connections.



In collaboration with ACTIV and Mission Australia (NDIS Partner in the Community), a NDIS Planning

Guide was created to support families accessing supports across the NDIS four core areas -

employment, independent living, daily living, social and community participation. Workshops upskilled families, providing them with the knowledge and skills to have meaningful discussions with their NDIS planner about their child's needs. Parent feedback about the planning guide has been positive and additional workshops will be coordinated in 2021.

"The booklet has been a great reference point to ensure I have given consideration to multidiscipline supports for therapy and daily living when compiling and collecting supporting documentation for the NDIS meeting. Thank you for offering this educational and supportive workshop. I would not be feeling as confident to proceed into an independent plan without it."

Future Directions

Although challenging at times, 2020 also provided opportunities for learning new skills and a time for reflecting on what will be important in the future education of Leeming SHS ESC students. In 2021, technology, literacy and numeracy will continue to be integrated and embedded into the curriculum. The individualised programs will be designed to prepare students for their future beyond school.

In 2020 the PBS Team set the groundwork for the implementation of the Leeming ESC PBS framework, by educating and gaining the support of the school community. The PBS journey will continue in 2021, with the introduction of the Leeming ESC Matrix and school wide expectations. Explicit teaching and encouragement of expected behaviours through our USTAR values to create a consistent and positive school culture will be a core focus.

In 2021, the Centre will continue to build the capacity of staff in the priority area Quality Teaching through the implementation of the Leeming SHS ESC Instructional Model. Professional learning will be undertaken to assist staff understanding and using assessment data to improve teaching and learning. With an increasing number of new staff and graduate teachers, the Peer Observation implementation plan will be reviewed and updated. This plan will focus on building staff trust and providing opportunities for professional dialogue and constructive feedback.

Resourcing Directions for 2021

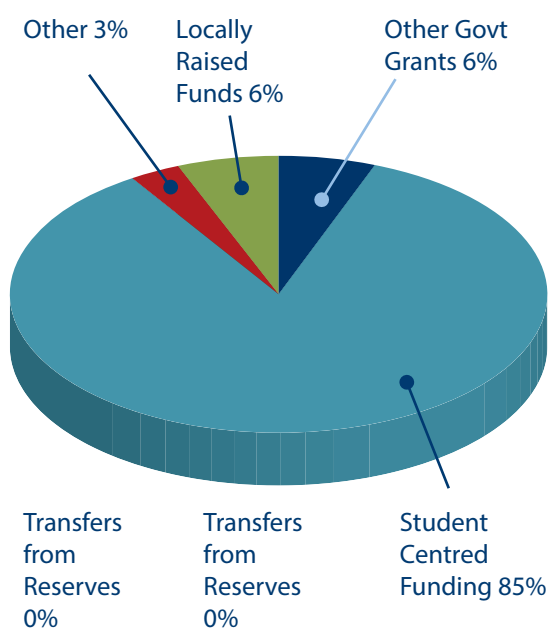
- Full time school chaplain to support pastoral care and health and wellbeing of staff and students.
- School psychologist three days a week.
- Transition and Pathways Coordinator to further enhance student post school pathways and assist families navigating NDIS and support services.
- Level 3 Technical Support officer two days per week.
- Maths Coordinator two days a week to further develop business plan strategic planning in mathematics.
- Allocated time for a Positive Behaviour Support coach and leader.
- Updating and maintaining technology in classrooms with new Promethean boards and laptops.
- Building and maintenance plan for classroom upgrades and maintenance.

Finance

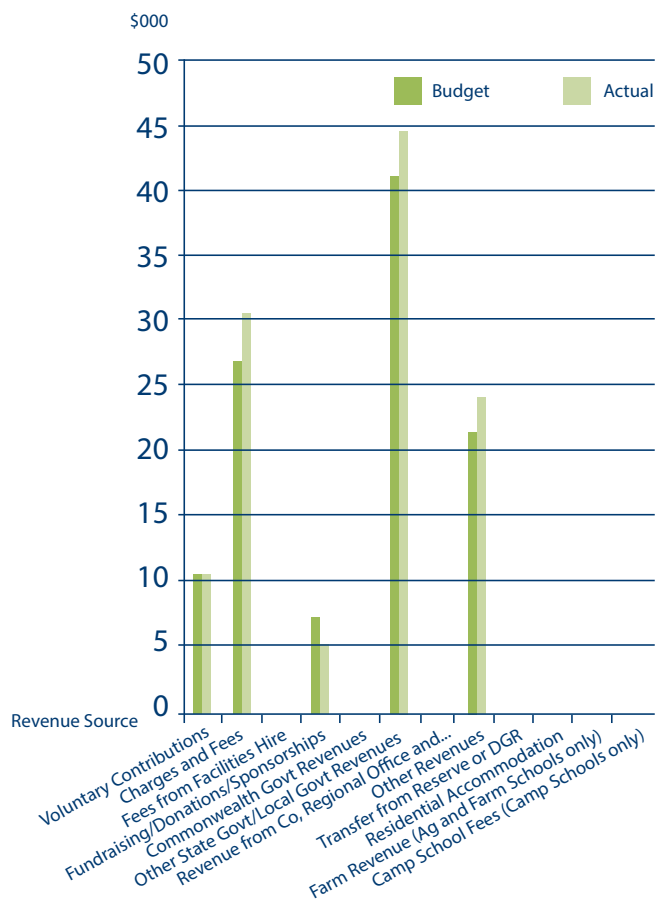
Leeming SHS ESC - Financial Summary as at 31st December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$10,692.50	\$11,214.50
2	Charges and Fees	\$27,055.00	\$30,651.77
3	Fees from Facilities Hire	-	-
4	Fundraising/Donations/Sponsorships	\$7300.00	\$5,473.31
5	Commonwealth Govt Revenues	-	-
6	Other State Govt/Local Revenues	\$41,000.00	\$44,544.09
7	Revenue from Co, Regional Office and Other Schools	-	-
8	Other Revenues	\$21,505.00	\$24,182.67
9	Transfer from Reserve or DGR	-	-
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School Fees (Camp Schools Only)	-	-
	Total Locally Raised Funds	\$107,552.50	\$116,066.34
	Opening Balance	\$1,063,106.88	\$1,063,106.88
	Student Centred Funding	\$640,000.00	\$639,688.43
	Total Cash Funds Available	\$1,810,659.38	\$1,818,816.65
	Total Funds Available	\$1,810,659.38	\$1,818,861.65

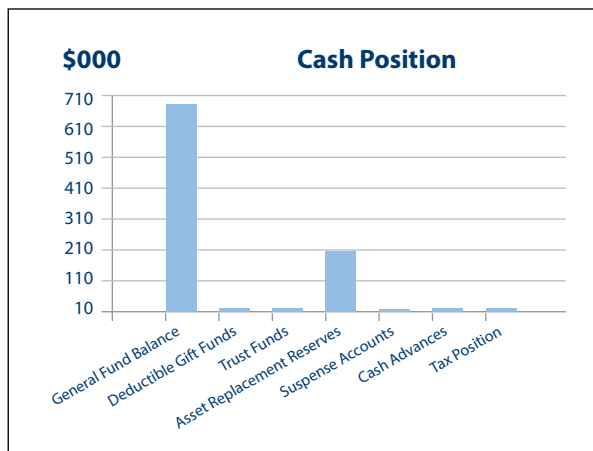
Current Year Actual Cash Sources



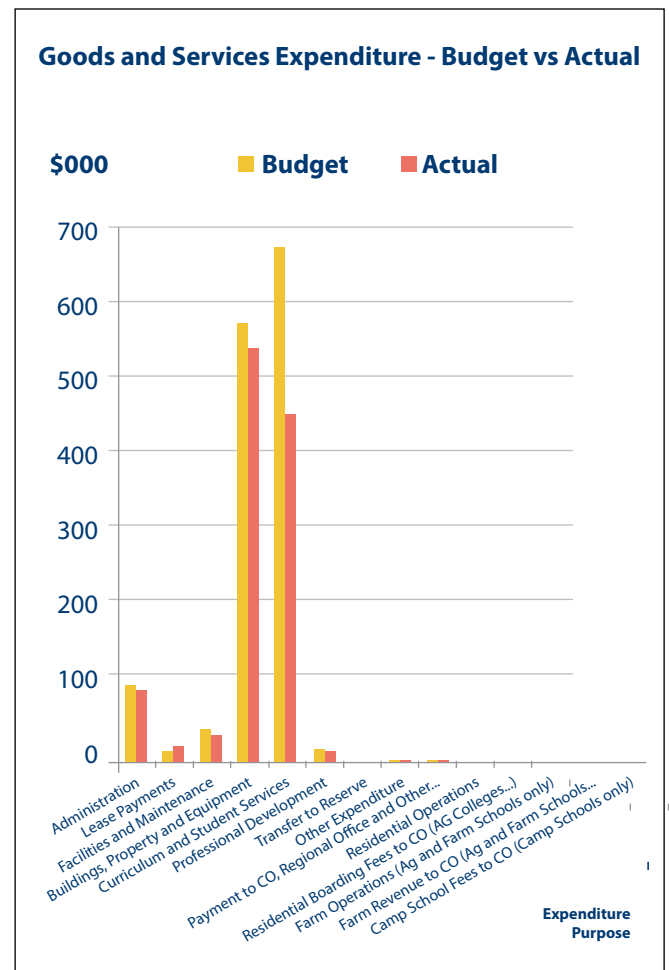
Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$83,911.77	\$78,217.47
2	Lease Payments	\$15,000.00	\$16,414.17
3	Utilities, Facilities and Maintenance	\$34,000.00	\$30,647.48
4	Buildings, Property and Equipment	\$566,000.00	\$531,533.96
5	Curriculum and Student Services	\$663,889.23	\$453,681.83
6	Professional Development	\$22,500.00	\$20,206.34
7	Transfer to Reserve	-	-
8	Other Expenditure	\$4,805.00	\$440.96
9	Payment to CO, Regional Office and Other Schools	-	\$227.27
10	Residential Operations	-	-
11	Residential Boarding Fees to CO (Ag Colleges only)	-	-
12	Farm Operations (Ag and Farm Schools only)	-	-
13	Farm Revenue to CO (Ag and Farm Schools only)		
14	Camp School Fees to CO (Camp Schools only)		
	Total Goods and Services Expenditure	\$1,390,106.00	\$1,131,369.48
	Total Forecast Salary Expenditure	-	-
	Total Expenditure	\$1,390,106.00	\$1,131,369.48
	Cash Budget Variance	\$420,553.38	



Cash Position		
	Bank Balance	\$900,367.41
	Made up of:	-
1	General Fund Balance	\$687,492.17
2	Deductible Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$217,430.04
5	Suspense Accounts	\$3,466.20
6	Cash Advances	(200.00)
7	Tax Position	(7,821.00)
	Total Bank Balance	\$900,367.41



Glossary of Terms

PCP	Person Centred Planning	EA	Education Assistant
IEP	Individual Education Plan	ICT	Information and Communications Technology
PL	Professional Learning	ESSN	Education Support South Network
VET	Vocational Education and Training	NESLI	National Excellence in Schools Leadership Initiative
NDIS	National Disability Insurance Scheme	MAPA	Management of Actual and Potential Aggression
AAC	Augmentative and Alternative Communication	RTP	Reporting to Parents
PAT	Progressive Achievement Tests	PBS	Positive Behaviour Support
ABLEWA	Ability Based Learning Education, Western Australia	AITSL	Australian Institute for Teaching and school Leadership



LEEMING SHS ESC

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