



LEEMING SHS ESC





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
ABLE-WA	Ability Based Learning Education, Western Australia	AITSL	Australian Institute for Teaching and school Leadership

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Introduction

Leeming SHS ESC 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.

In 2021, our school fully embraced the Positive Behaviour Support (PBS) matrix, with staff members sharing innovative lessons to explicitly teach and embed our school values. The Leeming SHS ESC instructional model (LEARN) was used as the framework for these lessons, which consolidated school values and effective teaching practice. The impact of embedding PBS lessons into class timetables was demonstrated in a reduction of recorded incidents on the Student Information System. An amazing computer application was created to give positive feedback to staff and students, and this became a reward system used throughout the school at assemblies and within individual classes.

The COVID-19 Pandemic in 2020 introduced a new way of educating through remote learning. This transformed the way students engage with learning through technology. The importance of developing technology skills remained a focus in 2021, with students learning new skills using Microsoft Teams for video conferencing and accessing learning activities through Seesaw, Connect and Teams. The STEAM (Science, Technology, Engineering, Arts and Mathematics) Committee started an after school club in 2021, providing an opportunity for students to develop their coding skills through a Western Power sponsored program. This highly successful program engaged students in hands on learning experiences, developing important 21st century skills, creativity, critical thinking and problem solving. Other STEAM projects in 2021 included the Scitech Robotics program, Education Minecraft and Business Enterprise where students created quality products and services for our annual Pop up Shops.

Leeming SHS ESC school purpose is ***Building Bright Futures*** by empowering students to reach their full potential and become active members of the community. From year 7, our students begin their journey, working towards developing their abilities, identities and strengths through a variety of learning experiences and programs. I enjoy celebrating student achievements and acknowledging the engaging programs provided at Leeming SHS ESC. The 2021 Annual Report highlights our collaborative school community and rich learning experiences.



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 ESC established 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 approximately 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 2021, the ESC occupied sixteen 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, home economics, Trade Training Centre, art and sports facilities.



Demographics

In 2021, there were 141 students enrolled at Leeming ESC from a wide area within the Cities of Melville, Gosnells, Fremantle, Cockburn and Canning. All students have high educational needs that require significant teaching and learning adjustments. The students enrolled are from diverse socio-economic and cultural backgrounds. In 2021, six SBS (School Bus Services) 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. Student numbers (as at 2021 Semester 2) are tabled below.

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	TOTAL	
Full Time	27	25	25	23	10	27		137	
Part Time						4		4	(3)
Total	27	25	25	23	10	31		141	(140)



Staff Profile

Teaching staff

The 32 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. Leeming ESC has two Level 3 teachers and two teachers working towards Level 3 teacher status.

Non-teaching staff

Non-teaching staff consisted of a manager of corporate services, 2 full-time school officers, a social trainer, workplace learning coordinator and two workplace learning school officers. In 2021, there were 70 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 have completed Certificate IV in Training and Assessment. Two non-teaching staff members continued with their external studies to become qualified teachers.



A school chaplain is employed full time and school psychologist 3 days a week to support student and staff health and wellbeing initiatives and priorities. A technical support officer works 4 days a week.

Positions

Promotional positions are a Principal, two Deputy Principals and Student Services Manager. Leadership roles in the areas of transition and pathways coordinator, and literacy and numeracy coordinators were established in 2021 and nominated individuals were allocated one day per week to fulfil the requirements of these roles.













Enrolment, Retention and Participation

Leeming ESC student enrolment numbers continued to increase in 2021. With enrolment numbers remaining consistently high, and families requiring support to familiarise themselves with the enrolment process, information regarding this process continued to be delivered twice a term. In 2021, 86 families investigated Leeming ESC, 26 primary students enrolled and 4 students were waitlisted. The families, psychologists and primary school administrators reported that the information sessions had an impact on their understanding of the process for enrolment.

The following table illustrates the growth in student numbers from 2011 to 2021.

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
57	57	60	65	83	99	112	120	128	138	141

Student Behaviour and Engagement

2020 Behaviour Supports		2021 Directions	
	Case Conferences – improved data collection and dissemination of information		Creation of Wakakirri Dance group
	School Psychologist employed 3 days per week		Investigate alternative recreational activities to build community connections
	More staff trained as Safety Intervention facilitators		Reduce teacher workload, resulting in increased continuity of classroom programs
	PBS explicit lessons developed in LEARN model		Explore engagement and attendance data collection tools
	USTAR Behaviour and Attendance app created		Whole school instructional model to improve student engagement

Positive Behaviour Support

As a Positive Behaviour Support (PBS) school, a key part of our vision is for students and staff at Leeming ESC to increasingly demonstrate values from the PBS matrix. PBS is a priority area of the 2020-2022 Business Plan (Priority 4.4: Positive Culture – Whole school implementation of Positive Behaviour Support). In 2021, the PBS Committee created a variety of resources and lessons to ensure consistency of teaching the PBS values across the school.

Our Matrix Behaviour Values are referred to as “USTAR” and students are explicitly taught that the acronym stands for:

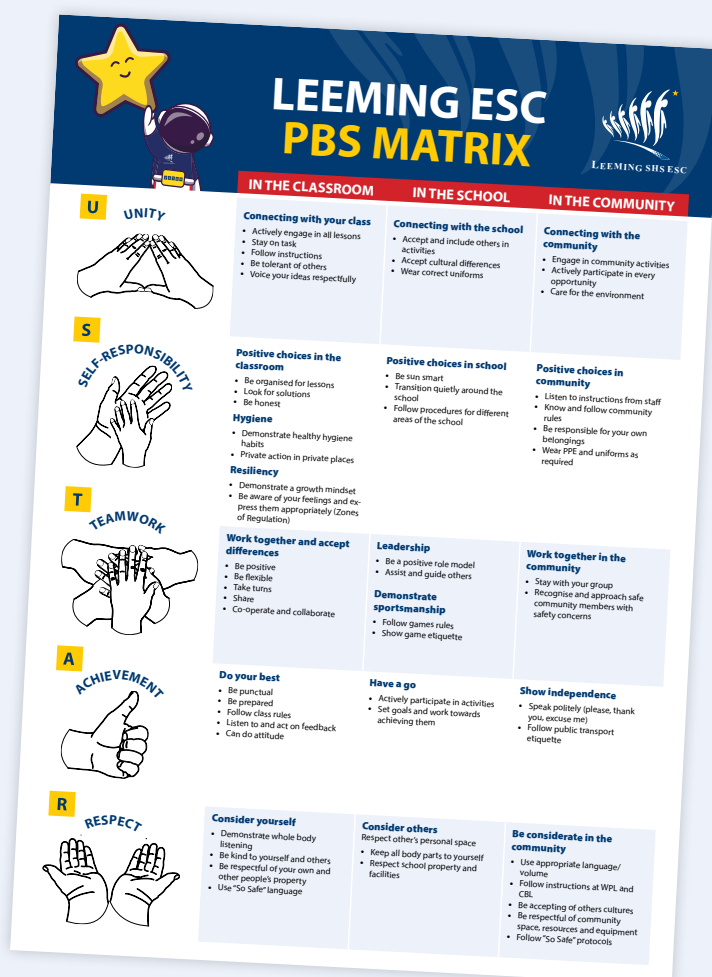
- U** Unity
- S** Self-Responsibility
- T** Trust
- A** Achievement
- R** Respect

Example of mascots being developed



These expectations were developed in 2020 after consultation with the school community as part of the process of becoming a Positive Behaviour Support (PBS) school. The PBS Committee achieved the following set outcomes for 2021:

- The behaviour matrix for PBS was refined and professionally redesigned by a graphic designer.
- Mascots for our behaviour expectations were developed.
- A Leeming ESC USTAR app was developed to provide school-wide, consistent, free and frequent rewards for staff and students who followed the USTAR values.
- All staff engaged in professional learning around explicit teaching of the matrix values. Explicit teaching of the values are now implemented in all classes once a week.
- Staff Handbook was finalised and distributed to all classes.
- Developed processes for PBS to be visible in the school newsletter and at assemblies.

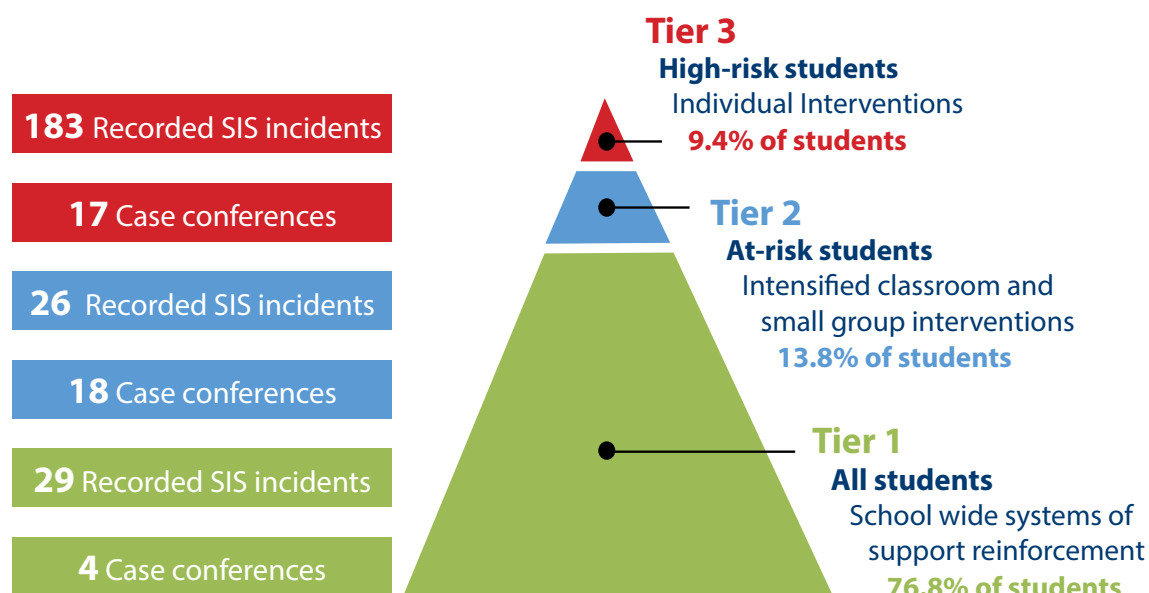


Annual data collected from staff and students in our School-Wide Evaluation Tool (SET) in 2020 and 2021 has shown an improvement in 5 of the 7 areas.

Data from the SET and teacher's reflecting on their self practice is outlined below.

School-wide Evaluation Tool Summary			
Feature		Data Score Nov 2020	Data Score Dec 2021
A.	Expectations Defined	2/4	4/4
B.	Behavioural Expectations Taught	2/10	10/10
C.	On-going System for Rewarding Behavioural Expectations	5/6	6/6
D.	System for Responding to Behavioural Violations	5/8	8/8
E.	Monitoring & Decision-Making	6/8	6/8
F.	Management	12/16	16/16
G.	District-Level Support	4/4	4/4

This graphic shows the number of recorded incidents and case conferences that were held for students in each tier of support.



Since the introduction of PBS in 2019, the strategies implemented have reduced the number of incidents in all tiers with students moving to lower tiers.

Student Attendance

Our attendance rate for the 2021 school year was 89.3%, which shows a slight decrease from 2020 data. This attendance rate is 5% above the WA Public School attendance rate for secondary students.

	Student Attendance Rate	
	School	WA Public Schools
2019	91.7%	86.8%
2020	90.4%	87.3%
2021	89.3%	84.4%

In Term 4 2021, an app was developed to monitor attendance and give behavioural feedback to students aligned with our school values. Classes used the app to generate weekly reward draws that included the names of students who attended school and demonstrated our USTAR values. The importance of regular school attendance was regularly reinforced at assemblies and in newsletters.

Classroom teachers and administration support student attendance by creating strong relationships with families. Plans to improve attendance are personalised and suit individual contexts. Regular communication with families, case conferences, home visits, collaboration with relevant outside agencies, and graduated entry have been used to support families with improving attendance. Teachers are using the instructional model, LEARN, to improve student engagement.



Programs

Students have Individual Education Plans (Year 7 – 9) and Person Centred Plans 'My Plan' (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 of the student in planning for their future.

Middle School Programs

Year 7, 8 and 9 programs have an academic focus 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.

2021 Middle School programs:	
• ASDAN Key Steps and Transition Challenge	• Work Skills
• Literacy	• Digital Technology
• Numeracy	• Design and Technology (Woodwork)
• HASS	• Music
• Science	• Art
• Health and Physical Education	• Dance
• Protective Behaviours – SoSafe!	• Computing
• Person Centred Planning	• Craft
• Peaceful Kids	• Home Economics
• Bush Rangers	• Yoga
• Community Based Learning	

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
• ASDAN Workright
• ASDAN Towards Independence - Out in the Community, Using Transport, Money Progression, Developing Numeracy Skills, Practical Workshop, Horticulture Assistant, Recognising and Using Everyday Signs, Independent Living, Using Leisure Time
• ASDAN Transition Challenge – Moving Forward
• ASDAN Sports and Fitness

Preliminary Courses

- English
- Mathematics
- Health and Physical Education

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

- Certificate I in Leadership

Vocational Education and Training Programs Delivered off-site

- | | |
|--|--|
| • Certificate II Rural Operations Skillset | • Certificate II in Construction Skillset (Pathway Trades) |
| • Certificate II Horticulture | • Certificate II Community Services |
| • Certificate II Logistics Skillset | • Certificate II Painting and Decorating Skillset |

Recreation, Leisure, Independent Living and Community Based Life Skills

- | | | |
|-----------------------------------|----------------------|------------------|
| • Protective Behaviours – SoSafe! | • Travel Training | • Fitness |
| • Life Skills | • E-Safety | • Yoga |
| • Work Skills | • Independent Living | • Home Economics |
| • Community Based Learning | • Dance | |

Specialist Programs and Mainstream Integration

Leeming ESC students are taught by Leeming SHS teachers in several specialist areas. In 2021, 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 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 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.

Recommendations for 2022

- *Programming reflects integration of mathematics across the curriculum*
- *Maths Tracker outcomes are reviewed and this tool is utilised at a whole school level*
- *Continue to broaden vocational education and training opportunities according to individual student pathways*

2021 Highlights



New Beginnings to an Old Story

In Term 4, the Aboriginal Cultural Standards Framework Committee ran the successful annual event, *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 Action Plan. Leeming ESC invited the Aboriginal dance group, Koolankas Kreate to perform and this was enjoyed by both ESC and SHS students. Students and families enjoyed a walk around the school grounds to view natural bush land, joined together in yarning, sharing ideas and binding activities.

2021 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 Specialist Education Setting category of the ANZAC Awards. This special category acknowledges outstanding achievement in commemorating the service and sacrifice of Australia's service men and women. The students participated in a wide range of meaningful and creative activities to showcase their research and skills. Students in ESC 11 raised an impressive amount of money by creating stencilled ANZAC candle holders as an enterprise. These funds were donated to the valuable organisation 'ANZAC Cottage'. COVID-19 restrictions impacted on the annual ANZAC service, as students were not allowed to gather in large groups. Leeming ESC held a modified ANZAC service which was filmed and shared through the classes.

Camp



Ball



Graduation



Pop Up Shops



25th Anniversary



New Beginnings



Notre Dame University Program

Over the last four years, Leeming SHS ESC has developed a special relationship with Notre Dame University. In 2021, one Year 8 class and all Year 9 and 10 students participated 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. At the completion of the program, the Health and Physical Education students compile a report comment which will be incorporated into future IEP reports.

Physical Education

Students enjoyed a variety of experiences and sports through their physical education program, including:

- Diversity Dance Program
- Martial Arts
- SEDA Football incursion
- Sports Leader excursion to Urban Jungle
- Stephen Michael Foundation Football Carnival
- Interschool Soccer Carnival
- Beach swimming program

Leeming Link

Leeming Link continues to be a valued program at recess and lunch breaks. This 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. At the end of the year, students were surveyed and results compared with data collected in 2020. The top 3 most liked activities in 2021 were soccer, craft and basketball. The Biggest Morning Tea was our largest event and attracted over 50 students. In 2022, invitations will be extended to interested mainstream students. Leeming Link will continue to offer a wide range of activities to cater for a variety of interests. Survey results identified student ideas such as beading, instruments and puppets, which will be incorporated into the 2022 program. Survey results identified student ideas such as beading, instruments and puppets, which will be incorporated into the 2022 program.



Results of Student Leeming Link Surveys

Results of Student Leeming Link Surveys			
	2019	2020	2021
Students surveyed who had been to Leeming Link	69%	74%	62%
Students who liked/enjoyed activities offered	88%	83%	92%

25th Anniversary Celebrations

In December, Leeming ESC celebrated 25 years since its establishment on the high school site. Approximately 140 people attended to celebrate the milestone. Former and current staff from both schools, students and families enjoyed an afternoon tea and shared stories and wonderful memories. The inaugural principal, Bob Meenan, spoke about his time at Leeming SHS ESC as did previous staff and families. Administration and teachers from Leeming SHS also attended with many of them publicly sharing their experiences of working collaboratively with Leeming SHS ESC. This special celebration will be remembered with a time capsule prepared by students and staff and the planting of an olive tree in the Leeming SHS ESC garden.

Multicultural Day and Arts Festival

Multicultural Day is an annual event planned collaboratively with Leeming SHS. It is a day to celebrate the diverse backgrounds of the school community. Special activities at recess and lunch allowed students and staff the opportunity to taste international foods and participate in fun activities such as origami making and dance performances. Leeming ESC had stalls selling international spices and Aboriginal six season calendars made in Enterprise classes. The Aboriginal Cultural Standards Framework (ACSF) Committee ran different activities including rock art and flag painting. Multicultural Day is a flagship event that highlights the strong partnership between Leeming ESC and Leeming SHS.



Student Achievement



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

- Student performance at attaining the negotiated IEP objectives and My Plan goals that form the basis of semester reporting
- 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
- OLNA and NAPLAN recommendations for students sitting these online assessments
- 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 2021

Year	Endorsed Programs	No. of Students	Preliminary Courses of Study	No. of Students	Certificate Qualifications	No. of Students
10	ASDAN Towards Independence		P1 Health & PE P2 Health & PE	16	Certificate I Leadership	3
	Horticulture	7		16		
	Workright	22				
	E-Safety	22				
	Practical Workshop	3				
	Transition Challenge Moving Forward	22				
	Provider Developed Bush Rangers	22				
11	ASDAN Towards Independence		P2 English P2 Maths P3 Health & PE	7	Certificate I in Leadership	1
	Practical Workshop	1		7		
	World of Work: Horticulture Assistant	3		5		
	Money Introduction Out in the Community	8				
	Provider Developed Bush Rangers	5				
	Authority Developed ADWPL	9				
12	ASDAN Towards Independence		P3 English P3 Maths P4 English P4 Maths	12	Certificate I Logistics	2
	World of Work: Horticulture Assistant	2		11	Certificate I Construction	1
	Money Progression	17		11	Certificate I Painting & Decorating	1
	Using Leisure	9		8	Certificate I Rural Operations	1
	Short Course Sports and Fitness	17			Certificate II Automotive	1
	Provider Developed Bush Rangers	17			Certificate I Leadership	2
	Authority Developed ADWPL					

School Priorities 2021

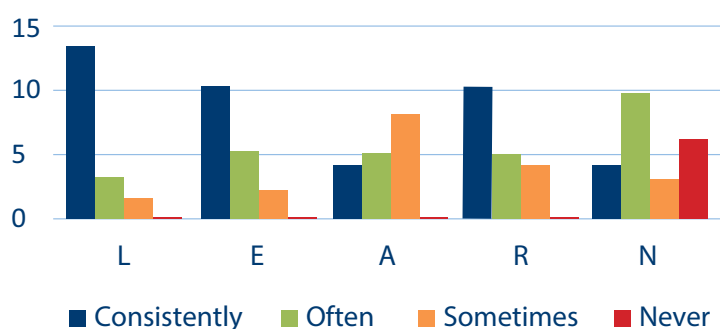
Priority 1 Quality Teaching:

1.1 Implement a school based Instructional Model

In 2021, with a new intake of staff, the research behind explicit teaching was revisited. As a result of collegiate discussions, the LEARN model was revised and simplified to make it easier to understand, recall and utilise. Professional Learning at staff meetings was delivered using the LEARN model. The PBS team created PowerPoint lessons to explicitly teach the school values, and these were developed using the LEARN model. The instructional model was used as a framework for classroom observations linked with Performance Management.

Data collected from observations showed that teachers consistently used effective hooks and clearly stated the purpose and goal/s of the lesson (L- lesson engagement). The data shows that both the A (Activities are modelled and differentiated) and N (Neat ending) components of LEARN are areas of potential growth for our teaching staff and will be the focus in 2022.

Number of Teachers Demonstrating Elements of LEARN During Lesson Observation



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

Analysing assessment data is a key priority of the current Business Plan (2020 - 2022), and in 2021 Mathematics continued to be a focus. A Numeracy Coordinator role was established, allowing the nominated staff member to be offline for one day per week to support teachers in the area of maths. The Maths Tracker was introduced to monitor student achievement, and assessment data collated through Ability Based Learning Education (ABLEWA) and Progressive Achievement Test (PAT), was used to validate these judgements. Teachers had opportunities to work collaboratively, moderating maths work samples to ensure consistent judgements were made relating to the ability levels of students. The Maths Tracker was used to identify next steps for learning once teachers had agreed on the performance level of individual students. Teachers engaged in moderation sessions to analyse assessment data and readily used the information to support the plan, teach, and assessment cycle.

Future Directions for 2022

- Implement LEARN in Mathematics, focussing on the A (Activities are modelled and differentiated) and N (Neat ending) components
- Analyse and moderate work samples and assessments to identify next steps for learning
- Use the Maths Tracker to write IEP and My Plan goals
- Arrange collaborative sessions (SMART Teams) for teachers to have regular professional discourse relating to teaching and moderation
- Incorporate peer observation during SMART sessions to develop teaching skills in the A (Activities are modelled and differentiated) and N (Neat ending) components of LEARN
- Improve the process of collection, storage and retrieval of assessment data

Priority 2: Purposeful Curriculum (excellent student outcomes)

2.1 Develop, implement and embed a school based curriculum planning model

The Middle School Curriculum Committee recognised the need to have a clearly documented curriculum pathways plan for sequential learning. A Middle School Subject Pathways document was created, complementing the pathway planning in Senior School. This seamless planning provides a smooth transition into senior school. Middle school teachers have clear instructional pathways to support student learning.

Pathway 1	Year 7	Year 8
	English DI/EL WA Curriculum: ABLESWA A-D, P/P, Year 1-2 Sentence structure, recounts, descriptions	English: DI/EL WA Curriculum: D.I.ABLESWA A-D, P/P, Year 1-2
	Maths: WA Curriculum: ABLESWA A-D, P/P, Year 1-2	Maths: WA Curriculum: ABLESWA A-D, P/P, Year 1-2
	HASS: ABLESWA A-D, P/P, Year 1-2 Geography (CBL Links) directions, language, places, purpose	HASS: ABLESWA A-D, P/P, Year 1-2 Aboriginal history, different landforms and landmarks in Australia, other countries, civics and citizenship, natural disasters
	Science: ABLESWA A-D, P/P, Year 1-2	Science: ABLESWA A-D, P/P, Year 1-2 Energy, living and non-living states of matter and properties, body parts, plant parts
	Protective Behaviours/Health: Self-Management, self-regulation, feelings, early warning signs, networks, relationship circles, helping hand, puberty, safe and unsafe people, places and actions	Protective Behaviours/Health Zones of Regulation Feeling safe, rights and responsibilities, personal space, early warning signs, public and private, good and bad touch, feelings, being assertive, bullying peer pressure, No Go Tell, safety network, Healthy eating, and habits (incl sleep, hydration, exercise)
	Bush Rangers: Introduction Specified modules	Bush Rangers: Specified modules
	Work Skills Building independence, organisational skills	Work Skills
	CBL: Scope and Sequence Road Safety	CBL: Scope and Sequence Timetables, Road Safety, community behaviours, transport, purchases
	PCP: Scope and Sequence Identity, Choices, Advocates	PCP: Scope and Sequence Families and friends, likes and dislikes, safe and unsafe, rules and responsibilities, respect tolerance and resilience
	Peaceful Kids: Emotional regulation, meditation	Peaceful Kids
	ASDAN: Key Steps Mod 2: Identity Mod 3: Health Mod 5: Environment	ASDAN: Key Steps
	Integrated Programmes: Aboriginal Education: History, Noongar language, identity, culture Art STEM IT Enterprise: Create, Design, Produce	Integrated Programmes: Aboriginal Education: Six Seasons, Dreamtime, Mabo Art STEM IT Enterprise: Create, Design Produce

Year 9

English: DI/EL

WA Curriculum: ABLESWA A-D, P/P, Year 1-2

Spelling, comprehension

Maths: WA Curriculum: ABLESWA A-D, P/P, Year 1-2

Addition, subtraction, groups of, time measurement, money maths

HASS: ABLESWA A-D, P/P, Year 1-2

Geography, ANZAC, family history

Science: ABLESWA A-D, P/P, Year 1-2

Physical, chemical, biological sciences

Protective Behaviours/ Health

Public/private, safe people, puberty

Bush Rangers: Specified modules

Work Skills

Enterprise

Different jobs/roles in school

CBL: Scope and Sequence

PCP: Scope and Sequence

Introduction to My Plans

Peaceful Kids

ASDAN: Transition Challenge

Integrated Programmes:

Aboriginal Education: Reconciliation, NAIDOC, Celebration Calendar

Art

STEM

IT

Enterprise: Create, Design, Produce

Future Directions for 2022

- Ongoing professional learning to review and provide feedback on the Maths Tracker scope and sequence
- Increase opportunities for moderation and sharing of mathematic IEP and My Plan goals with year group cohort (SMART sessions)
- Use of Subject Pathways planning document to guide programming and content delivery for Middle School teachers

Priority Area 4: Positive Culture

4.3 Provide safe effective and high quality learning environments

Improving Work Health and Safety practices and procedures by increasing staff knowledge, has been a major focus at Leeming ESC. The school strives to create a safe work environment for students and staff and have recently extended the WHS Committee to include members of our site partner, Leeming SHS.

Constantly reflecting on our procedures ensures alignment with Departmental Guidelines meeting the OSH School Visit checklist requirements. The Action Plan is reviewed and updated on a regular basis and reflects current and future initiatives. The WHS Committee is proactive and consists of members of administration, teachers and non-teaching staff.

Leeming ESC's practices and procedures in educating staff members, have been recognised within the ESSN WHS Team and with Leeming SHS, and are being adopted and adapted to suit their differing contexts.

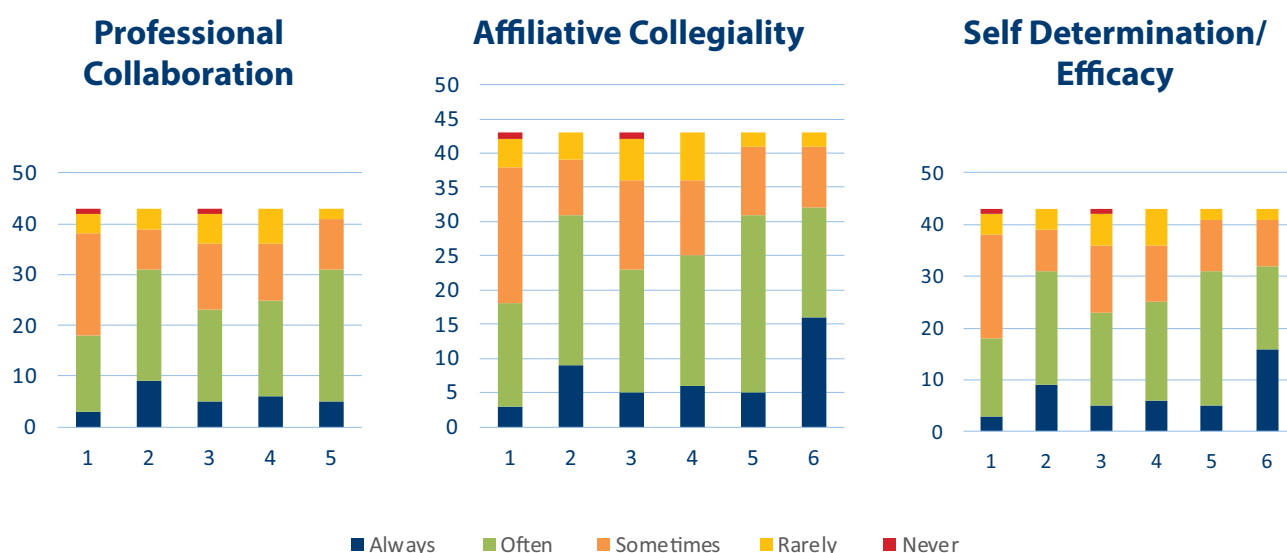
An area of potential growth, is ensuring relief staff are equipped with the knowledge and skills to contribute to a safe school environment. The school recognises that it is imperative relief staff are given relevant information about the school site and the students in their care. As a future initiative, resources and induction information will be developed to support this.



Parent, Student and Teacher Satisfaction

Staff Triage Survey

Every year, staff have the opportunity to give anonymous feedback through the Triage survey to evaluate school culture. The survey comprises of three sections; Professional Collaboration, Affiliative Collegiality and Self Determination / Efficacy.



Three areas of strength, identified from each section of the survey, are:

- Teachers and staff work together to develop the school timetable
- Teachers and staff visit / talk / meet outside of school to enjoy each other's company
- School members are interdependent and value each other

In 2021, common DOTT time, EA meetings and regular classroom team meetings built collegiality and gave all staff members the opportunity to share new ideas and problem solve collaboratively. Leeming ESC had an active social committee that created alternative outdoor and online social events during COVID-19 restrictions to ensure the school community remained connected.

Three areas of potential improvement are:

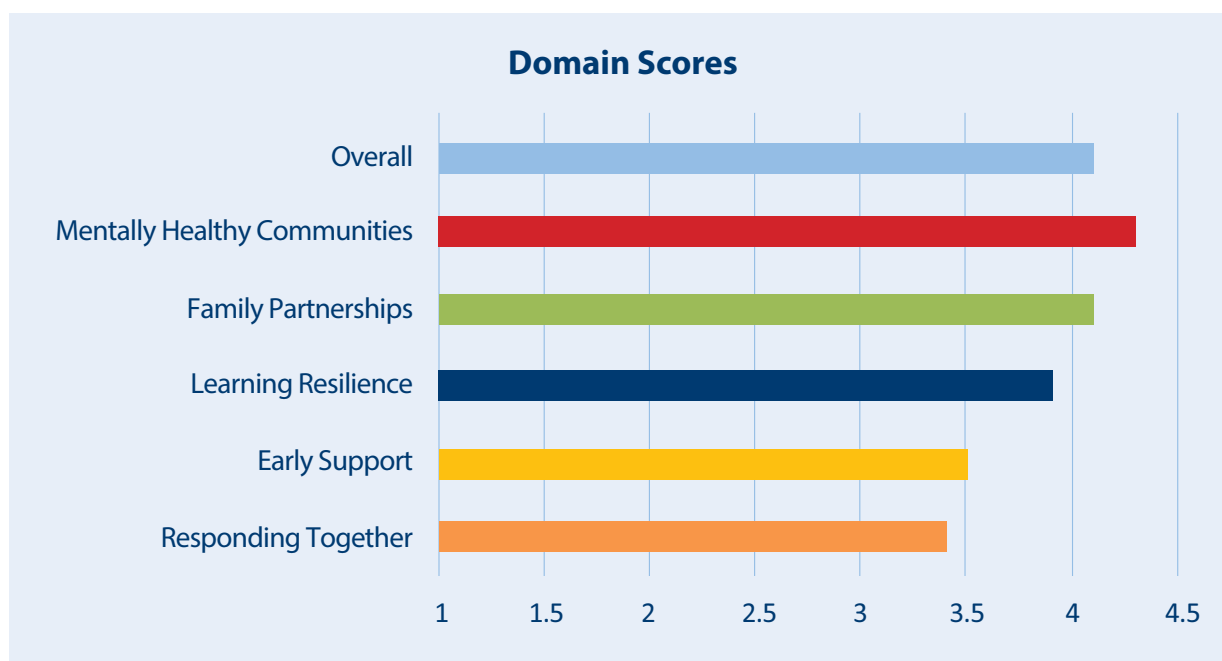
- Teachers and staff discuss instructional strategies and curriculum issues
- Teachers and staff tell stories of celebrations that support the school's values
- When something is not working in our school, the faculty and staff predict and prevent rather than react and repair

With the creation and implementation of the PBS application, staff became more familiar with our school values. Towards the end of 2021, the app was enhanced to include USTAR points for staff members. In 2022, staff members who have been nominated for USTAR points, will be included in the raffle draws at assembly.

Parent Survey

In 2021, as part of our Health and Wellbeing priority, the BeYou Implementation and Reflection Toolkit was used to survey families, students and staff. BeYou supports schools in developing a positive, inclusive and resilient learning community.

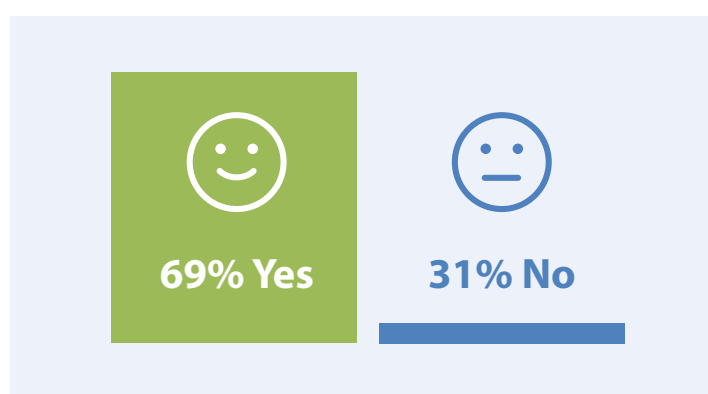
Family Survey



The survey data reflected Responding Together as an area of focus for staff and families. This includes trauma informed practice and critical incident management for our school context. In 2021, Leeming SHS ESC Critical Management Plan was reviewed and flow charts developed to support staff understanding of critical incident management processes. In 2022, strategies will be implemented to inform and educate families on incident management procedures and trauma informed practices. To further develop debrief processes and educate the school community, information on the impact of enacting solutions will be analysed and disseminated to staff and families.

Staff, students and families will be surveyed in 2022 to evaluate school opinion information. Feedback about the effectiveness of communication between families, students and staff will be used to formulate a formalised whole school communication plan using the Working with My school Community Toolkit.

Is your child still in contact with other past students from school?



Many (69% of) past students remain in contact with their peers from school, and continue to access and maintain connections with sporting clubs and leisure and recreation activities. Building relationships within our Centre through Leeming Links, boys/girls groups, special events and camps, and exposing students to a variety of external sporting groups, establishes strong community connections that continue post-school.

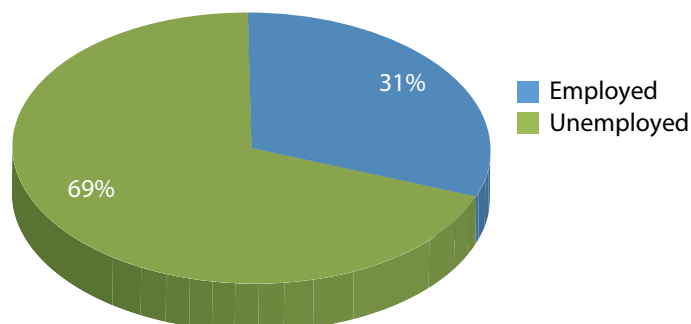
Post School Destination

Post school destination data is collected annually by surveying the families of students who graduated in the previous 3 year cycle (2019-2021). This data assists in reviewing existing programs and improving school processes to develop the essential skills to promote future successful post-school pathways. In 2020, it was determined that an area of potential growth was developing partnerships and programs to create open employment pathways. In 2021, our partnership with Activ led to 4 internships with new employers, and 6 additional new Workplace Learning sites were added to the already extensive list of community employment connections. Although the number of open-employment opportunities has grown in 2021, COVID-19 restrictions have impacted on commitment from employers to support students in continued employment. The education of families and employers with regards to NDIS funding and incentives for employing our students, will be a focus in 2022.

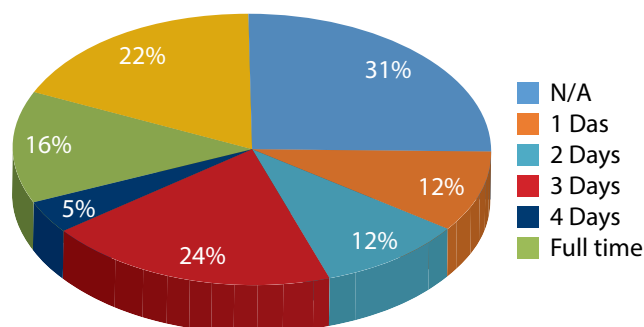
Students at Leeming ESC experience a range of workplace learning environments in Senior School, that are sourced by the Workplace Learning Team from student input during My Plan meetings. The opportunity to experience a wide range of worksites while enrolled at school, is reflected in the destination data with students employed in a variety of industries post-school.

The following data shows the current employment status of 2019-2022 graduates:

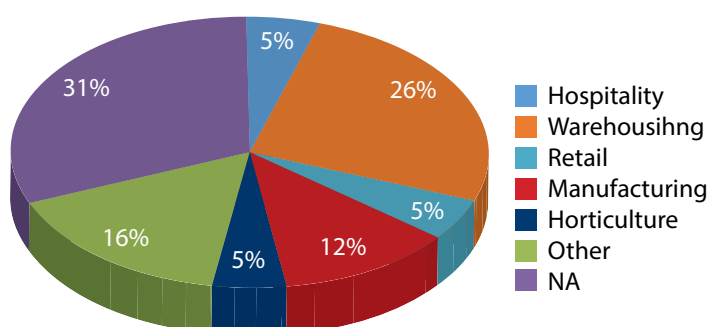
Is your child employed since graduating from school?



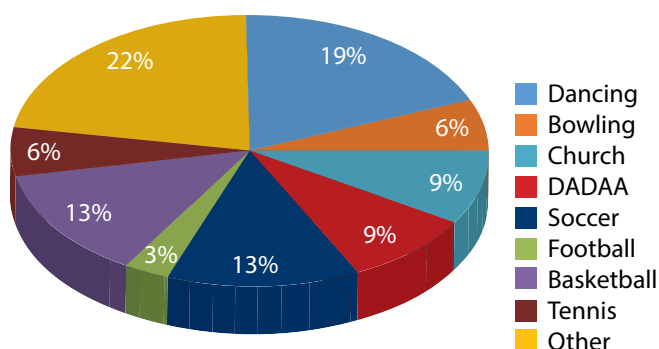
How many days is your child employed?



What industry is your child employed in?

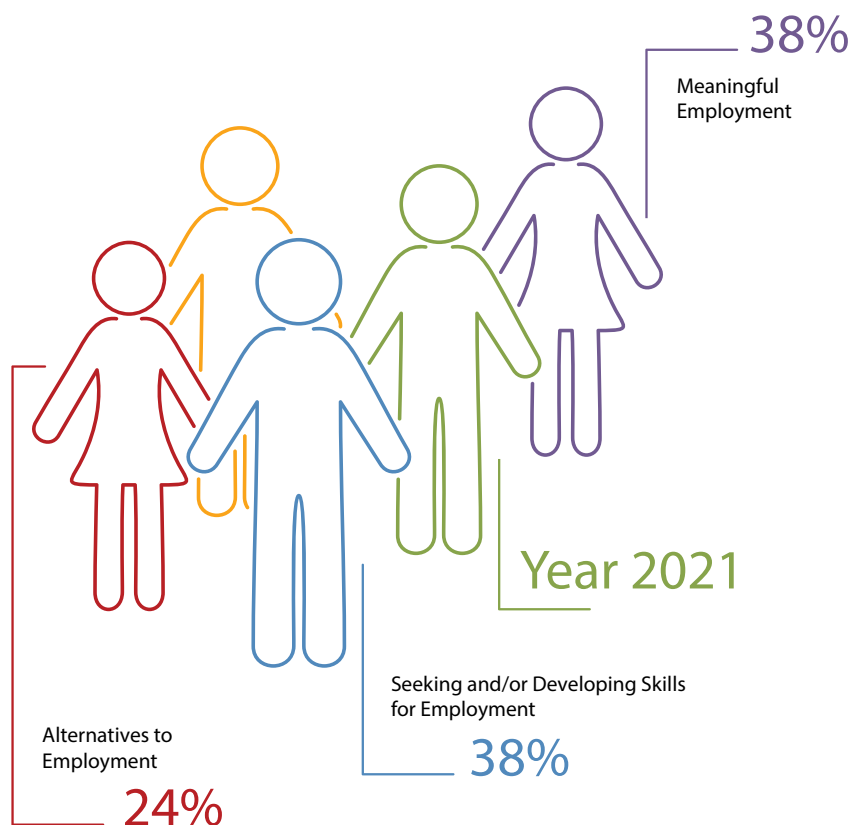


Is your child engaged in a social or sporting club in your community, please indicate what they are involved in



All graduates from 2021 are actively employed, developing skills towards employment or are engaging in an Alternative to Employment program, ensuring they continue to connect with their community.

Leavers Employment Data 2021



Meaningful Employment

Number of Students	Type of Employment	Number of Days
8	Australian Disability Enterprise (ADE)	2-3 days per week
0	Australian Disability Enterprise (ADE)	Full time
0	Microenterprise NDS	
3	Open Employment	2-3 days per week
0	Open Employment	Full-time

Alternatives to Employment

7	Community Access Squad, Proudly Productive	
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Seeking Employment or Developing Employability Skills

5	Disability Employment Service Provider (DES) - Open Employment	
3	GSE Customised plan	
1	Workpower Customised Plan	
3	Australian Disability Enterprise (ADE)	



Future Directions

In 2021, whole school self-assessment and reflection was undertaken in preparation for the 2022 School Review. This involved gathering feedback, data and information from the school community in the six domains of; relationships and partnerships, learning environment, leadership, use of resources, teaching quality and student achievement. This information will be reviewed and validated by the Public School Review team. A Report will be available on the school website in term 2, 2022. This rigorous review will validate future directions in preparation for developing a new Business Plan for the next 3 year cycle.

Resourcing Directions for 2022

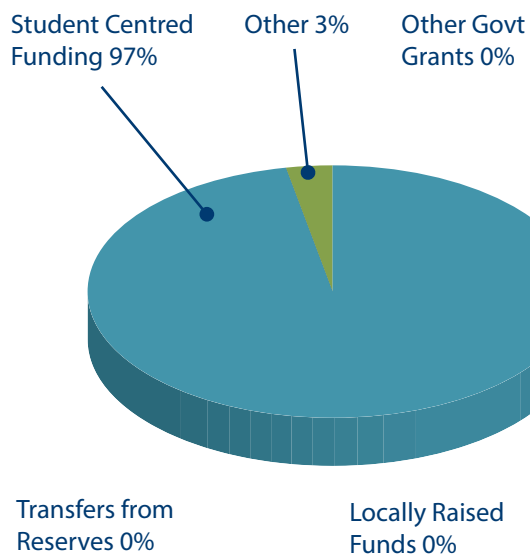
- *Full time school chaplain to support pastoral care and health and wellbeing of staff and students*
- *School psychologist 3 days a week*
- *Transition and Pathways Coordinator to further enhance student post school pathways and assist families navigating NDIS and support services*
- *Level 3 Technical Support officer 4 days per week*
- *Safety Intervention training for staff, teaching skills for assessing, managing and responding to risk behaviour*
- *Safety Intervention facilitator training for 2 staff members*
- *Allocation of resourcing for staff collaboration and development - Smart Teams*
- *Valued Lives Pilot program, developing career discovery and transition pathways for students*
- *Upgrading 2 Transportable classrooms*
- *Resourcing a dedicated Work Skills room*

Finance

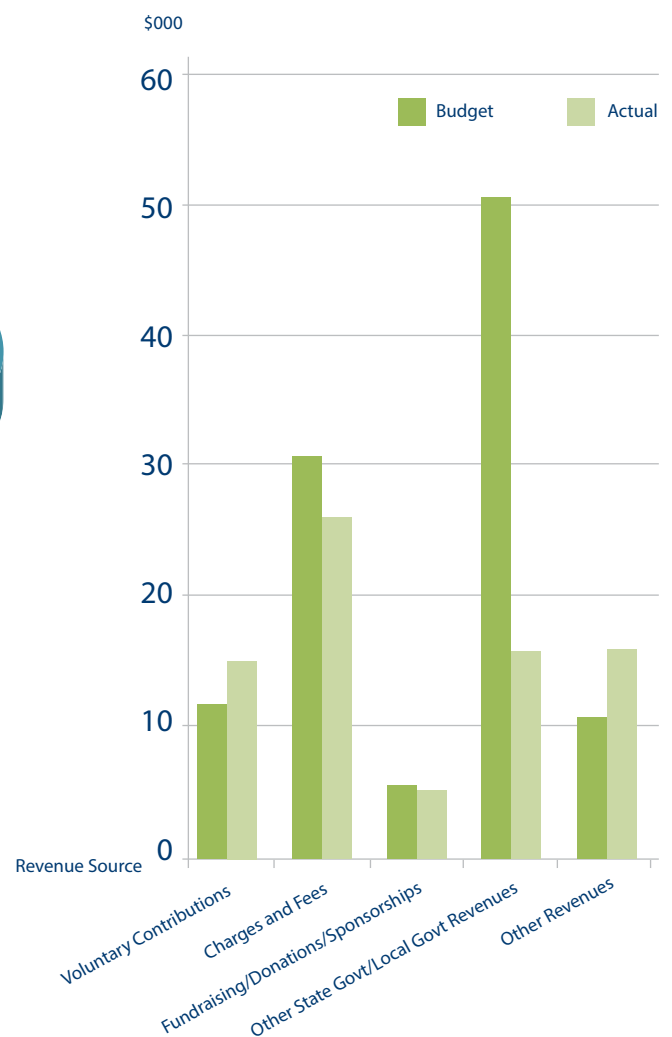
Leeming SHS ESC - Financial Summary as at 31st December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$13,536.00	\$15,290.50
2	Charges and Fees	\$31,200.00	\$26,015.37
3	Fundraising/Donations/Sponsorships	\$5,500.00	\$4,277.00
4	Other State Govt/Local Revenues	\$51,000.00	\$16,025.00
5	Other Revenues	\$10,500.00	\$16,680.28
	Total Locally Raised Funds	\$111,736.00	\$78,288.15
	Opening Balance	\$687,492.00	\$687,492.17
	Student Centred Funding	\$488,304.00	\$518,351.33
	Total Cash Funds Available	\$1,287,532.00	\$1,284,131.65
	Total Salary Allocation	-	-
	Total Funds Available	\$1,287,532.00	\$1,284,131.65

Current Year Actual Cash Sources

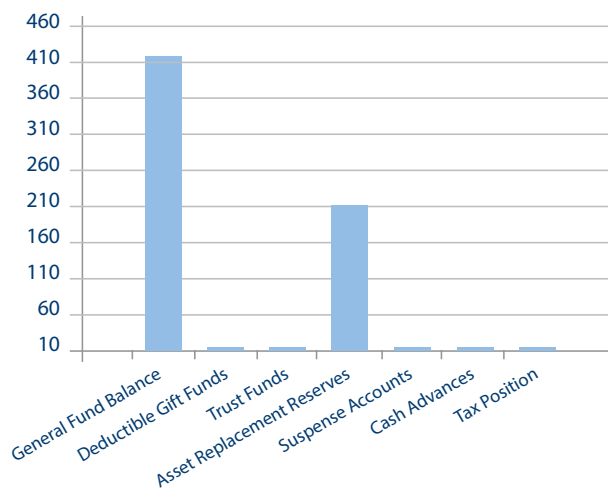


Locally Generated Revenue - Budget vs Actual



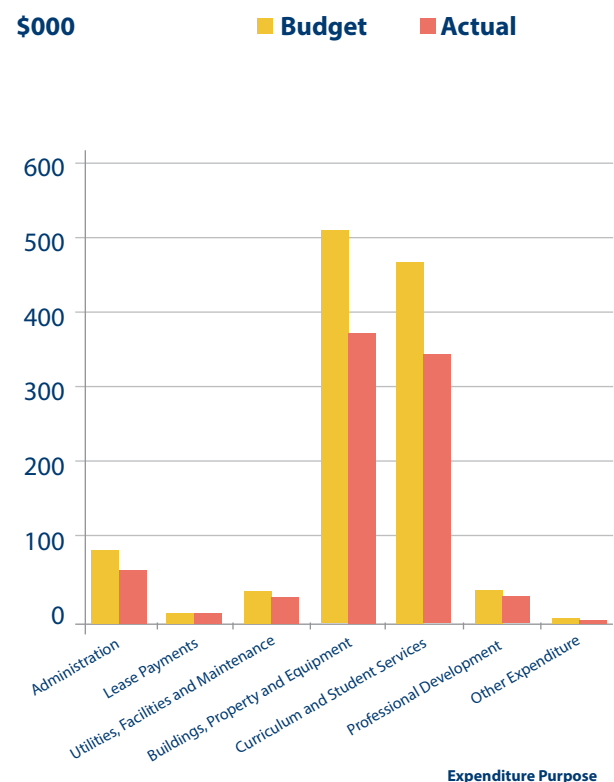
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$81,572.60	\$58,307.35
2	Lease Payments	\$16,000.00	\$16,641.05
3	Utilities, Facilities and Maintenance	\$38,600.00	\$25,432.12
4	Buildings, Property and Equipment	\$505,000.00	\$369,118.64
5	Curriculum and Student Services	\$467,065.84	\$341,447.89
6	Professional Development	\$35,000.00	\$28,407.57
7	Other Expenditure	\$9,305.00	\$9,067.20
	Total Goods and Services Expenditure	\$1,152,543.44	\$848,421.82
	Total Forecast Salary Expenditure	-	-
	Total Expenditure	\$1,152,543.44	\$848,421.82
	Cash Budget Variance	\$134,988.56	

\$000 Cash Position



Cash Position		
	Bank Balance	\$637,255.03
	Made up of:	-
1	General Fund Balance	\$435,709.83
2	Deductible Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$217,430.04
5	Suspense Accounts	(\$13,369.84)
6	Cash Advances	(\$200.00)
7	Tax Position	(\$2,315.00)
	Total Bank Balance	\$637,255.03

Goods and Services Expenditure - Budget vs Actual





LEEMING SHS ESC

Leeming SHS ESC

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