

# South Ballajura Education Support Centre Annual Report 2021



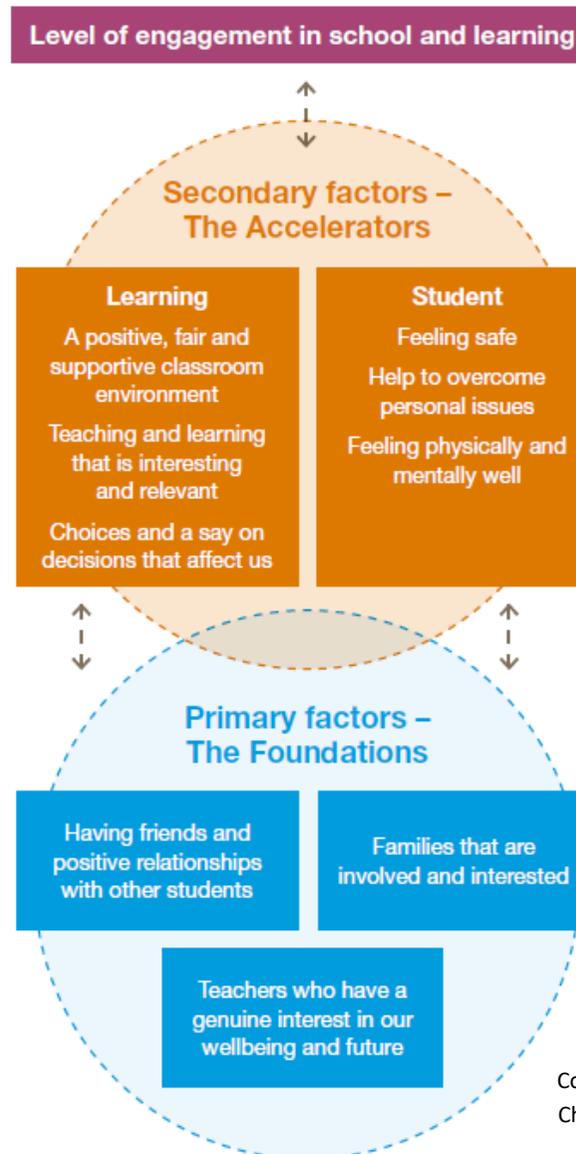
## SBESC Vision

SBESC enables our students to *flourish* at *school* and in the wider *community* by providing specialist *expertise* and strong *partnerships*

## The Student Engagement Framework

These nine factors and their inter-relatedness can be described with the following model:

In a consultative Review by the Commissioner for Children and Young People WA – “Speaking out about Schools and Learning,” January, 2018, children and young people identified nine factors that influence their engagement in school and learning. Our SBESC community strives to ensure that all students experience a strong sense of belonging and engagement in learning to address these nine factors



Courtesy Commissioner for Children and Young People

## Principal's Message-Mrs Cheryl Lennox

Macquarie dictionary cited "COVID FATIGUE" as word of the year in 2021! However, despite the impact of the coronavirus and the relentless ever changing COVID-19 restrictions, our vision to enable students to flourish was still maintained throughout 2021. The Public School reviewers who visited SBESC late last year acknowledged the positive support of our whole school community and noted in their report that "a committed and collaborative staff are working collectively with a shared focus on student success." Once again, the Parent Christmas concert was a culmination of the year's combined team effort epitomising our 'Learning Together - Growing Together' motto and students showcased all 5 You Can Do It Keys to Success. Individual achievements were proudly noted in student end of year reports. Despite COVID disruptions, students showed that they were still able to maintain focus on learning with the assistance of dedicated staff and the support of their parents. We were extremely grateful for the extra time and energy required from parents with home learning weeks during 2021. Fortunately, we were able to continue to offer special campus programs, clubs and events, which provided wonderful learning and performance opportunities to share with our whole campus community. (We really missed these opportunities in term 1 2022!) Communication Accessibility and Literacy are SBESC priorities. In 2021 we introduced a very successful speech pathologist trial in collaboration with the Language Development Centre. Our amazing facilitators also continued to enhance communication partner training for ESC staff and volunteer integration buddies. The reviewers noted, "The school has well developed processes to support student communication including AAC, visual boards, PODD and KWS." Staff willingly upskill and accept leadership roles to maximise the learning programs that we offer. Students benefitted from being mentored by students from both schools and those students embraced leadership responsibilities. The health and well-being of our community is also another critical priority area, especially in current COVID times. Our Chaplain provided additional pastoral care to support students, families & staff during a challenging year. Our Mindful Education program expanded, adding more mindfulness and yoga strategies to our toolkits to improve focus and ability to cope with stress and anxiety. The School reviewers acknowledged that the BEAM team "works actively to support consistent classroom strategies for positive behaviour and the implementation of ABA the South Ballajura way is providing a school wide positive behaviour intervention with a focus on independent skills". This has set the groundwork for implementing a new Foundational Skills Program in 2022. As the ESC Principal, I have had the privilege of attending most of our wonderful graduation ceremonies for the past 21 years. Each occasion is special because we celebrate each student's unique school journey. According to a Chinese proverb, "A child's life is like a piece of paper on which every passer-by leaves a mark." I am confident that our students leave SBESC with lots of positive marks on their page!



## Board Chair Reflection – Mrs Debbie Schotte



As we leave a challenging year behind us, there is a lot to celebrate. Our amazing staff were a great support to the students, ensuring they were well looked after both in the classroom as well as the playground, and with home studies when it was required. Student health, wellbeing and appropriate learning opportunities are always a priority, with teaching staff ensuring practises in the classroom maximise student engagement and learning.

Staff are supported by a strong and experienced Leadership Team who always take the time to listen, to research, and to find ways to provide more opportunities for our students, The Leadership Team also takes into consideration the wellbeing and needs of all staff, ensuring that every voice is heard, that any concerns are listened to, and that support is always available. Staff are given the opportunity to be involved in decision making within the school, which enables them to provide ideas and suggestions that will ensure the learning tools and environment is relevant to all students. Programs that include behaviour regulation and mindfulness, as well as social clubs, ensure that students can develop strategies that will assist them, both inside and outside school, for now and for the future. The Public School Review (PSR), finalised in November 2021, involved a lot of work from our Leadership Team, Teaching Staff and Administration Staff, with many long hours spent collating information to ensure sufficient supporting evidence was provided to the Review Team to do an accurate assessment on the practises of South Ballajura Education Support Centre.

Assessed in areas such as Relationships and Partnerships, Learning Environment, Leadership, Use of Resources, Teaching Quality, and, Student Achievement and Progress, the Reviewers fully supported the practises and work that is completed at our School. They commended South Ballajura Education Support Centre with the way in which everyone works together to provide quality education and opportunities for students. They acknowledged the great support from the school community that was clearly evident from the meetings and conversations they had with a range of community members, including students and staff.

I encourage you to go to our website and read the Review, it is a great read that reinforces and supports your decision in enrolling your child at the School. On behalf of the School Board, I thank you for sending your children to our School, and thank all staff for their hard work, dedication, commitment and contributions that have made 2021 another great and successful year.

To our wonderful Mrs Lennox, we could not achieve what we do at South Ballajura Education Support Centre without your leadership, guidance, knowledge and understanding of the education system, as well as your support of the Board. To you and the Leadership Team, thank you for your hard work and diligence, which means we can look forward to a fantastic 2022.

## Board Endorsement

|                         |  |
|-------------------------|--|
| Name: Cheryl Lennox     |  |
| Name: Lee-anne Green    |  |
| Name: Samantha Tsakalos |  |
| Name: Letty Salerno     |  |
| Name: Debbie Schotte    |  |

|                       |  |
|-----------------------|--|
| Name: Heather Ioppolo |  |
| Name: Vince Randazzo  |  |
| Name: Stanley Crabbe  |  |
| Name: Maria Santana   |  |
| Name: Jade Amonini    |  |

|       |   |
|-------|---|
| AAC   | Alternate Augmentative Communication                          |
| ABA   | Applied Behaviour Analysis                                    |
| ABLLS | Assessment of Basic Language and learning Skills              |
| AITSL | Australian Institute for Teaching and School Leadership       |
| ASD   | Autism Spectrum Disorder                                      |
| BMP   | Behaviour Management Plan                                     |
| C.A.  | Community Access  |
| CAMP  | Create an opportunity; Ask a question; Model; Pause to prompt |
| CPI   | Communication Partner Instruction                             |
| DG    | Director General  |
| DoE   | Department of Education                                       |
| DTT   | Discrete Trial Training                                       |
| EA    | Education Assistant   |
| ECE   | Early Childhood Education                                     |
| EDI   | Explicit Direct Instruction                                   |
| EI    | Early Intervention  |
| EYLF  | Early Years Learning Framework                                |
| HASS  | Humanities and Social Sciences (History and Geography)        |
| IBSP  | Individual Behaviour Support Plan                             |
| KWS   | Key Word Sign   |
| LSE   | Low Stimulus Environment                                      |
| ICT   | Information and Communication Technology                      |
| IEP   | Individual Education Plan                                     |

## Glossary

|        |   |
|--------|---|
| IPS    | Independent Public School   |
| LSC    | Learning Support Co-ordinator   |
| NQS    | National Quality Standards  |
| NSOS   | National Surveys of Satisfaction  |
| PB     | Protective Behaviours   |
| PL     | Professional Learning   |
| PODD   | Pragmatic Organisation Dynamic Display  |
| PD     | Performance Development   |
| PEG    | Performance Entertainment Group   |
| PPP    | Positive Parenting Program  |
| PS     | Primary School  |
| RTP    | Reporting to Parents  |
| ROCC   | Road Map of Communitive Competence  |
| SAMR   | Substitution, Augmentation, Modification, Redefinition                                    |
| SCFM   | Student Centred Funding Model   |
| SCSA   | School Curriculum and Standards Authority   |
| SEN    | Special Educational Needs   |
| SENAT  | Special Educational Needs Assessment Tool   |
| STEM   | Science Technology Enterprise Mathematics   |
| TAP    | Tuesday Afternoon Program   |
| TAPPLE | Teach first, Ask Questions, Pick a non-volunteer, Listen for response, Effective feedback |
| WHS    | Work Health & Safety  |
| WOW    | Word of the Week  |
| YCDI   | You Can Do It   |

Thank you to our multicultural, multi-talented SBESC community for all your contributions to SBESC. We look forward to our ongoing mutual support.

## SBESC Accreditations



Asthma Friendly School  
Sun Smart School  
Waste Wise School  
Be You School



## White Hat Facts in 2021

- ❖ Ongoing dedicated, proactive ESC School Board
- ❖ 66 students in classes from Kindergarten to Year 6
- ❖ Seventh year as an Independent Public School
- ❖ A supportive P & C Association is shared across the campus
- ❖ About 42% of our Students have a Language Other Than English background; 19 different languages
- ❖ Approximately 73% of our students are on the Autism Spectrum
- ❖ 7.5% of our students identify as Aboriginal/Torres Strait Islander



## SBESC Value Adding



- ❖ SBESC strives to provide “The Best of Both Worlds” for students with Intellectual Disability, Severe Mental or Autism Spectrum Disorder on a shared primary campus site.
  - ❖ The Centre continued to teach and report on W.A. Curriculum learning areas – Art, English, Maths, Science, HASS, Technologies, Health & Physical Education and Personal and Social Capabilities.
  - ❖ Inclusivity – Despite COVID-19 interruptions, modified combined Campus events, including Club performances and the School Open Night were still possible. ‘Go Blue for Autism’ awareness and activities culminated in a day full of energy and togetherness as one South Ballajura school community.
  - ❖ Program Provision:
    - CAMP - effective multi-modal approach to social communication throughout the school day.
    - Key Word Signing including Word of the Week incorporating PODD and Noongar vocabulary
    - Clubs - Drumming, Signing, Jump Jam, Bike Ed, Coding
    - Popular Playskills Programs with mainstream buddies.
    - Community Access including Functional Literacy and Self-Management
- Safe and Friendly Program – Protective Behaviours, You Can Do It, Zones of Regulation, now also features Mindfulness and Yoga, particularly important to reduce anxiety this year for both staff and students.

## 2021 Inclusive Events Calendar

### Term 1

- Parent Welcome Evening
- Parent Woodbridge Park Picnic
- Harmony Campus Clubs Assembly
- St Johns First Aid Incursions with Integration classes
- Hospital Incursion with Integration classes

### Term 2

- Reptile Incursion with Integration classes
- Performing Arts Day @ Belridge College – selected students
- Go Blue For Autism whole campus awareness and celebration
- CAMPers Silent Morning Tea

### Term 3

- Choirfest @ BCC for selected Lunchtime Clubs
- Campus Open Night
- Beldon Sports Carnival Day
- All Lunchtime Campus Clubs Assembly
- CAMPers Silent Morning Tea

### Term 4

- Campus Volunteer Morning Tea
- IDPWD & Christmas Campus Lunchtime Clubs
- CAMPers Games Morning Tea
- Parent Christmas Party
- Parent BBQ at Bike Track
- All Lunchtime Campus Clubs Christmas Party @ Bike Track

## Facilities Upgrades 2021

- ❖ EI2 sandpits cleaned and refilled
- ❖ New reverse cycle A/C in TA11, TA16, TA17
- ❖ Colourful murals added to Gazebo
- ❖ Blinds installed in EI2 & Zen Zone
- ❖ Soft fall, Music Ball & Twister panel under gazebo
- ❖ Water tap installed at bike track



# HIGHLIGHTS & ACHIEVEMENTS 2021

## WE DID IT!!

- 1 Christmas Card competition winner
- 2 Successful Applications:
  - PALS Grant for Core Word signage & Acknowledgement of Country
  - Variety Grant
- 4 Staff Board Awards
- 2 Aussie of the Month (Student Awards)
- 69 YCDI Certificates 2 badges
- 49 Students had Pizza with the Principal
- 13/44 students progressed a level in swimming stage including 1 student achieved two levels



## PRO-ACTIVE PARENTS

- Fantastic turnouts for our Christmas Concert, Welcome Evening, Assemblies, NDIS Meetings and class events
- 32 attended Open Night,
  - 31 attended Woodbridge picnic in March
  - 30 attended Bike Track picnic in December
  - 77 attended Christmas Concert in December
  - 54 IEP and Reporting conferences
  - 4 Individual Stepping Stone sessions
  - 1 Chaplain's Crunch & Munch session for 10 parents attended

**R2R – SOCIAL & EMOTIONAL**  
 Ran successfully with mainstream and ESC senior classes. Approximately 40 students per session became more confident at discussion times and their input was valuable to everyone in the session, which left them empowered for further discussions. Fantastic year for building relationships with staff and students

## Whole Centre Equals Maths Program run 3 times per week

- 6 classes
- 1 x Chapter 1
- 1 x Chapter 2
- 1 x Chapter 3
- 2 x Chapter 4
- 1 x Chapter 7

## Learning for Life

- 4 Community Venues visited
- 31 Parents attended March Picnic
- 30 Parents attended Dec BBQ
- Celebrated Go Blue for Autism & IDPWD
  - 2 Integrated Incursions
  - 2 students Year 6 camp
  - 2 community incursions

## POWER of PODD

- CPI staff sessions-
- 32 weeks 6 staff 8.15 sessions
  - 36 Weeks 7 staff 7.30 sessions
  - \*Trained Student Communication Partners
  - 13 Mainstream 7 ESC Volunteers CAMPers



## Sense of Belonging

Learning and Growing Together  
**Playskills**  
 44 ESC and Mainstream buddies from 3 classes  
 1 Mentor class 14 students

## Therapist Collaboration

- 22 students accessed Onsite Therapy
- 2 compulsory age students accessed Offsite therapy

The majority of Therapy was provided by Autism Association, Autism Alliance, Therapy Focus and Senses

## Water Safety Talks

- 2021 was the second year of Water Safety talks at SBESC.
- SBESC is the first Education Support Centre in the state to run this program.
- 47 students from Yr1-6, participated.
- Students learned about safety, lifeguards and the rules for staying safe in the water while having fun.

## Community Partnerships

- Ballandjarra Network WAESPAA
- City of Swan Malaga Cycles
- Rotary Club ESNN
- Community Connecting Youth
- Royal Life Saving

## LUNCHTIME PERFORMANCE CLUBS

- Student attendance each week
- 22 Drumming
  - 54 Signing
  - 25 Jump Jam
- PERFORMANCES**
- 1 Clubs assemblies
  - 3 Campus special events
  - 1 Christmas Concert
  - 3 External performance at Rotary Fair, ESNN and Chorfest

## Early Intervention Matters The ABA way!

- Achieved 78% DTT Programs on IEP for K-2 Students
- Established ABA Team & Mentor role success
- Our Inclusive Playgroup Session
- 17 Parents/Carers attended
- 18 children \*Featured in WA Playgroup video



## Cool Campus Languages

- 42 Words of the Week taught in Auslan Key Word Sign, English, Noongar and PODD Pathways.
- 20 students created "Welcome" Multi cultural mural
- \*Created Playground Communication boards including Key Word Sign, Visual & Noongar.



## Staff Swimming Qualifications

This year eight staff from SBESC joined with three SBPS Staff for our annual Swimming Qualifications. They completed the Bronze Medallion and Aquatic Rescue for Playleaders for Excursions with a water environment. These qualifications help keep our students safe while out in the Community and have been ongoing for more than 10 years at SBESC.



## Digital Technologies

- 21 iPads purchased
- 10 Computers leased
- 6 'Specialist' iPads introduced
- 35 Tuesday Coding Sessions
- 4 Classes trialed the See-Saw App



|                                 |                                     |  |   |  |
|---------------------------------|-------------------------------------|--|---|--|
| <b>DoE Focus<br/>Priorities</b> | <b>Success for<br/>all Students</b> | <b>Improved Attendance,<br/>Behaviour &amp;<br/>Engagement</b> | <b>High Quality Teaching<br/>and Leadership</b> | <b>A Capable and<br/>Responsive<br/>Organisation</b> |
|---------------------------------|-------------------------------------|--|---|--|

## OBJECTIVES:

South Ballajura ESC (and Campus) focus on providing an intellectually, socially and physically supportive learning environment. The Foundation for all learning and teaching is the core shared values:

- The Campus environment is caring, safe and inclusive.
- Positive relationships are developed between children, parents and staff based
- On care, mutual respect and open communication.
- Each person's uniqueness is valued, enriching the learning environment.
- Students are provided with the opportunity to achieve their full potential in literacy and numeracy.
- Students are encouraged to achieve their personal best through goal setting and reflection, and to celebrate their success and the efforts of others.
- Engaging and developmentally appropriate programs are provided to ensure that learning is optimised, particularly with a focus on ICT. Active learning processes are explicitly taught and embedded in an integrated curriculum.
- Staff engage collaboratively in an ongoing, professional learning cycle.
- Resources provided by the Department of Education are distributed fairly according to student needs.

Our objectives are aligned to the improvement drivers set by the Strategic Directions for Public Schools 2020-2024, and are linked to the objectives and key elements of Focus 2021, with commitment to a culture of high performance and high care, and the use of *WA Curriculum Outcomes and the Early Years Learning Framework (EYLF)*. 2021 was the first year of our new three-year strategic business plan which is subject to annual review and informs our annual operational plan.

SBESC promotes the values underpinning these five YCDI keys to success:



## Our Mission and Purpose

To provide our students with a world-class education based on researched models of best practice, ensuring communication accessibility for all and emphasising their health and wellbeing and sense of belonging.

## Our Students

- Have Intellectual Disabilities and/or Autism (approx. 73%) often with co-morbid conditions.
- Have Individual Education Plans tailored to suit their individual learning requirements and capabilities.
- Require intensive and ongoing support to access a customised curriculum in the context of the WA Curriculum.
- Access therapy or sensory based programs where required.
- Are explicitly taught cusp and life skills and are afforded opportunities to practice and transfer these skills in real-life situations.
- Exhibit a wide range of language skills and are supported with multi-modal communication strategies and resources.
- Access targeted literacy and numeracy programs.
- Learn social and interpersonal skills with explicit instruction.
- Utilise ICT technologies as effective learning tools.
- Benefit from explicit teaching of a thinking framework for decision-making and problem solving.
- Are shown unconditional positive regard.

**Pillar 1: Educating 21<sup>st</sup> Century Learners and Leaders** ● Pending   ✓ Achieved

| Focus                         | 2021 Progress                         |           |    |   | Six Student Case Studies  | 2021-23 Targets |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
|-------------------------------|---------------------------------------|-----------|----|---|---|-----------------|----|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|---------------------------|---|--|--|--|
| <b>STEM/ICT</b>               | 2021 ICT IEP Attainment (PP - Year 6) |           |    |   | <p style="text-align: center;"><b>Six Student Case Studies</b></p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p style="text-align: center;"><b>Progression Steps iPad Skills</b></p> </div> <div style="width: 45%;"> <p style="text-align: center;"><b>Progression Steps Logging On/Off</b></p> </div> </div> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th colspan="2">Key</th></tr> <tr><td style="width: 15px; background-color: #0070c0;"></td><td>Student F</td></tr> <tr><td style="width: 15px; background-color: #4f81bd;"></td><td>Student E</td></tr> <tr><td style="width: 15px; background-color: #0070c0;"></td><td>Student D</td></tr> <tr><td style="width: 15px; background-color: #c00000;"></td><td>Student C</td></tr> <tr><td style="width: 15px; background-color: #ffff00;"></td><td>Student B</td></tr> <tr><td style="width: 15px; background-color: #0070c0;"></td><td>Student A</td></tr> </table> </div> | Key             |    |  | Student F |  | Student E |  | Student D |  | Student C |  | Student B |  | Student A | Consistently Demonstrated | % |  |  | <ul style="list-style-type: none"> <li>70% of year 4-6 students use digital technologies at the Modification level of the SAMR model.</li> <li>70% of year 1-6 students can logon/off a device independently with a visual cue.</li> </ul> |
|                               | Key                                   |           |    |   |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
|                               |                                       | Student F |    |   |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
|                               |                                       | Student E |    |   |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
|                               |                                       | Student D |    |   |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
|                               |                                       | Student C |    |   |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
|                               |                                       | Student B |    |   |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
|                               |                                       | Student A |    |   |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
|                               | 2021 ICT Checklist                    |           |    |   |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
|                               | PP - Year 6 Progress (No of Skills)   |           | 0  | 1-2   |   | 3-5             | 6+ |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
| Logging On/Off Skills         | 24                                    | 15        | 11 | 0   |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
| Mouse Skills                  | 22                                    | 11        | 9  | 8   |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
| Word Processing               | 15                                    | 11        | 5  | 19  |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
| iPad Skills                   | 1                                     | 2         | 7  | 40  |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
| Device Photography            | 3                                     | 2         | 11 | 34  |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
| ICT Communication             | 30                                    | 6         | 13 | 1   |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
| Interactive Whiteboard Skills | 13                                    | 7         | 14 | 16  |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
| Total                         | 108                                   | 54        | 70 | 118   |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |
|                               |                                       |           |    | <p>ICT Checklist data analysis show pleasing scores in iPad skills due to increased student access to iPads and newly purchased Apps. Great emphasis was placed on students learning photographic skills and this is reflected in the high scores. Overall, decrease in Communication using ICT is indicative of students having other focus areas. Data indicated decrease in student attainment for logging on/off, mouse skills and word processing. It is recommended that class groups timetable specific times to practise these skills. Classroom ICT files were updated throughout the year, providing a 'one-stop shop' for classroom' ICT information. 21 additional iPads were purchased but did not arrive for the end of the year- this is in line with providing an individualised approach to distributing iPads to students in 2022. Seesaw (a communication app) was successfully trialled in 4 classrooms and enables effective school/home communications in COVID times. Planning for a Centre Coding Rubric commenced in 2021 and further consultation is required to complete this in 2022. 63% of students in year 4-6 were using Digital Technologies at the Modification level in SAMR. This was an improvement from last year as the centre provided further opportunities for the students to work at this level, but the target is not yet achieved. Senior phase meetings will focus on this in 2022 to address students varying skill levels.</p> |   |                 |    |  |           |  |           |  |           |  |           |  |           |  |           |                           |   |  |  |  |

|                         |   |  |  |  |
|-------------------------|---|--|--|--|
| <b>Community Access</b> |  | <p>The 2021 Community Access Program experienced very few Covid restrictions, therefore, the program was very successful in accessing the wider Community experiences. Students had many and varied opportunities to transfer skills from the classroom to the wider community. Excursions to Woodbridge Park, Whiteman Park and Bayswater Waves along with incursions from Perth Reptile Company, St John First Aid, the Association for the Welfare of Children in Hospital and the Sensorium Storytelling Experience - Wombat Stew, were all enjoyed. Whiteman Park reinvigorated their Environmental Education Program earlier in the year and took on board feedback for modification so that students from Ed Support could successfully engage in most of the programs selected. A Community Access Teacher Co-ordinator continued to facilitate pre and post learning activities, many of which had links to ICT and Thinking Hats. Recommendations include continuing some of the incursions/excursions students enthusiastically engaged in, according to Staff PMI's and exploring different venues. 81% of students mastered their Community Access IEP goals.</p> | <p><b>2021 Community Access IEP Attainment (Yrs' PP-6)</b></p> <p>Consistently Demonstrated</p> <p>50/62 = 81%</p> | <ul style="list-style-type: none"> <li>✓ 70% of students show progress in at least 2 focus area sub strands on C.A. Diagnostic Rubric.</li> <li>✓ 80% of students achieve their IEP objectives related to C.A</li> </ul> |
|-------------------------|---|--|--|--|

|                      |                          |  |                                      |                                       |
|----------------------|--------------------------|--|--------------------------------------|---------------------------------------|
| DoE Focus Priorities | Success for all Students | Improving Student Attendance, Engagement and Behaviour | High Quality Teaching and Leadership | A Capable and Responsive Organisation |
|----------------------|--------------------------|--|--------------------------------------|---------------------------------------|

**Pillar 1: Educating 21<sup>st</sup> Century Learners and Leaders** ● Pending   ✓ Achieved

| Focus   | 2021 Progress   | 2021-23 Targets   |
|---|---|---|
| <b>Health &amp; Well-being (Plans &amp; Programs)</b> | <p><b>Health and Wellbeing</b> is one of the important focus areas for our students and staff, especially with COVID uncertainties and challenges. A Workplace Safety and Health (WSH) Management Plan was established in 2021. Our WSH committee completed SBESC WHS Management Plan to align with new WHS Act &amp; DoE Policy. This plan ensures a safe and healthy working environment is maintained for staff and students. The Plan includes both physical environment and health and wellbeing. Student health and wellbeing programs were timetabled into classrooms to enable every child to have access to wellbeing tools. ‘Peaceful Kids’ was modified as an Introduction to Mindfulness, focussing on emotions. The program assists with decreasing anxiety and stress and increasing resilience in children from Pre-Primary onwards. The program gives the children the skills, support and coping strategies so they are better equipped to deal with the day-to-day stresses that life brings. Weekly staff meetings also had health and wellbeing focus with ‘mindful moments’ tips and sessions were shared and practised at these centre gatherings.</p> <p>‘YOGAZEIT’ (Kids Yoga) effectively promotes physical, mental, emotional and social development. Our trained Yogazeit Instructor tailors yoga classes to meet children’s varying needs through fun themed lesson plans, group games, and concludes with relaxing Mindful breathing exercises. ‘Breathe Easy’, a Friday chair yoga program learning breathing practices for students and parents will be continued onto 2022.</p> <p>‘Rhythm to Recovery’ (R2R) has grown into an extremely successful integration program with two ESC upper primary classes working alongside their mainstream buddy classes. All students willingly discussed the day’s lesson topic which left them feeling empowered for further discussions. ESC students continued to participate in games and discussions with their mainstream peers with more confidence, it was amazing to watch them grow socially, increasingly contribute, and most importantly, have a VOICE that was heard with respect by their peers. Students who would normally sit back and not contribute to conversation became willing to participate, their input valuable to everyone in the drum circle. We were able to use the Tonal chimes, which were purchased during the year at some sessions. These were a big hit and the students responded well to the calmness of the tones. Participation at Keram Adventure camp and R2R provided purposeful relationship building and inclusive opportunities with mainstream staff and students.</p> | <p>✓ 80% of students show progress on Pre &amp; Post Yoga assessment.</p> |



| DoE Focus Priorities   | Success for all Students   | Improving Student Attendance, Engagement and Behaviour  | High Quality Teaching and Leadership | Capable and Responsive Organisation  |  |                      |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
|--|--|---|--------------------------------------|--|--|----------------------|------------------------|-----------------------|-------------|----------------------|------|--------|-------|-------|------|-----|-----|---|---|---|---|---|---|---|---|----|---|----|---|---|---|---|---|---|---|---|---|---|---|----|---|----|---|---|---|---|---|---|---|---|---|
| Pillar 1: Educating 21 <sup>st</sup> Century Learners and Leaders          |  |   |                                      | ● Pending ✓ Achieved   |  |                      |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
| Focus Areas  | 2021 Progress  |   |                                      | 2021-23 Targets  |  |                      |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
| <b>Health &amp; Well-being (BEAM - Behaviour Education and Management)</b> | <p>The BEAM Coordinators continued to enhance positive behaviour approaches including supporting staff in calming and de-escalation strategies and the use of approved TEAM TEACH strategies and techniques. Our BEAM Coordinator continued to deliver the Mindful Education program. 'Yoga for kids' was introduced into all classrooms in 2021 to promote Health and Wellbeing through social, emotional and physical learning. The Mindful tool kit strategies were generalised in classrooms. Classroom Parent participation sessions commenced in term 4. The Zen Zone will be enhanced in 2022 as a Mindful/Yoga/Sensory education room. It is already a purposeful calming space.</p>   |   |                                      | <p>✓ All students to receive a minimum of 1 YCDI faction token certificate per year (20 tokens = 1<sup>st</sup> certificate)</p> |  |                      |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
|  |   | <p style="text-align: center;"><u>Low Stimulus Environment (LSE) Entries - 2021</u></p> <table border="1" data-bbox="689 539 1480 847"> <thead> <tr> <th>Student</th> <th>No of Negative behaviours</th> <th>IBSP</th> <th>Restraints and Escorts</th> <th>Referral to Principal</th> <th>Suspensions</th> <th>Protective Isolation</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>-</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2</td> <td>2</td> <td>-</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>3</td> <td>17</td> <td>✓</td> <td>13</td> <td>7</td> <td>3</td> <td>0</td> </tr> <tr> <td>4</td> <td>3</td> <td>-</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>5</td> <td>17</td> <td>✓</td> <td>16</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>6</td> <td>9</td> <td>✓</td> <td>7</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>SSEND Consultant provided support and observations in senior cohort.</p> | Student                              |  | No of Negative behaviours  | IBSP                 | Restraints and Escorts | Referral to Principal | Suspensions | Protective Isolation | 1    | 1      | -     | 1     | 0    | 0   | 0   | 2 | 2 | - | 2 | 0 | 0 | 0 | 3 | 17 | ✓ | 13 | 7 | 3 | 0 | 4 | 3 | - | 3 | 0 | 0 | 0 | 5 | 17 | ✓ | 16 | 1 | 0 | 0 | 6 | 9 | ✓ | 7 | 2 | 0 |
| Student  | No of Negative behaviours  | IBSP  | Restraints and Escorts               | Referral to Principal  | Suspensions  | Protective Isolation |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
| 1  | 1  | -   | 1                                    | 0  | 0  | 0                    |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
| 2  | 2  | -   | 2                                    | 0  | 0  | 0                    |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
| 3  | 17   | ✓   | 13                                   | 7  | 3  | 0                    |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
| 4  | 3  | -   | 3                                    | 0  | 0  | 0                    |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
| 5  | 17   | ✓   | 16                                   | 1  | 0  | 0                    |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
| 6  | 9  | ✓   | 7                                    | 2  | 0  | 0                    |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
| <b>Attendance &amp; Engagement</b>   | <p><b>School Review Commendation:</b> Distributed leadership is evident in a range of designated leadership roles including mathematics, literacy BEAM leaders, education assistant facilitators and class representatives. This contributes to shared decision making and school improvement processes.</p>   |   |                                      |    |  |                      |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
|  | <p>The BEAM Team class representatives focused on At-Risk students and successfully utilized Functional Analysis to better identify triggers and effective interventions, including extensive use of customized social narratives and positive support strategies. Recommendations for 2022 include combining the ABABA and Team Teach refreshers and increasing the use of restorative reflection after incidents. The BEAM records above show an increase since 2020 in the number of 'Restraints and 'Referrals to the Principal' due to 5 new students from mainstream schools demonstrating challenging behaviours initially. These behaviours have decreased as the year has progressed and the students have settled in.</p> <p><b>Attendance:</b></p> <p>The 2021 state attendance rates cannot be compared to last year's data, as 2020 information was not available due to it being adversely affected by the COVID-19 pandemic. The SBESC attendance rate is based on collected data throughout the 2021 school year.</p> <p>We were pleased to see only 10% of students had an attendance rate of 75% or under. Many reasons were given for students being absent throughout the year included being unwell, head lice, family issues, therapy commitments, medical appointments and parental choice due to dysregulation. One student had an extended hospital stay.</p> |   |                                      |  | <p>Average Attendance Rate %</p> <table border="1" data-bbox="1868 1254 2190 1430"> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>SBESC</td> <td>89.2</td> <td>87.3 %</td> <td>88.9%</td> </tr> <tr> <td>State</td> <td>91.6</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> |                      | 2019                   | 2020                  | 2021        | SBESC                | 89.2 | 87.3 % | 88.9% | State | 91.6 | N/A | N/A |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
|  | 2019   | 2020  | 2021                                 |  |  |                      |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
| SBESC  | 89.2   | 87.3 %  | 88.9%                                |  |  |                      |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |
| State  | 91.6   | N/A   | N/A                                  |  |  |                      |                        |                       |             |                      |      |        |       |       |      |     |     |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |   |   |   |   |   |   |   |

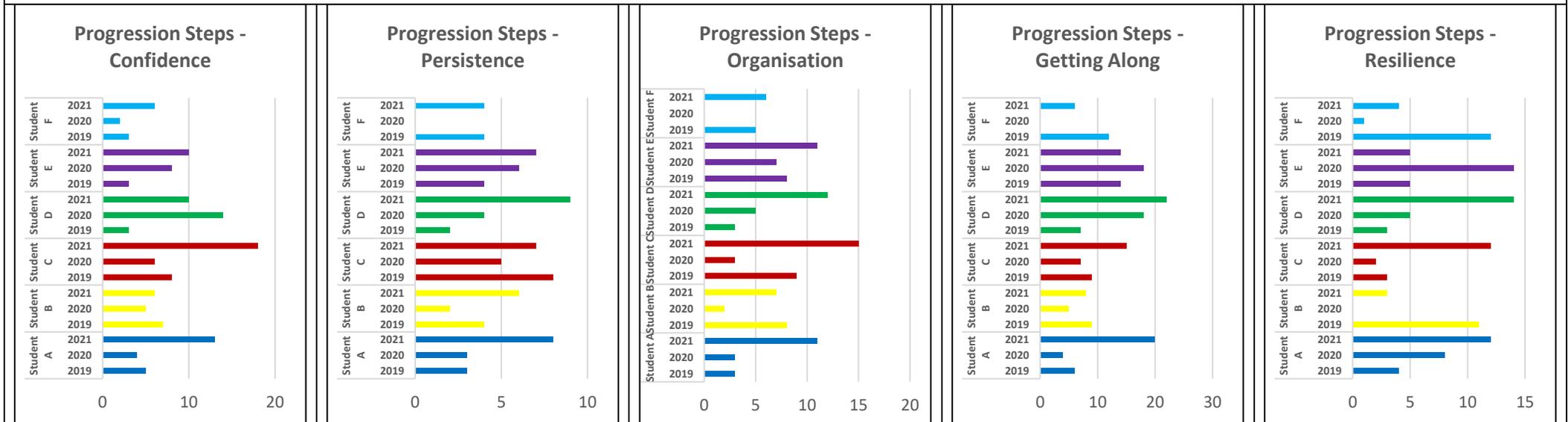
|                      |                          |  |                                      |                                       |
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| DoE Focus Priorities | Success for all Students | Improving Student Attendance, Engagement and Behaviour | High Quality Teaching and Leadership | A Capable and Responsive Organisation |
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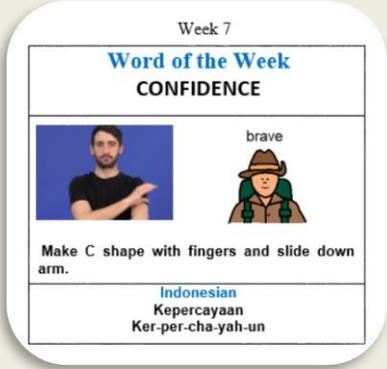
**Pillar 1: Educating 21<sup>st</sup> Century Learners and Leaders**

● Pending ✓ Achieved

| Focus Areas  | 2021 Progress  | 2021-23 Targets          |      |      |      |      |      |      |      |      |      |      |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
|--|--|--------------------------|------|------|------|------|------|------|------|------|------|------|--|--|------|------|------|------|------|------|------|------|------|------|------|------|------------|---|---|---|---|----|---|----|----|----|----|----|----|-------------|---|---|---|----|----|---|----|----|----|----|----|----|--------------|---|---|---|---|----|---|----|----|---|----|----|----|---------------|---|---|---|---|---|---|---|----|---|----|----|----|------------|---|---|---|---|---|---|----|----|----|----|----|----|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|---|-----|--|------|-----------|--------|-----------|-------|-----------|-----|-----------|--------|-----------|------------|-----------|
| <b>Health and Well-Being Clubs &amp; Groups</b><br> | <p><b>Social and Emotional Rubric – Focus Skills Attainment 2019-2020</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Progress (No. of Skills)</th> <th colspan="3">0</th> <th colspan="3">1-2</th> <th colspan="3">3-5</th> <th colspan="3">6+</th> </tr> <tr> <th>2019</th> <th>2020</th> <th>2021</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Confidence</td> <td>3</td> <td>1</td> <td>1</td> <td>7</td> <td>12</td> <td>5</td> <td>17</td> <td>15</td> <td>12</td> <td>24</td> <td>24</td> <td>35</td> </tr> <tr> <td>Persistence</td> <td>5</td> <td>3</td> <td>2</td> <td>11</td> <td>14</td> <td>9</td> <td>15</td> <td>17</td> <td>14</td> <td>20</td> <td>18</td> <td>28</td> </tr> <tr> <td>Organisation</td> <td>4</td> <td>3</td> <td>2</td> <td>7</td> <td>14</td> <td>4</td> <td>17</td> <td>16</td> <td>8</td> <td>23</td> <td>19</td> <td>39</td> </tr> <tr> <td>Getting Along</td> <td>2</td> <td>3</td> <td>2</td> <td>2</td> <td>3</td> <td>4</td> <td>8</td> <td>12</td> <td>6</td> <td>39</td> <td>34</td> <td>41</td> </tr> <tr> <td>Resilience</td> <td>2</td> <td>3</td> <td>3</td> <td>4</td> <td>9</td> <td>1</td> <td>11</td> <td>12</td> <td>12</td> <td>34</td> <td>28</td> <td>37</td> </tr> <tr> <td><b>Total</b></td> <td>16</td> <td>13</td> <td>10</td> <td>31</td> <td>52</td> <td>23</td> <td>68</td> <td>72</td> <td>52</td> <td>140</td> <td>128</td> <td>180</td> </tr> </tbody> </table> | Progress (No. of Skills) | 0    |      |      | 1-2  |      |      | 3-5  |      |      | 6+   |  |  | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 | Confidence | 3 | 1 | 1 | 7 | 12 | 5 | 17 | 15 | 12 | 24 | 24 | 35 | Persistence | 5 | 3 | 2 | 11 | 14 | 9 | 15 | 17 | 14 | 20 | 18 | 28 | Organisation | 4 | 3 | 2 | 7 | 14 | 4 | 17 | 16 | 8 | 23 | 19 | 39 | Getting Along | 2 | 3 | 2 | 2 | 3 | 4 | 8 | 12 | 6 | 39 | 34 | 41 | Resilience | 2 | 3 | 3 | 4 | 9 | 1 | 11 | 12 | 12 | 34 | 28 | 37 | <b>Total</b> | 16 | 13 | 10 | 31 | 52 | 23 | 68 | 72 | 52 | 140 | 128 | 180 | <p>It was impressive to see majority of students showing increased achievement in all five YCDI Keys. The highest score is reflected in the 'Getting Along' focus area. Positive factors which contributed to these scores are areas of opportunity for students to participate in throughout the year in a range of programs and performances - Lunchtime Clubs, Community performance opportunities, Rhythm 2 Recovery, Playskills, Zones of Regulation including Zen Zone sessions and Whole Campus focus on YCDI. These integrated Campus programs will be continued to provide platforms for social and emotional growth if COVID restrictions permit in 2022.</p>  <table border="1"> <thead> <tr> <th colspan="2">Key</th> </tr> </thead> <tbody> <tr> <td>Blue</td> <td>Student F</td> </tr> <tr> <td>Purple</td> <td>Student E</td> </tr> <tr> <td>Green</td> <td>Student D</td> </tr> <tr> <td>Red</td> <td>Student C</td> </tr> <tr> <td>Yellow</td> <td>Student B</td> </tr> <tr> <td>Light Blue</td> <td>Student A</td> </tr> </tbody> </table> | Key |  | Blue | Student F | Purple | Student E | Green | Student D | Red | Student C | Yellow | Student B | Light Blue | Student A |
| Progress (No. of Skills)   | 0  |                          |      | 1-2  |      |      | 3-5  |      |      | 6+   |      |      |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
|  | 2019   | 2020                     | 2021 | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
| Confidence   | 3  | 1                        | 1    | 7    | 12   | 5    | 17   | 15   | 12   | 24   | 24   | 35   |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
| Persistence  | 5  | 3                        | 2    | 11   | 14   | 9    | 15   | 17   | 14   | 20   | 18   | 28   |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
| Organisation   | 4  | 3                        | 2    | 7    | 14   | 4    | 17   | 16   | 8    | 23   | 19   | 39   |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
| Getting Along  | 2  | 3                        | 2    | 2    | 3    | 4    | 8    | 12   | 6    | 39   | 34   | 41   |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
| Resilience   | 2  | 3                        | 3    | 4    | 9    | 1    | 11   | 12   | 12   | 34   | 28   | 37   |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
| <b>Total</b>   | 16   | 13                       | 10   | 31   | 52   | 23   | 68   | 72   | 52   | 140  | 128  | 180  |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
| Key  |  |                          |      |      |      |      |      |      |      |      |      |      |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
| Blue   | Student F  |                          |      |      |      |      |      |      |      |      |      |      |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
| Purple   | Student E  |                          |      |      |      |      |      |      |      |      |      |      |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
| Green  | Student D  |                          |      |      |      |      |      |      |      |      |      |      |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
| Red  | Student C  |                          |      |      |      |      |      |      |      |      |      |      |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
| Yellow   | Student B  |                          |      |      |      |      |      |      |      |      |      |      |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |
| Light Blue   | Student A  |                          |      |      |      |      |      |      |      |      |      |      |  |  |      |      |      |      |      |      |      |      |      |      |      |      |            |   |   |   |   |    |   |    |    |    |    |    |    |             |   |   |   |    |    |   |    |    |    |    |    |    |              |   |   |   |   |    |   |    |    |   |    |    |    |               |   |   |   |   |   |   |   |    |   |    |    |    |            |   |   |   |   |   |   |    |    |    |    |    |    |              |    |    |    |    |    |    |    |    |    |     |     |     |   |     |  |      |           |        |           |       |           |     |           |        |           |            |           |

**6 Student Case Studies**



| DoE Focus Priorities  | Success for all Students  | Improving Student Attendance, Engagement and Behaviour | High Quality Teaching and Leadership | A Capable and Responsive Organisation  |
|---|---|--|--------------------------------------|--|
| Pillar 1: Educating 21 <sup>st</sup> Century Learners and Leaders |   |  |                                      | ● Pending ✓ Achieved   |
| Focus Areas   | 2021 Progress   |  |                                      | 2021-23 Targets  |
| ECE/NQS   | <p><b>NQS:</b> After the Leadership team completing an Ed Support focused Strategic Planning course, the reflection tools were utilized with staff. After reflecting on the programs in place and improvements made, the staff deemed all Quality Areas 1 to 7 as 'Met'. Several actions were initiated or ongoing to enhance children's learning and wellbeing. They include: Barrie Bennett Instruction Tactics such as 'Think Pair Share' and 'PMI' used in classrooms; additional Diana Rigg literacy resources for classrooms; moderation of student work samples; implementation and upskilling of targeted Individualized Independent Program, yoga and breathing programs into classrooms, extended early childhood outdoor/flexible learning area including veranda blinds; timetabled and actioned Health and Wellbeing sessions into staff meeting times; chaplain's termly staff appreciation breakfast; board staff awards; campus YCDI awards and Pizza with Principal; cultural awareness programs; Acknowledgement of Country and incorporating Noongar words into Word of the Week. The BEAM Team will be maintained to enhance positive behaviour support approach and Leadership team completed Integral coaching program. We have requested an external NQS validation visit for 2022.</p> <p>SBESC students continued to participate and show leadership in small group activities to enhance both physical and emotional wellbeing. They included weekly club participation (Signing, Drumming and Jump Jam), MAGS (Making and Growing Sessions) and Visual ARTs, CAMPers and structured Playskills sessions. These sessions were well received by both Ed support students and their mainstream buddies to build relationships, confidence and resilience. Implementing our Proactive Playground Person Program has promoted greater playground engagement and skill development.</p> <p><b>School Review Commendation:</b> National Quality Standard engagement is evident, with teachers working to develop classroom learning environments that maximise student engagement and learning.</p> |  |                                      | <ul style="list-style-type: none"> <li>✓ 80% students demonstrate skills required to play a game</li> <li>✓ 80% students show progress in personal &amp; social capabilities IEP/RTP</li> </ul>  |
| NSOS Surveys  |    <p><b>NSOS:</b> Based on the 2020 NSOS Parent, Staff and Student survey feedback, expanding and improving school grounds and having more 'Artefacts' were identified as growth areas. In addition to the Reverse Cycle Air Condition installation in 3 classrooms, bike track area was also upgraded with climbing frames, swing and sandpit with seating in outdoor gazebo. The Nature Playground has been approved and awaiting delivery (COVID delays) and installation in 2022.</p>   |  |                                      |  |

**Pillar 2: Engaging in Quality Learning & Reflective Practice** ● Pending ✓ Achieved

| Focus Areas | 2021 Progress | 2021-23 Targets |
|-------------|---------------|-----------------|
|-------------|---------------|-----------------|

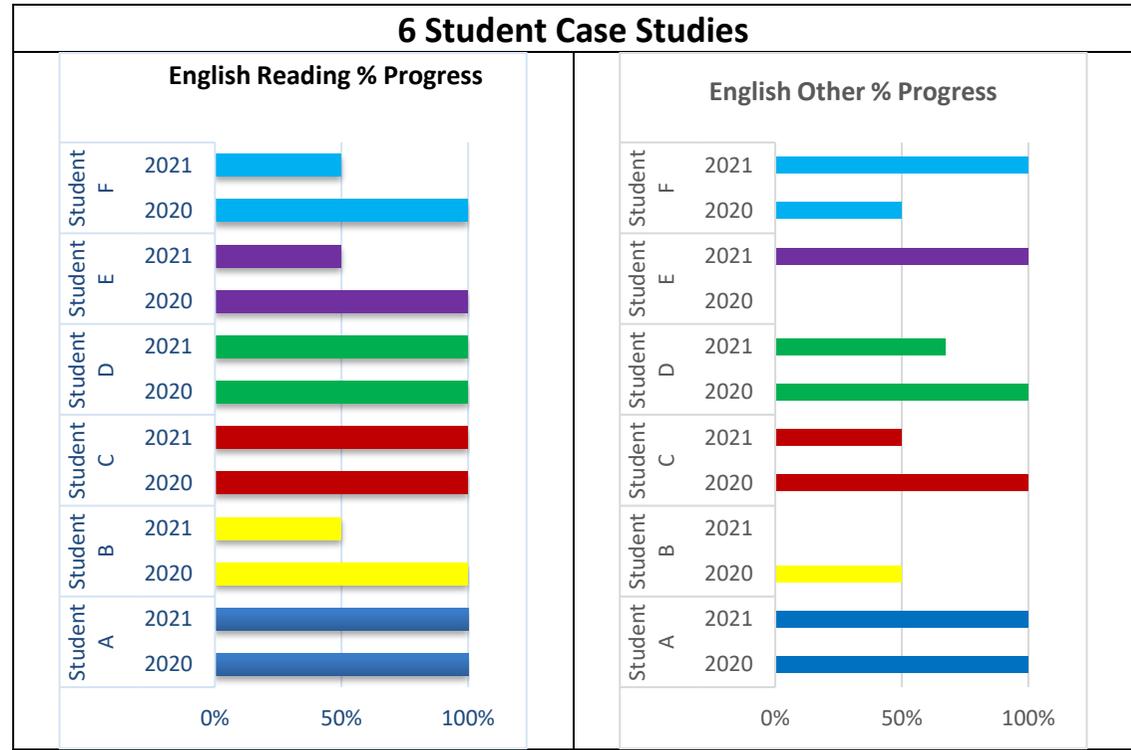
**English & EDI**

| IEP Target<br>CD = Consistently Demonstrated | English Communication | English Reading | Other English | Technology & Enterprise | Independence | Community Access | Concept goal | Total % IEP Objectives Achieved |
|--|-----------------------|-----------------|---------------|-------------------------|--------------|------------------|--------------|---------------------------------|
| <b>2021 (Yrs K-6)</b>                        | 69%                   | 79%             | 83%           | 85%                     | 84%          | 81%              | 83%          | 78%                             |

Overall achievement of IEP goals is a pleasing 78%. The teaching and learning continued with minimum disruption throughout the year. One of the school priorities is to provide whole school approach for positive behaviour intervention with a focus on independent skills. A pleasing 84% of our students achieved their 'Independence' goals.

- 80% of students attain their reading IEP objective
- ✓ 80% of students attaining Sound Progress or Consistently Demonstrated in their English IEP objectives
- 80% students attain Communication goal

**IEP attainment**



We continued to work on enhancing our students' concept development skills and overall achievement is at 83%. Diana Rigg Reading and Phonics PL was attended by all staff and new resources allocated to each classroom to support and strengthen students' literacy learning.



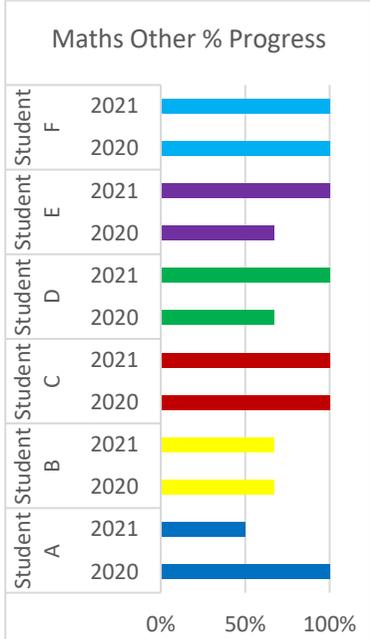
- ✓ 70% of selected PP-Yr6 students show progress pre to post ROCC Assessment in at least in 1 Key Goal Domain

Note: Where there is no data, it indicates as not a priority area or progress not evident for the student in 2021.

**School Review commendation:** In catering for the needs of all students, school-wide pedagogies have been implemented including: Explicit Direct Instruction; an agreed lesson design; Discrete Trial Training; and formative assessment. Staff also share an understanding of Barry Bennett Instructional Intelligence, incorporating a range of strategies into their everyday teaching.

|                      |                          |  |                                      |                                       |
|----------------------|--------------------------|--|--------------------------------------|---------------------------------------|
| DoE Focus Priorities | Success for all Students | Improving Student Attendance, Engagement and Behaviour | High Quality Teaching and Leadership | A Capable and Responsive Organisation |
|----------------------|--------------------------|--|--------------------------------------|---------------------------------------|

**Pillar 2: Engaging in Quality Learning & Reflective Practice**

| Focus Areas                    | 2021 Progress  | 2021-23 Targets   |         |      |      |   |      |      |   |      |     |   |      |     |   |      |      |   |     |     |   |     |      |
|--------------------------------|--|---|---------|------|------|---|------|------|---|------|-----|---|------|-----|---|------|------|---|-----|-----|---|-----|------|
| <b>Performance Development</b> | <p>Despite the COVID disruptions, classroom observations continued to take place in classes. As part of 'Teaching Observation Reflecting Approach' (TORA), we expanded the range of 'Learner Voice' for various learning areas and programs. Learner Voice are used as EDI warm-ups to activate prior knowledge and enable students to consider what they are learning about &amp; why, as well as providing a visual support so all students can have a say about what they have learned in class during classroom observation sessions. It was pleasing to see teachers using Barrie Bennett Instructional Tactics (Think Pair Share, Placemat and Plus Minus Interesting) during group lessons to optimise student learning and safety.</p> <ul style="list-style-type: none"> <li>Teachers &amp; parents selected IEP 'Independence' goals across a range of life skills to meet individual student needs. 84% of students achieved their goals.</li> </ul> <p><b>Public School Review Team support these SBESC actions:</b></p> <ul style="list-style-type: none"> <li>Progress intentions to collaboratively identify agreed practices in a pedagogical framework and instructional model.</li> <li>Continue to develop consistent practices through classroom observation, mentoring and professional learning aligned to agreed pedagogies and whole-school approaches.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ 80% of students attain IEP Concept Development objective</li> <li>✓ 80% effectively demonstrate progress on end of year RTP</li> <li>✓ 80% of students show progress on end of year RTP for Thinking Hats</li> </ul>   |         |      |      |   |      |      |   |      |     |   |      |     |   |      |      |   |     |     |   |     |      |
| <b>Mathematics</b>             | <p>Across the Centre, overall 77% of students mastered their individual Maths goals by end of the year and 73% of students showed progress in their Equal Maths learning. SEN Equal Maths multi-sensory program has been successfully implemented as a whole school program for the third consecutive year. The program comprised of 5 classes streamed and timetabled across the centre 3 times per week. Student data from 2020 indicated that lessons needed to be extended over a 2 week period to target retention of skill acquisition. A whole school assessment program was investigated to replace the current Equals Maths program as staff identified the need to have a more formalised assessment process across the Centre. The implementation phase of the Joondalup Maths Assessment commenced in term 4, with the Maths Coordinators Joondalup &amp; SBESC training and mentoring staff to roll out the program in term 1, 2022.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><b>The review team support this SBESC action:</b></p> <ul style="list-style-type: none"> <li>Progress planned intentions to further develop the whole-school approach to mathematics supported by the newly introduced mathematics assessment program.</li> </ul> </div> <div style="text-align: center;">  </div> </div> | <p align="center"><b>6 Student Case Studies</b></p> <p align="center">Maths Other % Progress</p>  <table border="1"> <caption>Maths Other % Progress Data</caption> <thead> <tr> <th>Student</th> <th>2021</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>E</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>D</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>C</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>B</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>A</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>✓ 80% of students attain their Maths IEP objective</li> <li>✓ 70% of students attain 70% of their EQUALS Maths assessment</li> </ul> <div style="text-align: center;">  </div> | Student | 2021 | 2020 | F | 100% | 100% | E | 100% | 75% | D | 100% | 75% | C | 100% | 100% | B | 75% | 75% | A | 50% | 100% |
| Student                        | 2021   | 2020  |         |      |      |   |      |      |   |      |     |   |      |     |   |      |      |   |     |     |   |     |      |
| F                              | 100%   | 100%  |         |      |      |   |      |      |   |      |     |   |      |     |   |      |      |   |     |     |   |     |      |
| E                              | 100%   | 75%   |         |      |      |   |      |      |   |      |     |   |      |     |   |      |      |   |     |     |   |     |      |
| D                              | 100%   | 75%   |         |      |      |   |      |      |   |      |     |   |      |     |   |      |      |   |     |     |   |     |      |
| C                              | 100%   | 100%  |         |      |      |   |      |      |   |      |     |   |      |     |   |      |      |   |     |     |   |     |      |
| B                              | 75%  | 75%   |         |      |      |   |      |      |   |      |     |   |      |     |   |      |      |   |     |     |   |     |      |
| A                              | 50%  | 100%  |         |      |      |   |      |      |   |      |     |   |      |     |   |      |      |   |     |     |   |     |      |

| DoE Focus Priorities   | Success For All Students  | Improving Student Attendance, Engagement and Behaviour | High Quality Teaching and Leadership | A Capable and Responsive Organisation  |
|--|---|--|--------------------------------------|--|
| <b>Pillar 3: Enhancing Reciprocal Relationships and Partnerships</b>   |   |  |                                      | ● Pending   ✓ Achieved   |
| Focus Areas  | 2021 Progress   |  |                                      | 2021-23 Targets  |
| <p><b>Networks</b></p> <ul style="list-style-type: none"> <li>- Various Service Providers</li> <li>- EI</li> <li>- ESNN</li> <li>- Ballandjarra</li> <li>- BCN</li> <li>- WAESPAA</li> <li>- AASE</li> <li>- WAPPA Associations</li> <li>- Campus ICT Committee</li> <li>- Communication Committee</li> <li>- Rotary</li> <li>- CCY</li> <li>- ECU</li> <li>- P&amp;C</li> </ul> <p><b>School Transition &amp; Destination</b></p> | <p><b>School Networks:</b></p> <p><b>Conferences:</b> As part of the Education Support Network (ESNN), all SBESC staff took part in the network conference in Term 1. The keynote address by Professor Andrew Whitehouse on 'Autism Research' as well as a range of concurrent sessions including 'Understanding Trauma', 'Protective Behaviours', 'Language and Literacy progress' and 'De-escalation for children with disabilities' were educative and well received by staff. Ballandjarra schools network's half day session on 'Health and Wellbeing' was timely and provided us with information and practical ideas on how to support mental health at our work place.</p> <p>Covid restrictions had very little impact in 2021 as students were able to participate in most of our partnership activities. Students took part in the ESNN Sports Carnival, ESNN Performing Arts event at Butler College and the Leadership camp. As part of an integrated campus, ESC students also participated in Choirfest and the Ballajura Community Rotary Fair at BCC. Unfortunately, the Jump Jam Extravaganza, due to its international component was unable to go ahead because of the Covid restrictions.</p> <p><b>Staff Swimming Qualifications:</b> This year 8 staff at SBESC staff joined with SBPS Staff and staff from another school (3) to update annual Swimming Qualifications. We completed the Bronze Medallion and Aquatic Rescue for Playleaders for Excursions with a water environment. These qualifications help keep our students safe while out in the Community. We have completed these qualifications for more than 10 years at SBESC thanks to our qualified RLS Trainer on staff. She also provided RLS Water Safety talks for students.</p> <p><b>Partnership with Universities and TAFEs:</b> We continued our partnership with various tertiary institutions. We have facilitated professional practice for Certificate 4 (Education Assistant), TAFE and Fast Track students who have worked in our classrooms supporting students. We had volunteers work with us. Work experience students from BCC gave very positive feedback and numbers have increased since last year. This program was facilitated by the Manager Corporate Services. It is pleasing to see that, through upskilling in our environment, the students we supported have gained the necessary skills to find employment in their chosen fields.</p> <p><b>CCY Projects-</b> Students continued to engage in sessions with Community Connecting Youth, to create art pieces and playground equipment to enhance our outdoor learning environment. Sessions with CCY ran throughout Semester 2 and promoted student ownership of their play spaces.</p> <p><b>Triple P Stepping Stones (PPP)</b> In collaboration with the Chaplain, the School Psychologist ran positive parenting sessions throughout the year with parents who volunteered to be a part of this positive parenting program.</p> <p><b>Parent Involvement:</b> Our term one Welcome Evening, parent picnic at Woodbridge Park in term 2 and bike track picnic in term 4 were all well attended. Many ESC families also attended the campus Open Night where parents and family members enjoyed being able to meet with teachers and have an informal conversation about their child. Our supportive parents also attended IEP and mid-year reporting meetings, and several served as Board members. They enjoyed an outstanding end of the year Christmas Concert when every ESC student performed wonderfully and entertained the audience. The Volunteer Morning Tea was another successful event. <b>NSOS surveys will be distributed again in 2022.</b></p> <p><b>2021 Year 6 Destinations:</b> In 2021, two Year 6 students participated enthusiastically in the inclusive 3 day camp with their mainstream peers at Keram Adventure Camp. Many learning opportunities to practice and generalise life skills were on offer, and South Ballajura enabled our students to participate meaningfully and enjoy the camp experience. These sessions enabled them to learn valuable leadership skills while having lots of fun. All Year 6 students successfully participated in high school transition sessions. Three of our students transitioned to BCC ESU, one student joined Dianella Secondary College and another student went closer to home to Aveley Secondary College.</p> |  |                                      | <ul style="list-style-type: none"> <li>● Maintain high level of satisfaction on National School (2022) Student/Parent/Staff Survey - perceptions and recommendations are followed-up</li> <li>✓ Newsletter items include student perceptions</li> </ul> <div style="text-align: center;">  </div> <p><b>Public School Review Commendation:</b><br/>The school is well regarded by parents, who value highly the quality of education and opportunities for their children to build confidence and thrive. Ongoing partnerships are evident with Rotary and Community Connecting Youth and the mural/artefact projects.</p> |



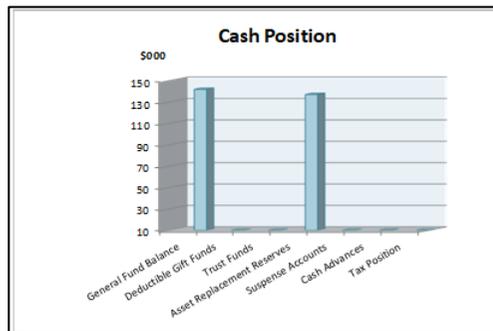
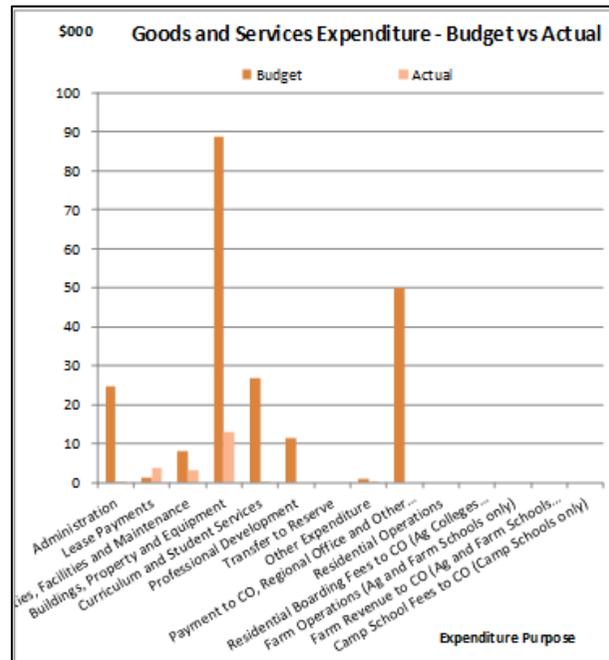
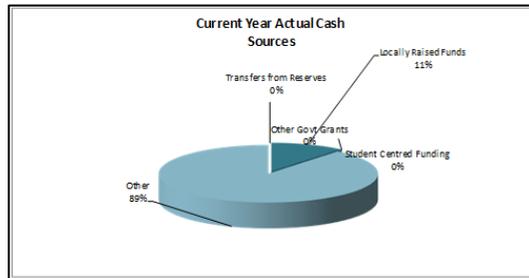
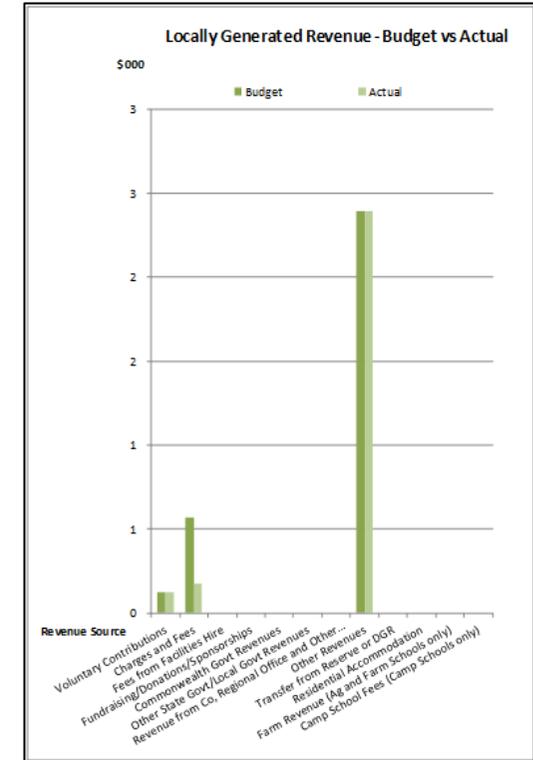
# South Ballajura ESC Financial position as at 31 Dec 2021

## School Review Commendation:

- A clear link between business plan priorities, financial planning and budget allocation process is evident.

| Revenue - Cash & Salary Allocation                   | Budget             | Actual               |
|--|--------------------|----------------------|
| 1 Voluntary Contributions                            | \$ 120.00          | \$ 120.00            |
| 2 Charges and Fees                                   | \$ 570.00          | \$ 172.80            |
| 3 Fees from Facilities Hire                          | \$ -               | \$ -                 |
| 4 Fundraising/Donations/Sponsorships                 | \$ -               | \$ -                 |
| 5 Commonwealth Govt Revenues                         | \$ -               | \$ -                 |
| 6 Other State Govt/Local Govt Revenues               | \$ -               | \$ -                 |
| 7 Revenue from Co, Regional Office and Other Schools | \$ -               | \$ -                 |
| 8 Other Revenues                                     | \$ 2,391.22        | \$ 2,391.88          |
| 9 Transfer from Reserve or DGR                       | \$ -               | \$ -                 |
| 10 Residential Accommodation                         | \$ -               | \$ -                 |
| 11 Farm Revenue (Ag and Farm Schools only)           | \$ -               | \$ -                 |
| 12 Camp School Fees (Camp Schools only)              | \$ -               | \$ -                 |
| <b>Total Locally Raised Funds</b>                    | <b>\$ 3,081.22</b> | <b>\$ 2,684.68</b>   |
| Opening Balance                                      | \$ -               | \$ 159,229.51        |
| Student Centred Funding                              | \$ -               | \$ -                 |
| <b>Total Cash Funds Available</b>                    | <b>\$ 3,081.22</b> | <b>\$ 161,914.19</b> |
| Total Salary Allocation                              | \$ -               | \$ -                 |
| <b>Total Funds Available</b>                         | <b>\$ 3,081.22</b> | <b>\$ 161,914.19</b> |

| Expenditure - Cash and Salary                         | Budget               | Actual              |
|---|----------------------|---------------------|
| 1 Administration                                      | \$ 24,600.00         | \$ 80.23            |
| 2 Lease Payments                                      | \$ 1,149.59          | \$ 3,588.94         |
| 3 Utilities, Facilities and Maintenance               | \$ 7,950.00          | \$ 2,940.73         |
| 4 Buildings, Property and Equipment                   | \$ 88,704.00         | \$ 13,041.00        |
| 5 Curriculum and Student Services                     | \$ 26,899.00         | \$ 396.36           |
| 6 Professional Development                            | \$ 11,500.00         | \$ -                |
| 7 Transfer to Reserve                                 | \$ -                 | \$ -                |
| 8 Other Expenditure                                   | \$ 1,016.28          | \$ 0.29             |
| 9 Payment to CO, Regional Office and Other Schools    | \$ 50,000.00         | \$ -                |
| 10 Residential Operations                             | \$ -                 | \$ -                |
| 11 Residential Boarding Fees to CO (Ag Colleges only) | \$ -                 | \$ -                |
| 12 Farm Operations (Ag and Farm Schools only)         | \$ -                 | \$ -                |
| 13 Farm Revenue to CO (Ag and Farm Schools only)      | \$ -                 | \$ -                |
| 14 Camp School Fees to CO (Camp Schools only)         | \$ -                 | \$ -                |
| <b>Total Goods and Services Expenditure</b>           | <b>\$ 211,818.87</b> | <b>\$ 20,047.55</b> |
| Total Forecast Salary Expenditure                     | \$ -                 | \$ -                |
| <b>Total Expenditure</b>                              | <b>\$ 211,818.87</b> | <b>\$ 20,047.55</b> |
| Cash Budget Variance                                  | \$ (208,737.65)      |                     |



| Cash Position as at:         |                      |
|------------------------------|----------------------|
| <b>Bank Balance</b>          | <b>\$ 279,144.89</b> |
| Made up of:                  |                      |
| 1 General Fund Balance       | \$ 141,866.64        |
| 2 Deductible Gift Funds      | \$ 2,711.30          |
| 3 Trust Funds                | \$ -                 |
| 4 Asset Replacement Reserves | \$ 137,080.32        |
| 5 Suspense Accounts          | \$ 1,883.63          |
| 6 Cash Advances              | \$ (369.00)          |
| 7 Tax Position               | \$ 4,028.00          |
| <b>Total Bank Balance</b>    | <b>\$ 279,144.89</b> |



Independent Public School  
WYPERFELD GARDENS  
BALLAJURA WA 6066  
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