



DIANELLA

SECONDARY COLLEGE

Education Support Centre



2020

Annual Report

Annual Report 2020

Context

Dianella Secondary College Education Support Centre is a diverse, multicultural secondary school that caters for students with disabilities from Years 7 to 12. We are co-located with Dianella Secondary College and Dianella College Primary School. Together, we have developed a Precinct which focusses on a positive relationship, whilst supporting students and families.

We have proudly built a school where relationships are based on mutual respect and trust and where partnerships are valued. Developing strong relationships with students and parents has enhanced student learning. Parents are encouraged to take an active role in their child's education and have become an integral part in the development of educational programs.

We are proud of our students and we encourage all students to realise their potential and inspire them to participate as responsible members of the public and to embrace new challenges in their communities.

Vision statement

We strive to be a school of choice, by providing our students with opportunities to develop skills relevant to their individual needs, enabling them to fulfil their potential as confident, participating members of society.

Dianella Secondary College Education Support Centre is an Independent Public School which provides a caring and supportive school environment. It is a school where the rights and responsibilities of the individual are recognised and respected. Our positive, inclusive approach to learning encourages all students to reach their potential.

We have high expectations of ourselves and of our students. As a staff we are proud and passionate about our school and its students. We collaborate together respectfully and know that we are making a difference in the lives of our students and their families. Our relationships are based on trust, mutual respect and the acceptance of responsibility.

We help to build pathways and networks for our students to enable them to work towards their educational and life goals and create a future for themselves as hard working contributors to, and participants in, their community.

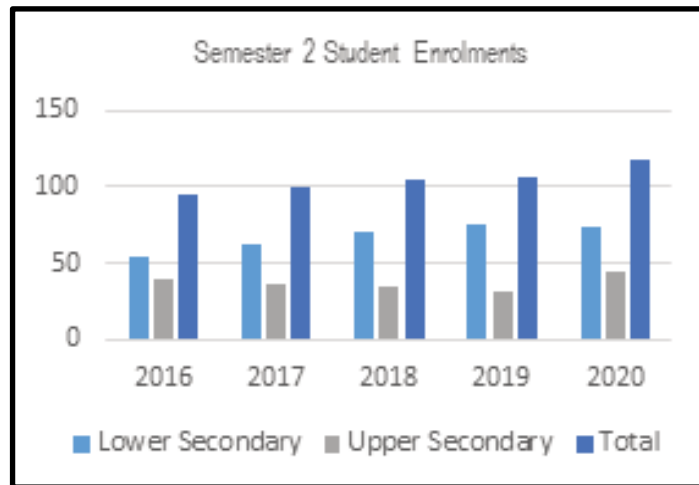
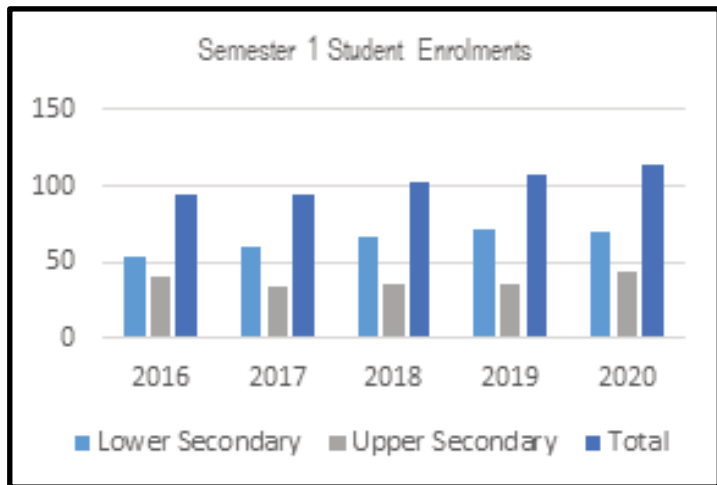
Values

- Inclusion and the celebration of difference
- Excellence
- A sense of community
- Collaboration
- Mutual respect



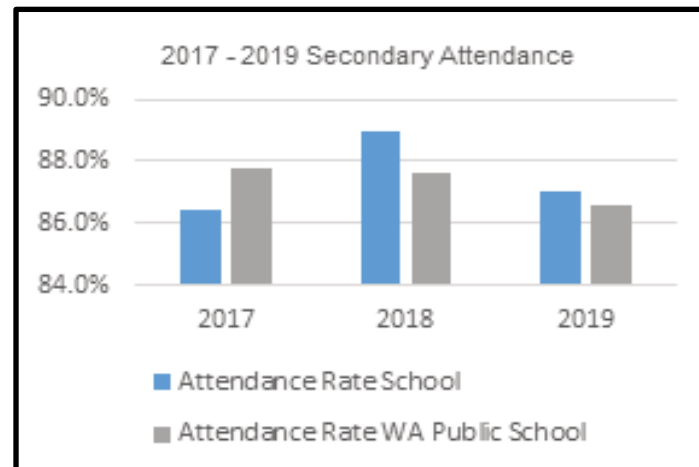
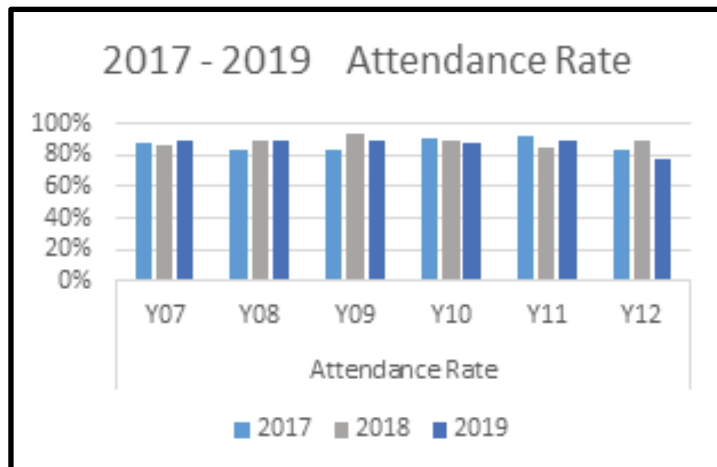
ENROLMENTS

At Dianella Secondary College ESC we value the partnerships we form and foster with parents from the moment they enrol their child here. We also strive to develop and maintain strong links with the wider community as together, we form the basis of student learning and achievement. In the last 5 years we have shown a steady increase in student enrolments as evidenced in the charts below.



ATTENDANCE

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years. The graphs highlight that our attendance rate for the previous years has risen from 2017. Our school has incorporated many positive education strategies to assist and support our students and their families.



CURRICULUM

The lower school curriculum consisted of Literacy, Numeracy, Hass, Science, Protective Behaviours and two ASDAN endorsed programmes, New Horizon (Year 7 only) and Transition Challenge (year 8-9). Towards the end of 2020, the school reviewed its curriculum practices and began looking into other curriculum options such as ABLEWA to facilitate an alignment of the school curriculum to the West Australian curriculum.

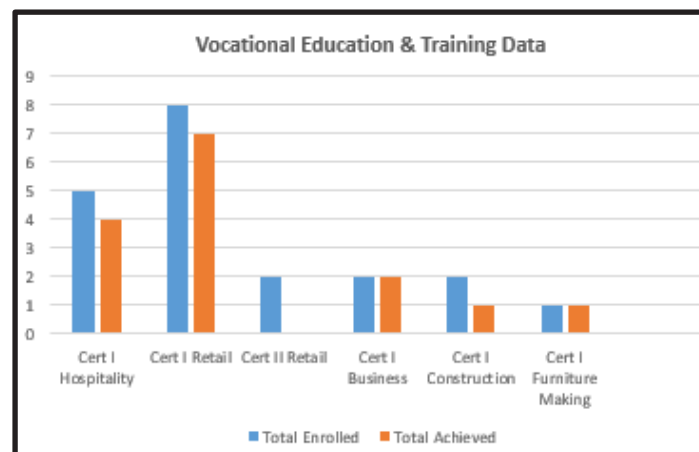
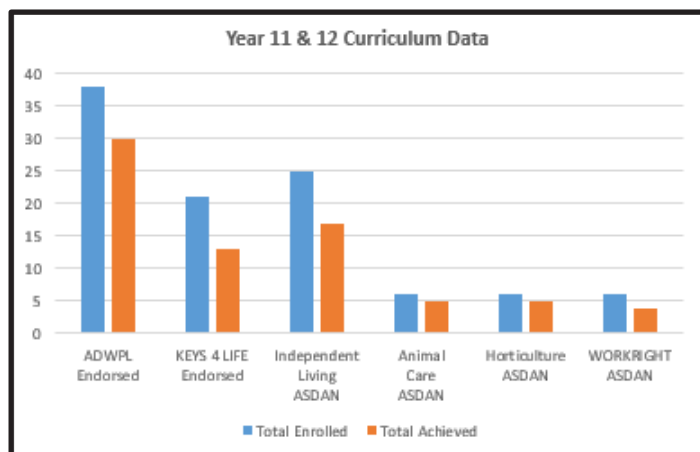
The Upper school curriculum consisted of Functional Literacy, Maths and Heath as compulsory subjects for all students tailored to each individual needs. The Literacy and Numeracy components are integrated into other areas such as Community Access, whereby students participate in travel training, learning socially acceptable behaviours in the community and participate in leisure and recreation components. Moreover, the context includes Career Education which encompasses topics such as; resume writing, searching for a job, writing a cover letter and basic interview skills.

We worked collaboratively with other schools and organisations such as West Coast ESC, Cyril Jackson, Kiara College and Landsdale Farm to complete some option programs (Hospitality, Animal Care, Horticulture, Photography and Work Skills program). Our students are offered a variety of VET courses both onsite and offsite. These courses enable the student to build on their capacity and strengths within a different context and helps them to prepare for post school transition.

REFLECTION

Upon reflection, and in consideration of the year 7 curriculum, the school has decided not to continue the ASDAN New Horizon course as the students need more time to settle and adapt to a high school setting and curriculum.

We will also be looking at starting Preliminary units by the SCSA Curriculum for senior school with the focus on Life skills English and Maths mapped to the requirements of the Preliminary units from year 10 to year 12.



Black Friday Enterprises is a program dedicated to engaging Year 10-12 students in innovative ventures in preparation for transition. It allows students to fulfil the requirements of the Certificate I in Retail and Business, assisting students in developing post-school craft skills that may enable them to start a micro-business of their own.

Workplace learning, for students in Year 10, assists in the development of skills that ensures our students are safe and successful when they go out to work experience. This program allows students to work in a 'simulated' workplace, completing either a Certificate I in Vocational Pathways or ASDAN.

Science, Technology, Engineering and Mathematics (STEM) is designed to replicate the process that STEM professionals undertake when completing projects, encouraging and developing student resilience and problem solving - skills that are critical for their post-school life. There is a strong focus on hands-on, project-based learning, with students also having the opportunity to engage with many different digital technologies including building and coding robots and creating digital games.

Bushrangers is another program that we are proud to provide. Bushrangers allows students to take an active role in the conservation of the natural environment in their local community and the greater Perth region. Bushrangers provides practical life skills, it also develops the skills of leadership, teamwork and using initiative; and promotes community responsibility and service.



NATIONAL SCHOOLS OPINION SURVEY

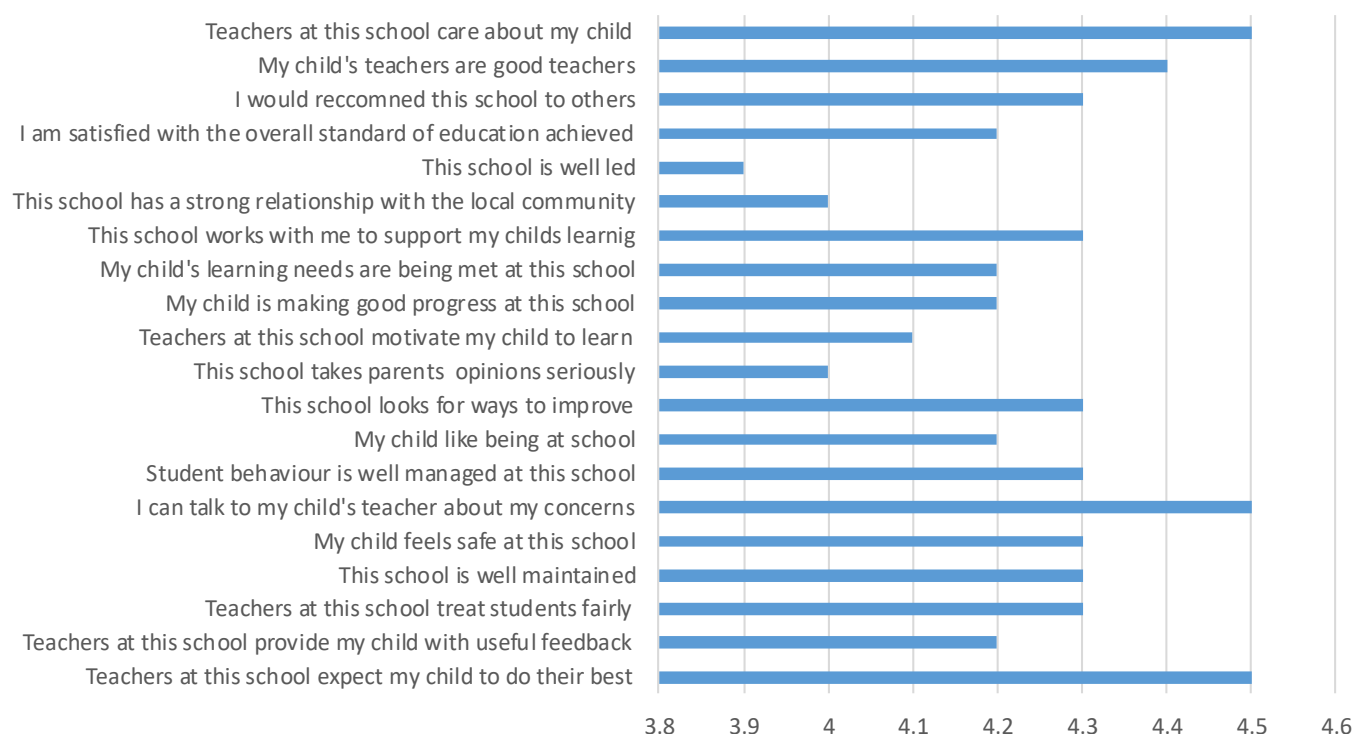
The National School Survey is a data collection tool designed specifically for Australian schools. This flexible system allows users to gather valuable feedback from their school community. In Term 1, 2021 staff, students and parents undertook the survey, below is a snapshot of the results.

The overall outcome of the survey was very positive. There was a high level of agreement between those who participated with pleasing results in all areas surveyed. In the future, we would like to see a greater response back from parents and will continue to send out the National Schools Survey, annually, to collect data over the next couple of years.

School leadership for DSCESC has undergone some changes since 2020 and is currently in a stage of transition, which was reflected in the outcome of the results. 2021 will see the current team move forward with strong leadership and stability for staff, students and parents.

Below is the parent survey results. Out of the 38 parents who completed the survey, we scored an overall average of 4.25, which on the scale is between agree and strongly agree.

National Schools Opinion Survey - Parents



WORK EXPERIENCE AND VOCATIONAL EDUCATION AND TRAINING (VET)

In 2020 there were five classes made up of Year 11,12 and 13 students, going out to work experience over Monday, Tuesday and Wednesdays. All students completed 3 to 4 weeks of work experience before there was the suspension of all work experience placements, due to Covid- 19 restrictions. The work experience program was suspended for the remainder of Semester One.

The commencement of Semester Two began with a gradual start to work experience for students. The placements for students were in supported employment, Westcare, Alinea (The Spine & Limb Foundation), Workpower, Good Samaritan Industries, Coles, Woolworths and Petbarn. There are often paid employment opportunities in the supported employment sector, and one student commenced a paid work trial at Westcare, Bassendean, prior to completing year 12 in 2020.

There was a small group of students that were able to complete their work experience independently at the following businesses; Ross's Discount Home Centre, the Janine Freeman Office and Jim Kidd, Morley.

Students at Dianella Secondary College ESC also have the opportunity to engage in VET courses in the form of School Based Traineeships (SBTs). During 2020, two students completed and passed their Certificate II in Business, both students gained employment whilst completing the SBT. We also had two students completing their School Based Traineeship in a Certificate II in Retail. One student, a year 13, worked at Coles, Alexander Heights and has since left DSCESC, the other is currently employed at Supa IGA, Darch and has returned to school in 2021 to complete his SBT.

We have also had a successful and ongoing partnership with Landsdale Farm since 2014. Our year 10 students attend once a week to complete their Work Right – Work Awareness program through ASDAN. This program is able to operate successfully with teachers and Education Asistants that support our students, helping them gain skills and preparing the students for transitioning into adult life.



THANK YOU

Westcare
Alinea
Workpower
Good Samaritan Industries
Coles Woolworths
Petbarn
Westcare
Ross Discount Home
Centre
Janine Freeman office
Jim Kidd Morley

BLACK FRIDAY ENTERPRISE

The Enterprise program has continued to grow, with the students learning new skills and trying their hand at making different products to sell at the local pop-up shops.

They have experimented with bath bombs, concrete pots and dehydrating different items like rose petals, oranges and lemons to be used in our homemade soap and body scrubs. Students have continued to make their regular best sellers; dog biscuits, dog toys, lanyards, keyrings, cards and candles. They also held a Father's Day Stall and a Christmas stall, and invited the primary school students to come and purchase gifts.

The Enterprise program acquired a grant from the City of Stirling to make 300 wheat packs for the women at Ishar Multicultural Women's Health Centre. The students have been very engaged with this project, learning to measure and cut material, gaining sewing machine skills, weighing the wheat and packaging the end product.



AEIO - NAIDOC

Dianella Secondary College ESC is fortunate to have an Aboriginal and Islander Education Officer (AIEO) Mr Jayden Boundary, provides support and guidance for Aboriginal students and their families in any matter effecting the student's education.



Another important aspect of the AIEO's role is to coordinate the annual NAIDOC celebrations. In 2020, the school celebrated NAIDOC with Dianella Secondary College and Dianella Primary College. DSCESC students participated in a whole school assembly, where they experienced a Welcome to Country, were entertained by students from across the precinct. Students performed traditional dances, supported by Mr Boundry on the didgeridoo, sang and also played their own didgeridoos.



After the assembly students then participated in various cultural activities, based around Indigenous history, like listening to dreamtime stories, using bush tools, played traditional Aboriginal games and they also had the chance to taste kangaroo meat which was really enjoyable. The whole school community also learnt about how Indigenous Australians connect to, and care for, the land. It was an enjoyable and informative day for all.

STEM

In 2020 Science, Technologies, Engineering and Mathematics (STEM) was offered as a specialist subject where students were given the opportunity to apply their knowledge and practical skills to the design process in order to solve real world problems. Projects had a strong focus on sustainability, encouraging students to 'think global, act local', in order to improve the community around them.

Key projects included the design and creation of bee hotels and a frog pond, as a response to loss of habitat for these creatures due to urbanisation. As part of the Science 2020 focus, 'The Deep Blue', students also explored what is water pollution and its impact on oceans and waterways. Students then applied their knowledge by designing systems that could be deployed to help clean up the ocean, either targeting plastic or oil pollution.



Students also explored the impact of global warming on coral reefs, using 3D printed materials to visualise the impact of rising temperatures on coral reefs. Students then used this knowledge, to program reef environments in Minecraft, with the aim of educating their peers about the issues facing reefs around the world.

Students used a mix of hands on and digital resources to create solutions to a variety of problems and were often challenged by problems that allowed them to design, create and code solutions using Lego robotics. Students were encouraged to extend their vocabulary through the introduction and explicit teaching of subject specific vocabulary. For example, students explored the concept of 'native' versus 'introduced' species and the impact these have on the environment. Students were also exposed to traditional Whudjuk Noongar language and were encouraged to explore the relationship that the aboriginal people had with the environment and the plants and animals that they were surrounded by.

MULTI-LIT

Multi-Lit is an intensive Literacy program we have for the students at Dianella Secondary College ESC. Year 7 -9 students, who may benefit from the program, are identified through a variety of assessments by the classroom teacher. The three focus areas of the program are: Pronouncing sounds in phonics: word attack skills, Fluency: sight word cards and Reading for comprehension. Identified students are given one-to-one sessions with a Multi-lit trained support staff member to work towards improving student literacy. Thirty students attend once a week. The duration of time each student spends as part of the program depends on the needs of each individual.

BUSINESS PLAN

Our Business Plan was developed for 2018 – 2020 in collaboration with staff, parents and the community. The plan sets out our agreed goals, strategies and achievement targets/milestones as well as our agreed vision and values. It seeks to embrace the future, to build on the school's strengths and articulate our continued commitment to:

- Innovation
- Excellence
- Building relationships
- Building partnerships with parents and the community and
- Building meaningful and successful pathways for our students into the community

Business Plan Targets

1. Success for all students
2. High quality and effective teaching and leadership
3. Health and wellbeing of students and staff
4. Pathways and family community partnerships

SUCCESS FOR ALL STUDENTS

Students will achieve success at school through engaging with relevant, meaningful curriculum options. Engaging with this curriculum will build the students knowledge and skills, maximising their potential in their post school life.

Review transition process pathways for all students from Year 6 to year 12

The pathways we have for students are being continuously reviewed. This is an ongoing and reflective process that ensures we are always developing the best plan for each of our students.

- Parent information day for Year 6 parents
- Whole school Parent evening
- The Map initiative for Year 10
- The Big plan initiative Year 12
- Therapy and outside agencies support when required for Individual Education Plans (IEPs)

Commitment to work placement learning and work skills

- New placements are sourced to fit individual student WPL needs and requirements
- Simulated work placements eg. Landsdale Farm

Students with therapy requirements have access to therapy programs and equipment

- Designated therapy room
- Fulltime Therapy coordinator employed
- A person centre approach is utilised

Students participated in a wide range of programs with class and specialist teachers

- ASDAN courses: Workright, Independent living skills
- Endorsed courses: Bushrangers, ADWPL, Keys for life
- WACE: Math & Literacy
- VET Courses: Retail, Business, Hospitality
- Protective Behaviours & STEM specialist teachers
- Partnership with Dianella Secondary College for option classes: Design & Technology

Develop leadership opportunities for year 11 & 12 students

- Student councillors; lead assemblies, events, student voice, mentor year 10s
- 2021 – year 10 Student councillors

A commitment to improve all literacy and numeracy outcomes for students in years 7 -12

- Designated room for Multi-lit – specialist literacy program
- Math resources are more engaging and hands on
- Upper school will begin P-Unit Numeracy and Literacy 2021

High Quality and Effective Teaching and Leadership

To develop a working guaranteed curriculum approach for students from year 7-9 against the WA Curriculum, and guaranteed curriculum and negotiated pathways for year 10 – 12

- Middle and senior school group meetings
- Planning meetings for The Map and Big plan

Increase staff capacity in planning, teaching and assessment

- SMART IEP goals professional learning and discussions with staff
- Common DOTT timetabled for collaborative teaching
- Mentoring developed
- Positive behaviour support
- Development of Teacher Observation and Positive feedback
- Moderation of student achievement was done both internally and externally (for endorsed ASDAN and Certificate courses)

Implement the aboriginal cultural standards framework

- All staff completed Aboriginal Cultural Appreciation Certificate
- Precinct celebrations for NAIDOC, Harmony, Reconciliation, Sorry Day
- Whole school approach to developing a culturally responsive school

Increase staff capacity in STEM curriculum delivery

- Specialist teacher 1.0 FTE
- New STEM equipment purchased

Increase staff capacity to incorporate ICT in all aspects of teaching and learning

- Professional learning on software that was purchased e.g. Lego, Seesaw
- Professional learning for ASDAN digital portfolios
- Third party licences reviewed and permissions obtained by all parents

Increase the capacity of education assistants through targeted professional learning opportunities, including online modules

- Education Support North Network (ESNN) Conference April 2021
- Performance Development annually during term 2
- Internal development with WPL, Multi-lit and One Classroom

Increase the capacity of graduate teachers through mentor programs and a graduate support group

- All new graduates participate and complete the four graduate modules

Leadership opportunities for teachers

- Certificate IV Training and Assessment
- Senior & Level 3 Teacher Professional learning
- Deputies attended ESDN each term
- Deputies attended WAESPAA Big day out



Health and Wellbeing of Students and Staff

To provide for the mental, emotional and physical needs of students and staff

Some of the strategies continued this year include:

- A continued focus on Tribes, which are multi-age teaching groups that meet once a week for 30 minutes. These sessions teach health and well-being across the school. Sessions have focussed on the promotion and explicit teaching of the character strengths: Kindness, Honesty, Teamwork, Love of Learning, Self -Regulation, and Gratitude. Mindfulness is also taught every week during Tribes. Students are rewarded with 'character strength' vouchers, if they are displaying a particular character strength.
- Whole school assemblies are held twice a term, celebrating students' achievements with certificates, particularly character strengths.
- Student councillors develop leadership and public speaking skills, by leading the whole school assemblies. Councillors also mentor younger students and promote wearing the correct school uniform.

Create a student services team of Deputy Principals, School Psychologist, Therapy assistant and Family Support Officer

- Meet once a week, daily updates via email and staff meetings

Implement Positive Education approach using the Positive, Emotions, Engagement, Relationships, Meaning, Accomplishment and Health (PEERMAH) and the learn it/live it/teach it cycle over three years.

Positive: (Whole school approach) & **Emotions** (develops stronger understanding of our own and other's emotions)

- Zones of regulation in every classroom
- Mindfulness approach - whole school
- Sensory garden
- Rock and Water and drum beat programs established and promoted

Engagement: (Immersion in activities. Aiming for all members of the school community to find sources of passion and interest)

- Performance development – Career Development Plan
- Person Centred Planning
- Promote, encourage and celebrate student achievements
- Systematic mental health support for all students to improve wellbeing

Relationships: (Promoting the importance of connection and relationship for wellbeing)

- White ribbon assembly
- Respectful relationships - whole school approach
- Tribes (Whole school approach) – weekly sessions, teachers support teachers

Meaning: (Engaging in activities to help others in striving for goals in school and the wider community. Embrace challenges with resilience)

- Person centre planning – The Map during year 10 and The Big Plan during year 12
- Whole school events – Genes for Jeans, Crazy sock day, Harmony week
- Bushrangers – recycling, Keep Australia Beautiful, Beach clean-up & nature camps

Accomplishments: (School community celebration of achievement)

- Regular school assemblies for student achievements
- School digital newsletters and Seesaw app for parent communication
- Student and staff meeting personal challenges

Health: (Increase in staff and student fitness, mindfulness and wellbeing)

- Accessible fitness centre for all students and staff
- Lunch clubs – run by Chaplain
- Whole school participation in health lifestyle events
- Mental Health advocate employed 0.1FTE



Pathways and Family Community Partnerships

Developing a staffing profile to match the strategic direction of the school

Our Therapy Coordinator position has proven to be a great success and benefit to students, families and staff. As the National Disability Insurance Scheme (NDIS) is rolled out we will be in a very strong position to manage the considerable impact that will result from the new model of therapy choice and funding. We have rationalised our enrolment paperwork and data collection from parents of incoming students and ensured the prompt and comprehensive inputting of this data.

The Transition Committee has worked closely with senior school staff, and in particular the Year 13 teachers, to maximise the successful transition of students to their post-school lives. They also arranged bus tours, for parents of prospective work places, to give them a better understanding of the choices facing their children

Active involvement in the Dianella Education Precinct by:

- Shared quality Professional Learning e.g. STEM & Aboriginal Standard Framework
- Collaborative approach to community events and specialised programs e.g. NAIDOC, Harmony, ANZAC
- Provide opportunities for staff to develop and share effective teaching practices e.g. Shared DOTT time
- Develop targeted and effective partnerships e.g. joint staff room and meetings
- Targeted and effective partnerships in Joint School Board, shared AIEO, Nurse, Media

To maintain currency and develop relationships with post school agencies:

- *Transition planning (Post school – MAP, Big Plan, Abilities Expo NDIS sessions*
- *To develop and participate in educational networks – ESNN, WAESPAA, Dianella Education Precinct, VET*
- *Maintain and develop relationships with a wide range of agencies/organisations: CPFS, SSEND, DSC, NDIS*
- *Therapy assistant, Workplace Coordinator and Student Support Officer roles to expand to manage the implications of the implementation of the NDIS*
- *To maintain and develop positive relationships with parents and increase their participation with the school community e.g. Family Support group, Facebook and Website updates*

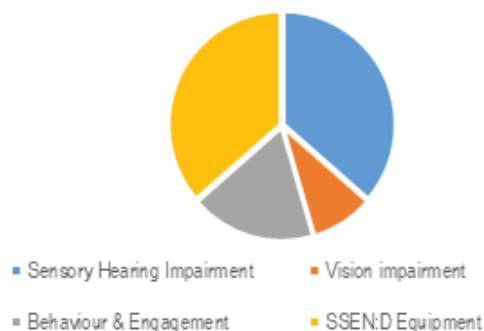
THERAPY SERVICES

In 2020 most of our families and students transitioned from Disability Services Commission to the National Disability Insurance Scheme (NDIS) funding model. Any potential issues connected to the NDIS rollout have been minimised through the proactive approach taken by the Centre to support our families and carers. Our Student Services team of our Therapy Coordinator, Family Liaison Officer and Work Placement Co-ordinator, assisted families. The Centre conducted several parent workshops on NDIS and 'post-schooling' options to our school community.

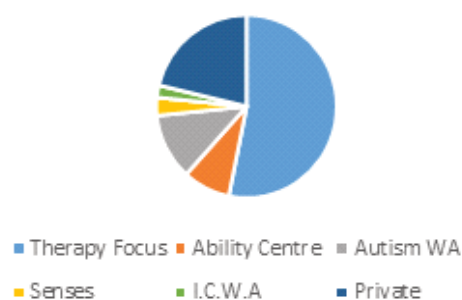
The Centre's collaborative approach to Therapy, following our 'Model for Therapy and Flowchart Guidelines', ensures that therapy goals are only agreed to after discussion with the class teacher, parent/carer, and a therapy service provider representative. Following this consultation process during Semester 1 and 2 Individual Education Plans (I. E. P's), are completed within the school environment. Therapy goals are conducted within the school environment when they are linked directly to each student's I.E.P and NDIS plan.

This collaborative approach is fostered in years 7, 8, 9, 10 and families are supported in years 11 and 12 to access their services providers outside of the school environment in readiness for 'post-school' life, through the students Individual Transition Plan meetings.

School of Special Educational Needs



Therapy Services Student Attendance



TRANSITION

Our student transition program is an important strategy in supporting student Health and Wellbeing. In 2020, we continued with our program which has two phases.

Phase 1

This phase is our incoming students transitioning from primary school, predominantly from our partner primary schools Westminster ESC and Roseworth PS. The Year 7 Transition team meet in early term 2 to discuss and plan parent events, enrolment processes, canvas local area intake schools and the wider community. Several information sessions and events are held at the DSCESC to provide prospective students and their families an opportunity to visit our Centre and learn more about the programs offered. Our Transition Team visited the primary schools and conducted observations of students and then organised visits to DSCESC to enable students to become familiar with their new environment and staff.

Phase 2

Our Year 10 and Year 12 students are involved in Person Centred planning called 'The Map' and 'Big Plan' where teachers, students, parents/carers and therapists attend a workshop held at DCSECS. The aim of these sessions is to map-out/discuss the student's goals, future plans, dreams, and aspirations, in preparation to transition to life after school.

BUSHRANGER CADET PROGRAM

Caring for the environment is the main role of the Bushranger Cadets. Our native fauna and flora are too precious and must be protected. The Dianella Secondary College ESC Bushranger Cadets have done a great job working towards this goal.

Our Bushranger Cadet program has been running for the last ten years and we have all our students participating in this program. All classes are involved in Bushranger activities for two hours per week. They take part in the paper recycling roster by collecting, and correctly disposing of, used photocopy paper and cardboard from the DSCESC and the Dianella Secondary College.



Food waste such as fruits and vegetable scraps were collected for composting and worm farms. There are also collection bins for plastic.

Camps are something that all of our cadets look forward to each year. Cadets went on camps to Fairbridge Pinjarra, Point Peron, Woodman Point and DARE in Dwellingup. A group of Year 8 and 9 cadets camped in tents at Mundaring and they had the opportunity to set traps to catch native animals to be studied and released. Our Year 7 students did an overnight camp at school.

In Term 4 we had a Bushranger Day with interesting incursions such as dealing with fire emergencies, macroinvertebrates, bush tucker and setting traps for native animals. We had a whole school clean up in March. Our cadets were also involved in beach clean ups and picking up litter around the camp sites. We were part of the National School Tree Day that was organised by Planet Ark. Some of the organisations that the Bushranger Cadets had an opportunity to work with included Nearer to Nature, Keep Australia Beautiful, Planet Ark and Fishability.

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POSITIVE EDUCATION

Positive Education is an inclusive education program that encourages and supports individuals, schools and communities to flourish. We classify flourishing as a combination of feeling good and doing good through components such as positive relationships, positive meaning, positive engagement, positive emotions, positive health and positive accomplishments.

Through our all-encompassing program, Tribes, students have the opportunity to implement and practise a skill set that aligns with our positive education outcomes. The students have been divided into Tribe clusters that include a range of abilities and age groups, allowing for mentoring and role modelling opportunities. In these sessions, students participate in mindfulness, team building activities and practise the Character Strengths and Virtues for a flourishing life.

Each term we focus on two character strengths and award vouchers over the duration to students who are demonstrating these attributes. At the end of the cycle of learning, we have assemblies to celebrate what we have learnt and which class has been awarded the tribes trophy for demonstrating the most attributes.

Throughout the year students also participate in, and celebrate, many activities including Dianella's Got Talent where students have the opportunity to showcase their talents and acts and LOL Day (Love of Learning Day) where students participate in many activities to show their love of learning at school.

MUSIC ROCKS

Music rocks is a program designed to provide students with an enriching, hands on music experience. Guided by one of their professional instructors, our students developed skills in piano, bass guitar, drums, electric guitar and singing.

A performance was delivered in Term 4 to parents, staff and students; showcasing several songs the students had learnt throughout the year. This program has been an empowering and successful part of the curriculum in 2020.



CHAPLAIN REPORT

Our Chaplain Helen Hames works with students and families across the precinct and is available to contribute to a vast range of programs. She is also available to attend Dianella Secondary College ESC student service meeting to assist in early intervention for our students at educational risk.

Some of the programs Mrs Hames provides support for:

Parent Support Group which is held twice a term, for parents, at the Lily Café. Helen organises guest speakers from appropriate support organisations to talk to the parents about which services they can offer the families and their children.

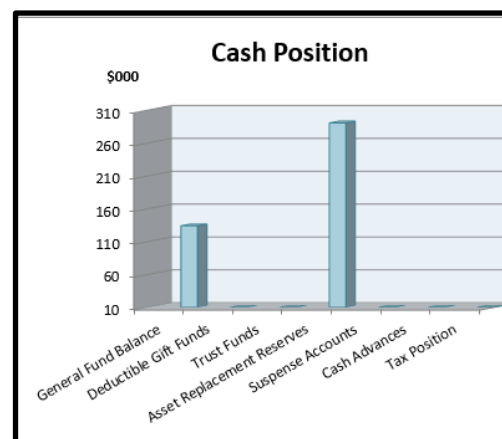
Girls Group which is held once a week for girls to have a supportive environment to discuss their social and emotional wellbeing. As well as to form stronger friendship bonds, through like-minded activities, guided by a social skills program. We had a fabulous result with many of the girls now socialising at school with each other and out of school in their personal time.

Breakfast Club is available 4 days a week. Foodbank and Eternity Church support the program by offering food to school and to assist some families.

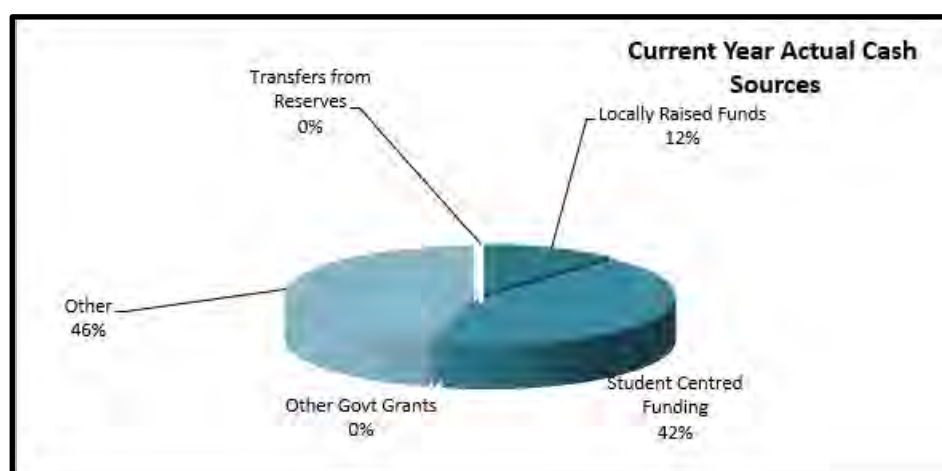
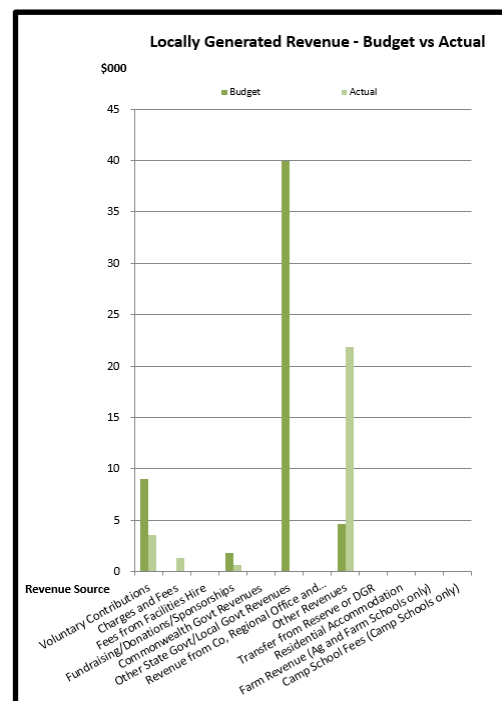


Financial Summary as at December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 9,000.00	\$ 3,558.75
2	Charges and Fees	\$ -	\$ 1,359.64
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 1,800.00	\$ 642.74
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 40,000.00	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 4,674.00	\$ 21,824.65
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 55,474.00	\$ 27,385.78
	Opening Balance	\$ 133,847.00	\$ 133,847.77
	Student Centred Funding	\$ 8,936.00	\$ 20,000.00
	Total Cash Funds Available	\$ 198,257.00	\$ 181,233.55
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 198,257.00	\$ 181,233.55



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 25,300.00	\$ 3,394.32
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 24,100.00	\$ 1,199.84
4	Buildings, Property and Equipment	\$ 42,500.00	\$ 31,834.13
5	Curriculum and Student Services	\$ 148,424.00	\$ 9,565.63
6	Professional Development	\$ 15,500.00	\$ 521.59
7	Transfer to Reserve	\$ 37,000.00	\$ -
8	Other Expenditure	\$ 4,505.00	\$ 0.01
9	Payment to CO, Regional Office and Other Schools	\$ 8,080.00	\$ 685.18
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 305,409.00	\$ 47,200.70
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 305,409.00	\$ 47,200.70
	Cash Budget Variance	-\$ 107,152.00	



A Year in Review



Harmony Day. Our students celebrated their cultural diversity by wearing clothing from their countries of origin

February

Both our upper and lower schools participated in a reconciliation walk. This walk was designed as a strong show of solidarity and celebration of the reconciliation movement.



In June we organised a 'Love of Learning' Day. Students got to experience a range of fun and different activities which helped to encourage a love of learning. Our students were able to master new skills, topics, and bodies of knowledge

April



Our Black Friday Enterprise students held a wonderful Mothers Day stall so students and staff could purchase their products. It was a huge success!

June



Dianella students also got to enjoy the annual Sports Carinval. They participated in a range of sports and games, all while representing their designated houses.

August

October



Each year our students can elect to participate in 'Dianella's Got Talent'. This is a talent show where students can show off their amazing talents to their peers, the staff and parents. Everyone did an amazing job!



Our winning house for 2020 was