



LEDA

EDUCATION SUPPORT CENTRE
EVERY CHILD, EVERY OPPORTUNITY

2021

Annual School Report



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Principal's Message

In presenting this Annual Report on behalf of Leda Education Support Centre and the School Board, I would like to acknowledge that the report reflects a collective effort undertaken by students, families, staff and the wider community, in ensuring that we maintain a successful and positive learning environment for our students. Leda Education Support Centre has built a reputation for providing a safe, explicit and relevant education for students with special needs.

2021 was certainly an unusual year and we were impacted like many schools in Western Australia by the global pandemic, COVID-19. Despite the challenges that arose with COVID-19, 2021 was all about new beginnings for Leda ESC. The implementation of the 2021-2023 Business Plan was developed and many changes were introduced across the school as a result from our School Self-Assessment and the development of a School Improvement Plan.

The use of assessments were reviewed and analysed throughout 2021 and the introduction of assessments at a whole school level were introduced to enable data to be collected, analysed and interpreted to positively impact student learning and their capabilities against the Western Australian curriculum.

Throughout 2021 whole school Literacy and Numeracy approaches were introduced to provide consistency across the classrooms and promote sequential learning against the curriculum.

Julayne Charlton

A message from the School Board Chair

Welcome to the 2021 School Board Chair message, we all have faced many challenges due to the continuing COVID 19 impact on Staff, Students and their families, nevertheless significant achievements have been made throughout the year.

At Leda Education Support Centre we as always strive for excellence to put in place high standards and a holistic approach for every student. Education has been and into the future will remain open for improvements.

During the year information was gathered from a survey for an overall school review. Through the review process several areas were identified for further improvements for our student's education. This has painted a clear picture for staff to aim for the highest quality education for students, so the hard work can be undertaken to meet the diverse needs required for our students and their families.

The goal of education is to lay a solid foundation for our students to learn and prosper, so they can learn and grow and be the best they can be every day. This is achieved by a group

of dedicated and wonderful teachers and education assistants who aim to challenge and provide new motivational experiences. To ensure continued focus and aspirations, to include nurturing and encouraging opportunities for participation for all the students.

Despite the years continued experience of disruptions due to the COVID 19 pandemic, Leda Education Support Centre have rallied to achieve major milestones. Especially, the wonderful end of year celebrations, The Leavers Graduation Ceremony for the Year 6 Students, we extend our very best wishes as they move to the next chapter in their lives. An Adventure Park Fun Day was held where the students, along with their families and staff enjoyed a great day. The end of the year school camp was held at Point Peron was a fantastic success where students and staff made the most of many rewarding activities.

As a Board we are friendly, approachable and welcome parents to contact us with their questions and suggestions. We also encourage active regular parent inclusion with the school to assist their child's development.

We are excited to flow on the established rhythm in the upcoming year and are looking forward to a bright future. I would like to express my appreciation and thanks to my fellow Board Members, all staff and especially Natalie Lucken, School Officer and Principal Julayne Charlton for their ongoing support. It has been my pleasure to work with such magnificent people. I am delighted to present our Annual Report to the Leda Education Support Centre family.

Sandra Lee

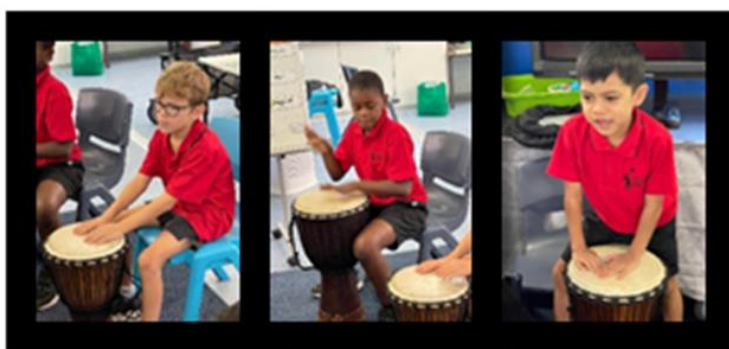
2021 School Board Members

Chair – Sandra Lee

Secretary – Mrs Natalie Lucken

Principal – Julayne Charlton

- Mrs Hayley Barrodeen
- Miss Zoe Bailey-Jones
- Mrs Sue Knight
- Mrs Alison Thomas
- Ms Vanessa Lennane
- Mrs Melissa Rumble





School Context

Leda ESC opened in 1992 and achieved Independent Public School (IPS) status in 2015. We are a Kindergarten to Year 6 School and cater for students with a range of diagnosis including Global Developmental Delay (GDD), Intellectual Disability (ID), Autism Spectrum Disorder (ASD), Physical Disability and Vision Impairment. We provide a tailored, highly individualised curriculum for each of our students, depending on their unique needs. Each student's learning program is determined by an Individual Education Plan (IEP) which is written in collaboration with parents and aligned to the Early Years Learning Framework, Western Australian Curriculum and Abilities Based Learning Education (ABLEWA).

Classes are typically small with a high staff ratio to ensure maximum support for each student. We share our site with Leda Primary School which allows us to offer a range of integration opportunities for students at both schools. The school is a member of the South Metropolitan Education Region and participates in the Kwinana Federation of Schools (KFS) and Peron Education Support Alliance (PESA) Networks. Collaborating with other schools through these networks allows us to share expertise and resources, enhancing our school's ability to maximise outcomes for every student.

School Overview

Every Child, Every Opportunity

School Vision

For all students to achieve their full potential through the delivery of high quality, engaging and individualised learning experiences which meet their unique needs within a safe and inclusive environment.

We offer a holistic approach to promoting each child's development and wellbeing, working in collaboration with families to prepare them for the opportunities and experiences of life.

School Priorities

- Successful Students
- High Quality Teaching and Learning
- Health and Wellbeing
- Family and Community Engagement

Our belief is that students learn best when:

- They are physically and emotionally healthy.
- They are in a safe, secure, nurturing environment with supportive boundaries.
- They are in a positive, relevant, stimulating environment.
- The teaching program reflects the individual's learning style and curriculum needs.
- They are provided with the opportunity to interact and access the broader community environment.
- Teachers and parents work together to benefit the child.

Workforce Composition

Leda ESC has a number of experienced and long serving staff members. In 2021 there was a core of new staff. The leadership team comprises of the Principal, Associate Principal and two Managers of Corporate Services. Being an education support centre, our staff is made up of a large number of education assistants.



Below is an outline of the staff classified into each occupational group as at July 2021:

Occupation Group	Active Headcount	Active FTE	Total Headcount	Total FTE
Leadership/Admin	4	3.9	4	3.9
Teacher	10	8.2	12	10.0
Education Support EAs	28	22.4	30	23.0
Other	1	0.2	1	0.2
Grand Total	43	34.7	47	37.1

Total employment headcount with proportion of full time and part time employees

Occupation Group	Total Headcount	% Full Time	% Part Time
Leadership	2	100%	0%
Teacher	12	58%	42%
Education Support EAs	29	38%	62%
Admin	2	0%	100%
Other	1	0%	100%
Grand Total	46	43%	57%

Age Profile

Age Group	2021			2017		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	3	0	3	4	1	3
25 to 34	7	3	4	6	2	4
35 to 44	16	4	12	10	2	8
45 to 54	10	3	7	15	3	12
55 to 59	8	2	6	3	2	1
60 to 64	1	1	0	1	1	0
65 to 69	1	1	0			

Student Numbers

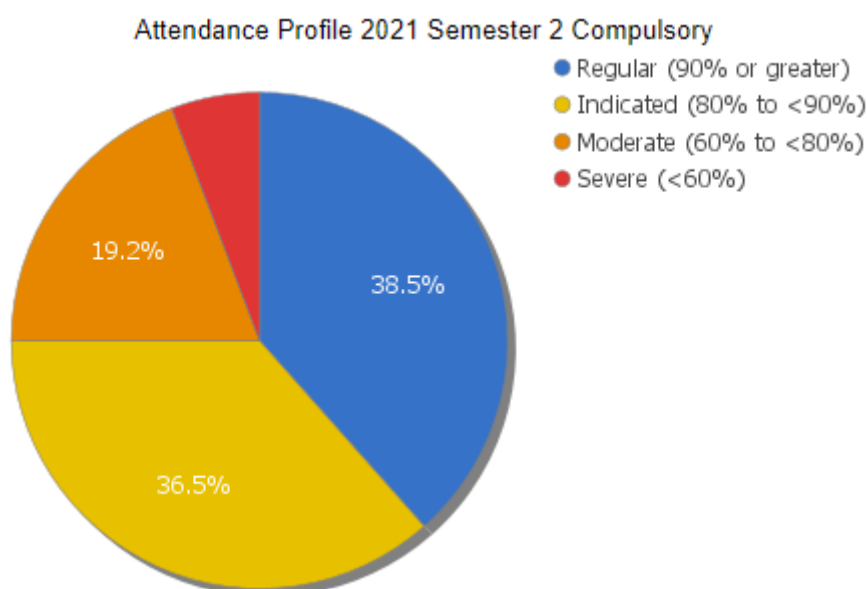
In 2021 there were 56 students enrolled at Leda ESC where there was a slight increase from 52 in 2020.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	TOTAL
	5	11	7	11	8	6	6	2	56

	Kin	PPR	PRI	TOTAL
Male	4	9	32	45
Female	1	2	8	11
Total	5	11	40	56

Attendance

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	83.3%	3	2		1	40%	60%
PPR	80.4%	3	5	2	1	51%	49%
Y01	84.0%	3	2	2		50%	50%
Y02	87.1%	6	2	3		61%	39%
Y03	83.5%	2	4	2		68%	32%
Y04	72.8%	1	3	1	1	50%	50%
Y05	92.3%	4	3			30%	70%
Y06	60.4%	1			1	16%	84%
Compulsory	82.8%	20	19	10	3	51%	49%



The data indicates that student attendance over Semester Two 2021 was 82.8% which was similar to previous years' data overall. However, there is a larger population of students whose attendance is not regular and supports are required to increase their attendance into 2022. There are a range of factors that have impacted attendance across 2021, however the 49% of unauthorised absences are an area of concern and are a focus going into 2022.

Strategies:

In 2022 the following are recommendations to increase student attendance and reduce unauthorised absences:

- Development of Student Services guidelines regarding attendance and processes at a school level.
- Case management of students indicated as 'severe'.
- Increased communication with families when a child is absent.
- Review and refine processes for families to ensure easy ways for them to communicate to the school when their child is absent.

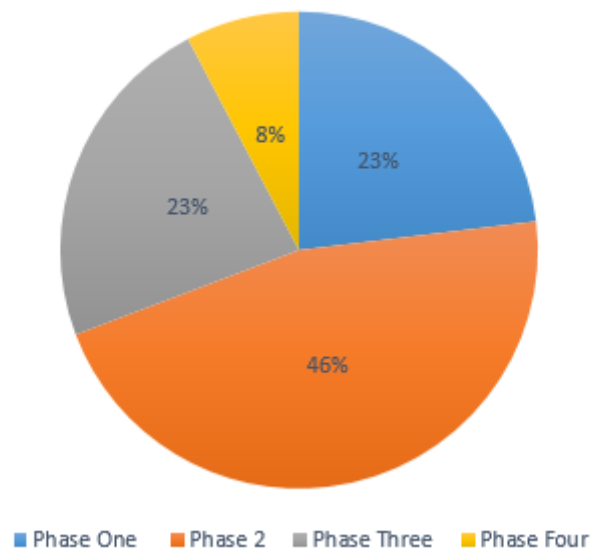
Student Achievement Literacy

In Term 4 2021 Leda ESC introduced Letters and Sounds to be part of their whole school Literacy approach. Staff underwent professional learning at the onset of Term 4 implemented the program from Kindy – Year 6. Below is the data collected in Term 4 which indicates what Phase of Letters and Sounds students were operating.

Letters and Sounds Term 4 Overview

	Phase One	Phase Two	Phase Three	Phase Four	Phase Five	Phase Six
# Students	12	24	12	4	0	0

Letters and Sounds Term 4



The assessments used to indicate the phase of the program that the students will be targeted shows that students across Leda ESC were not operating above Phase Four. A large percentage of students, 46% were operating within Phase Two. Whereas at the time 4 students or 8% were operating within Phase Four. The teachers then planned for individual students' learning according to the phases' scope and sequence and their assessed literacy level.

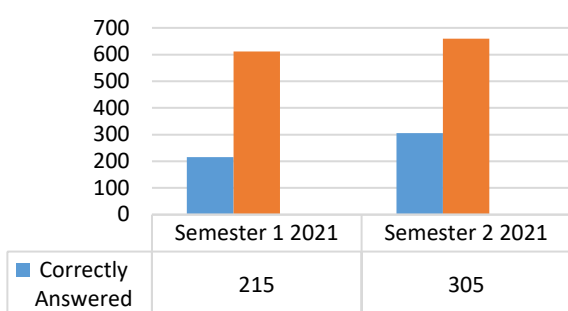
Strategies:

- Continue to build staff capabilities in the Letters and Sounds program.
- Monitor, review and analyse data in 2022 for increased student learning targets.
- Continue to build resources for the delivery of the program.

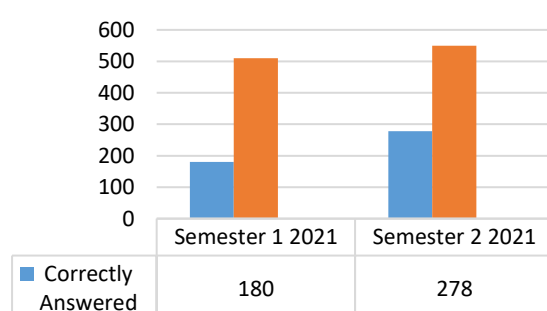
Mathematics

The Sandwell Early Numeracy Test (SENT) was introduced in 2021 as a whole school standardised assessment to assess student's numeracy skills and levels. The graphs below are based on the results from all assessed students. The SENT assesses what percentage of questions students correctly answered, against the number of questions asked. The assessment is broken into categories of Identification of Numbers, Oral Counting, Value/Computation, Object Counting and Language.

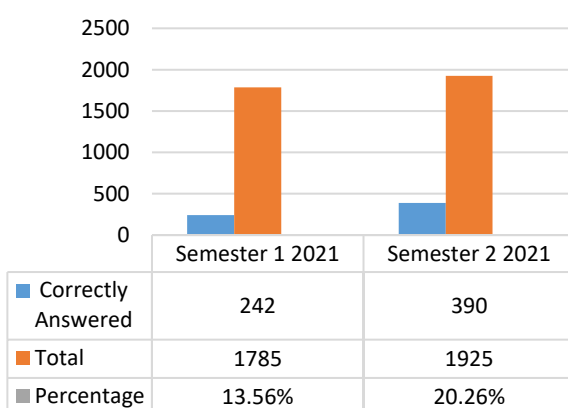
Identification of Numbers



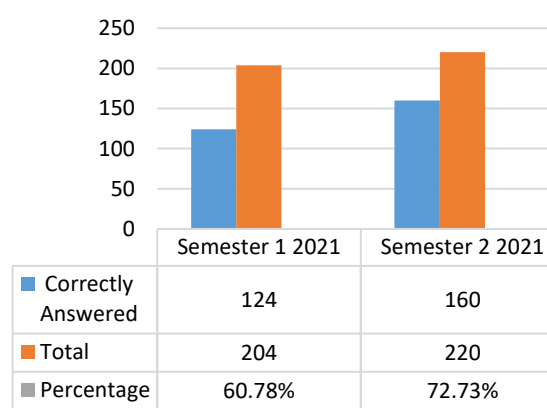
Oral Counting

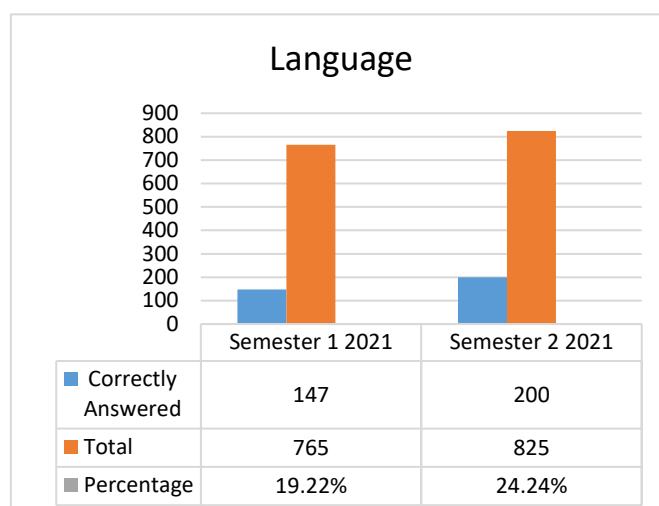


Value/Computation



Object Counting





The data indicates two areas of focus for Leda ESC; Value/Computation and Language. There was an increase from Semester One to Two in both areas demonstrating growth of student learning in these areas.

Strategies:

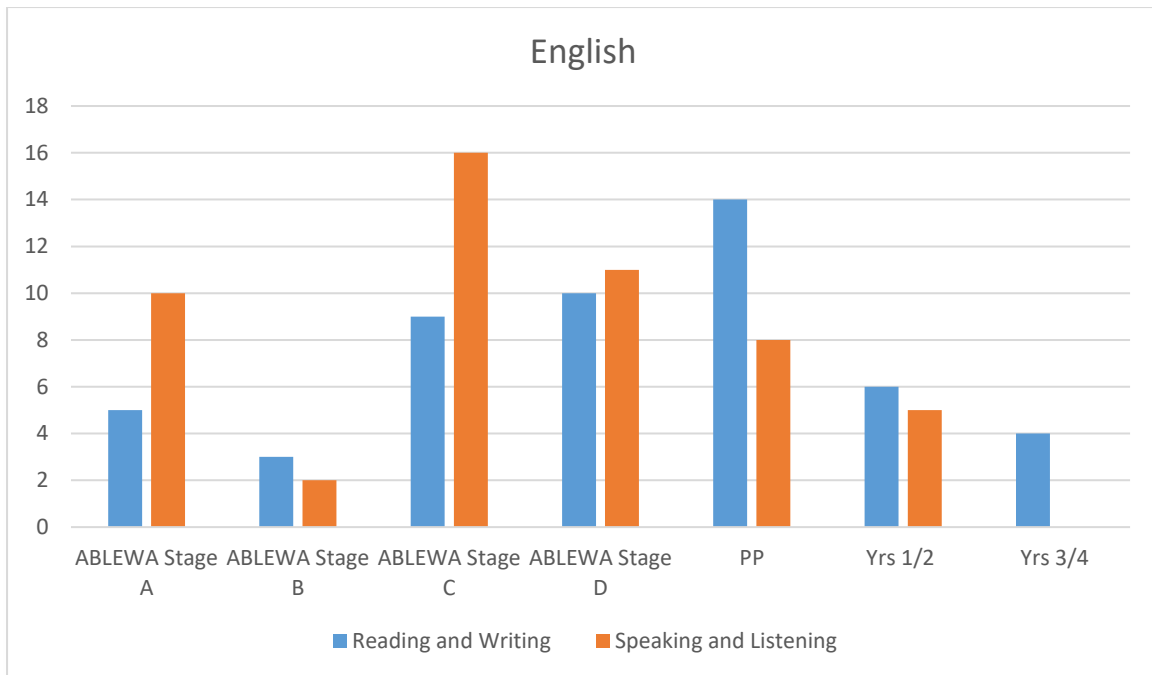
- Mathematics to be a continued focus in 2022, although targeting Value/Computation and Language.
- Development of Numeracy resource boxes for all classrooms.
- Full implementation of the Numeracy block and set Numeracy instruction delivery time within the timetable daily.
- Introduction of collaborative DOTT for Phases of Learning.

ABLES

In 2021, the ABLES Assessment Tools were introduced. The assessments have been designed to describe skills and abilities that teachers can observe in everyday school and classroom contexts and interactions with students. The assessments are in the form of an observational survey for teachers to complete. Student achievement in each area will guide the teacher to the appropriate curriculum level and teaching and learning strategies that could be used to develop an individual education plan.

English





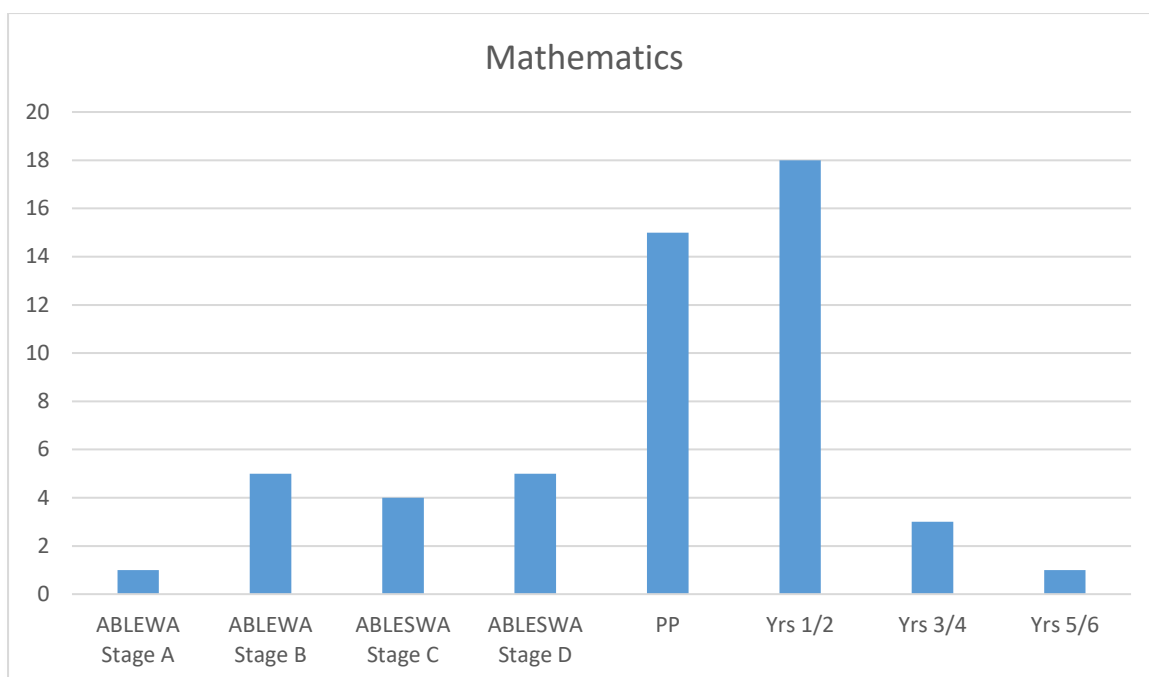
The data indicates across the curriculum where the students are operating across the school from the Semester Two data. There are a range of curriculum levels within Reading and Writing and Speaking and Listening, although all students are working towards their IEP goals which correlate to the appropriate curriculum level.

Strategies:

- Professional learning in Talk 4 Writing for all staff.
- Implementation of Talk 4 Writing as the second part of the Literacy block as whole school approach.
- Collaborative DOTT for teachers in Phases of Learning.
- Implement whole school approach for Augmentative and Alternative Communication (AAC).

Mathematics





The Maths data highlights where the students are operating across the WA curriculum, allowing teachers to appropriately teach the students and create their IEP goals. This data is analysed alongside the SENT data to ensure consistency, recognise gaps in learning and delivery of effective teaching and learning.

Strategies:

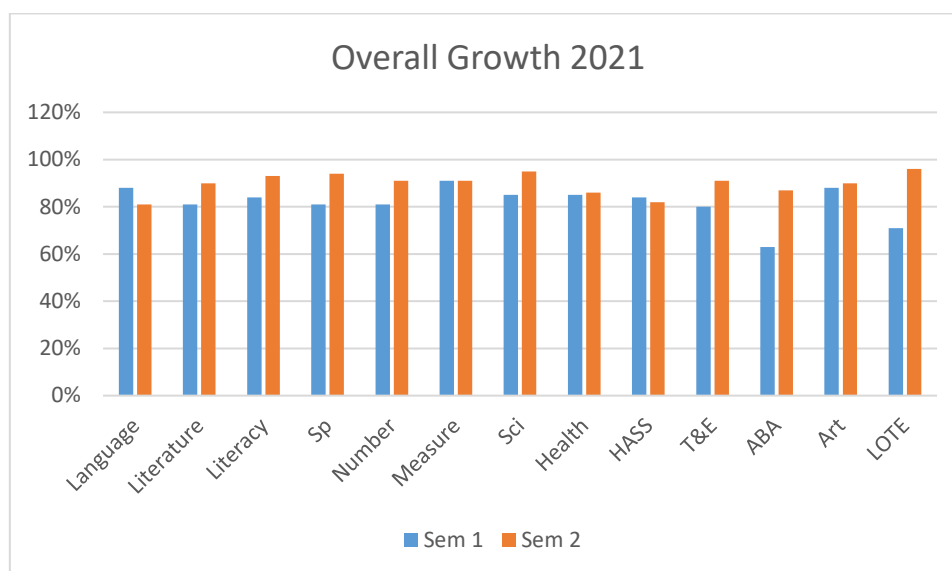
- Professional Learning in delivery of Maths and Dr. Paul Swan strategies.
- Review planning and programming to align with the curriculum level for individuals.
- Align IEP goals to the appropriate curriculum level.

IEP Goals Achievement

All students enrolled at Leda Education Support Centre have an Individual Education Plan (IEP). IEPs are developed in Term 1 and 3 and assessed on in Term 2 and 4. In 2021 all learning areas from the WA Curriculum were reported on and we had Leda ESC specific areas that we included to the student's programs.

2021 Comparisons		
Overall Growth	Sem 1	Sem 2
Language	88%	81%
Literature	81%	90%
Literacy	84%	93%
Speech	81%	94%
Number	81%	91%
Measure	91%	91%
Science	85%	95%
Health	85%	86%
HASS	84%	82%

T&E	80%	91%
ABA	63%	87%
Art	88%	90%
LOTE	71%	96%
Social and Emotional	60%	75%
Physical	60%	91%



The data highlights a clear growth in achievement from Semester One to Semester Two. There is a slight reduction in English: Language and HASS in Semester Two, although the reasons for this was an increase in the number of goals in comparison to Semester One. In addition with the introduction of Letters and Sounds in Term 4, the difference in delivery impacted slightly while adjusting to the whole school approach. Achievement in LOTE increased significantly by 25% as staff were familiar with the content as this was a new learning area introduced at the onset of 2021.

Strategies:

- Move to RTP-SEN Planning Tool for IEP development to align goals to the curriculum and to map progress effectively.
- Fully implement Whole School approaches to Literacy, Numeracy, Behaviour and Social and Emotional Wellbeing.
- Development of Teaching and Learning pedagogy to provide consistent practices across the school.
- Increase explicit teaching.
- Timetable restructure.
- Collaborative DOTT for Phases of Learning.

National School Opinion Survey

School Survey is a survey data collection tool that has been designed specifically to cater for the needs of Australian schools. The survey is designed to enable schools to gain valuable feedback from their school community using ministerially-agreed national opinion items and/or creating and distributing

their own additional items. From the creation of surveys through to the production of reports, schools can obtain data anonymously and maintain privacy of the collected survey data. Leda Education Support Centre undertook the mandated surveys in 2020.

	Parent Survey		Staff Survey	
	Agree	Strongly Agree	Agree	Strongly Agree
The school has a strong relationship with the school community	73%	8%	52%	10%
The school is well led	58%	35%	68%	16%
I am satisfied with the overall standard of the education achieved at this school	62%	35%	68%	13%
I would recommend this school to others	38%	54%	68%	32%

Strategies:

- Review and analyse the data for the Unsure, Disagree and Strongly Disagree categories from both a staff and parents' perspective, to increase awareness of areas to improve.
- Collect data from the students' perspective.
- Review the format of questions to increase meaningful data and to collect detailed responses on the various areas.

Business Plan Targets Review

Focus Area 1: Successful Students

Target	Planned Actions
1.1 Students will achieve 80% or greater of English and Mathematics IEP goals	<ul style="list-style-type: none"> • Review process and quality of IEP goals. • Ensure High Quality Teaching and Learning programs are delivered across the curriculum. • Implement whole school approaches to Literacy and Numeracy.
1.2 Students will achieve either 1 of 2, 2 of 3 or 3 of 4 speech goals.	<ul style="list-style-type: none"> • A review was completed of the programs and the decision was made to integrate the learning into the learning areas rather than having these separate.
1.3 Students will achieve 1 of 2, 2 of 3 or 3 of 4 OT goals	
1.5 Students will achieve a 3 month or greater growth in Waddington's Reading and Spelling	<ul style="list-style-type: none"> • After analysis of the data and the assessment not being appropriate for all students, the assessment will not be continued in 2022 and will be replaced with alternative assessments.
1.6 Students will achieve a	<ul style="list-style-type: none"> • Analyse the Sandwell Early Numeracy Test data to identify

2 month or greater growth in Sandwell Early Numeracy Test.	patterns and areas of common strength and areas of improvement.
1.7 Students will demonstrate improvement by mastering at least one dimension within a level of the Communication Matrix.	<ul style="list-style-type: none"> Analyse data from the Communication Matrix to identify Projects to track progress and identify target areas of focus. Communication goals are represented in each student's IEP goals.

Focus Area 2: High Quality Teaching and Learning

Target	Planned Actions
2.1 Teachers will participate in peer and observation feedback cycle.	<ul style="list-style-type: none"> Review Peer Observation and Feedback process as whole school approach. Observation Schedule.
2.2 All teachers have visible learning intentions for every lesson.	<ul style="list-style-type: none"> Explore and research appropriate Explicit Instructional Lesson Model. Development of resources to support staff. Develop Pedagogy Framework. Increase staff engagement with the lesson intentions. Provide feedback to students against the learning intentions.
2.3 Deliver Literacy blocks aligned to the whole school approach.	<ul style="list-style-type: none"> Continue to provide PL on Letters and Sounds. PL for all staff on Talk 4 Writing. Implement Talk 4 Writing. Collaborative DOTT times. Structured timetable with Literacy blocks. Development of resources e.g., Letters and Sounds, Talk 4 Writing.
2.4 Deliver Numeracy blocks for all Mathematics lessons.	<ul style="list-style-type: none"> Implement whole school approaches to Numeracy. PL on Numeracy block and Dr Paul Swan strategies. Collaborative DOTT times. Structured timetable with Numeracy blocks. Development of resources e.g., Numeracy packs/box.

2.5 Implement a STEM approach across all classrooms.	<ul style="list-style-type: none"> • Introduce the delivery of explicit STEM lessons. • Explore and develop a cross-curricula approach through project-based learning and solving real world problems.
2.6 Embed a whole school approach focusing on Aboriginal Education.	<ul style="list-style-type: none"> • Develop resources for Aboriginal Education. • Continue to engage with the community.
2.7 Build leadership capacity across the school.	<ul style="list-style-type: none"> • Provide Professional Learning opportunities to all staff. • Distributed Leadership expanded to include EAs. • Opportunities for Working Groups and DL Leaders to present to staff at meetings and SDDs.

Focus Area 3: Health and Wellbeing

Target	Planned Actions
3.1 Students will achieve 80% or greater of Health IEP goals	<ul style="list-style-type: none"> • Review process and quality of IEP goals. • Ensure High Quality Teaching and Learning programs are delivered across the curriculum.
3.2 Students will demonstrate Progression against the Abilities Based Learning Education WA (ABLES) for Personal and Social Capability	<ul style="list-style-type: none"> • Continue to analyse ABLES assessment • Continue to ensure that Self-regulation and personal social capability goals are represented in each student's IEP.
3.3 The number of students with a 'medium' or 'high' wellbeing rating from the survey increases demonstrating an upward trend.	<ul style="list-style-type: none"> • Continue to research and explore an appropriate survey to implement.
3.4 Implement positive behaviour interventions for all students.	<ul style="list-style-type: none"> • Increase professional learning opportunities. • Review and refine Student Services model. • Continue to implement PBS as a whole school approach. • Review and implement universal strategies across the school. • Implement a Multi-Tiered Intervention approach across the school. • Review, design and implement interventions for students demonstrating tier 2/3 behaviours. • Foster a culture of individualised behaviour interventions.

<p>3.5 Promote and maintain a positive health and wellbeing culture with all staff.</p>	<ul style="list-style-type: none"> • Implement strategies that promote positive health and wellbeing. • Review induction process. • Review and develop processes for Worker's Compensation and Return to Work programs.
<p>3.6 Develop and maintain engaging and stimulating physical environments that support and encourage learning.</p>	<ul style="list-style-type: none"> • Continue to have all classrooms that are welcoming, positive, and vibrant. • Continue to have Early Years classrooms encourage structured play-based learning by providing specific spaces and furniture. • Expand access to sensory based furniture. • Design and display accessible communication boards in the playgrounds. • Implement whole school approach to AAC e.g. PODD/ALDs etc... • Review and expand sensory accessibility across the school.



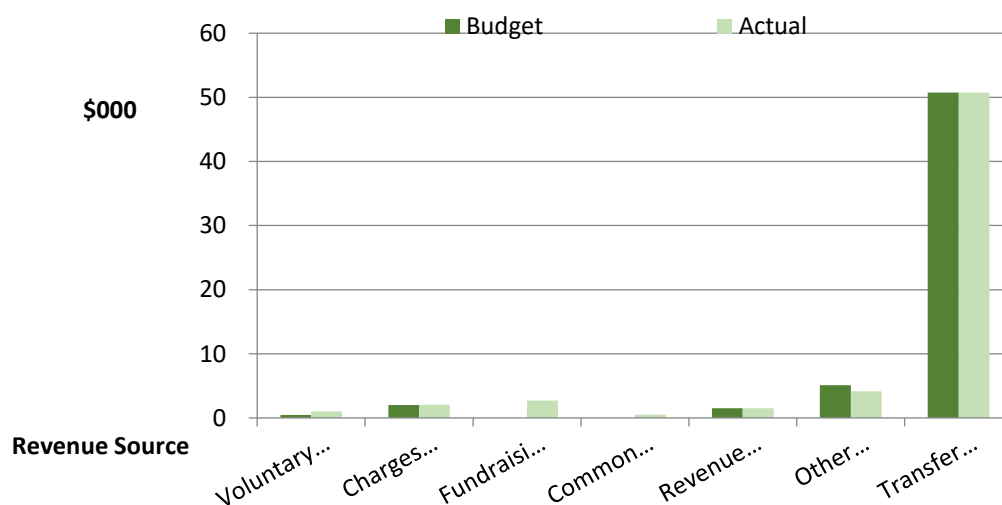
2021 Resource Management

Leda Education Support Centre

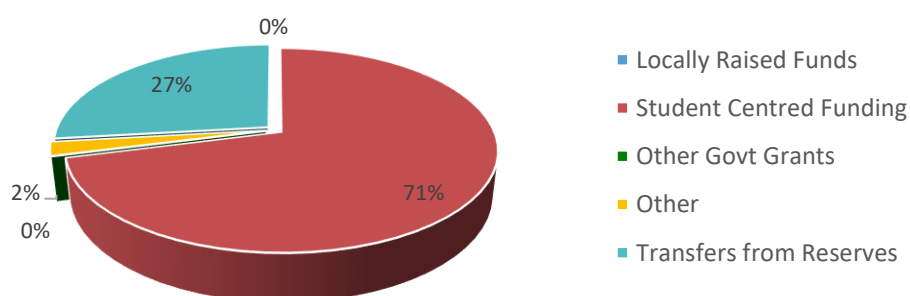
Financial Summary as at 31st December 2021

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$450.00	\$985.50
2	Charges and Fees	\$2,014.00	\$2,074.00
3	Fundraising/Donations/Sponsorships	\$0.00	\$2,732.10
4	Commonwealth Govt Revenues	\$0.00	\$507.68
5	Revenue from Co, Regional Office and Other Schools	\$1,523.00	\$1,523.00
6	Other Revenues	\$5,093.15	\$4,148.64
7	Transfer from Reserve or DGR	\$50,741.06	\$50,741.06
	Total Locally Raised Funds	\$59,821.21	\$62,711.98
	Opening Balance	\$68,389.00	\$68,388.86
	Student Centred Funding	\$134,383.67	\$134,383.67
	Total Cash Funds Available	\$262,593.88	\$265,484.51
	Total Salary Allocation	-	-
	Total Funds Available	\$262,593.88	\$265,484.51

Locally Generated Revenue - Budget vs Actual



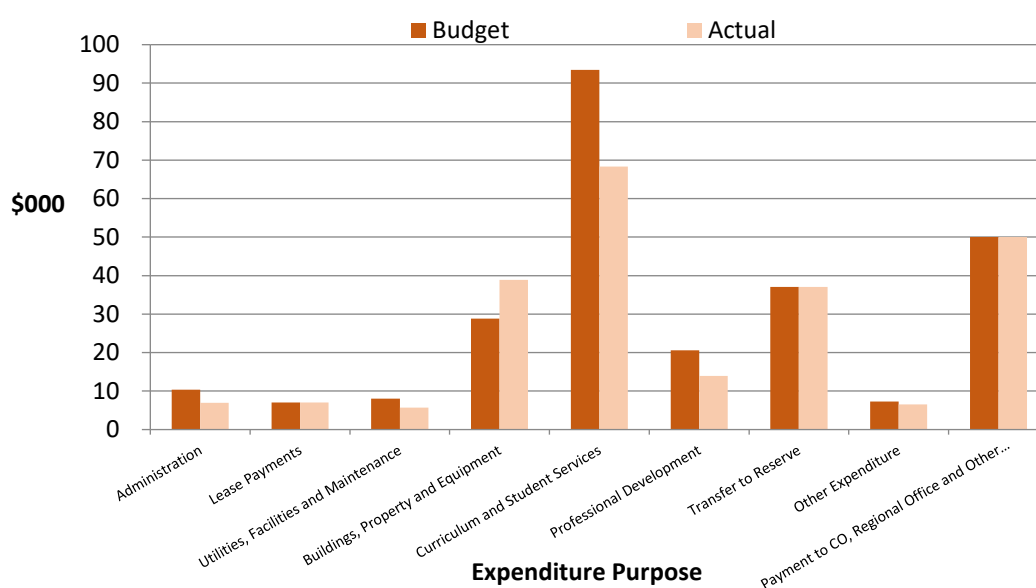
Current Year Actual Cash Sources



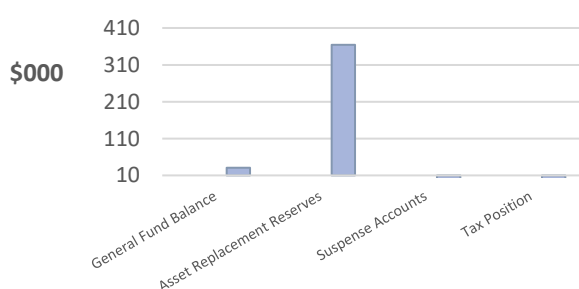
Expenditure Summary

	Expenditure	Budget	Actual
1	Administration	\$10,358.00	\$6,983.30
2	Lease Payments	\$7,034.28	\$7,034.28
3	Utilities, Facilities and Maintenance	\$7,999.08	\$5,712.63
4	Buildings, Property and Equipment	\$28,835.18	\$38,895.39
5	Curriculum and Student Services	\$93,417.42	\$68,344.07
6	Professional Development	\$20,600.00	\$13,924.01
7	Transfer to Reserve	\$37,052.67	\$37,052.67
8	Other Expenditure	\$7,297.25	\$6,501.04
9	Payment to CO, Regional Office and Other Schools	\$50,000.00	\$50,000.00
	Total Goods and Services Expenditure	\$262,593.88	\$234,447.39
	Total Forecast Salary Expenditure	-	-
	Total Expenditure	\$262,593.88	\$234,447.39
	Cash Budget Variance	\$0.00	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at: 31 st December 2021		
	Bank Balance	\$ 393,465.39
1	General Fund Balance	\$ 31,037.12
2	Asset Replacement Reserves	\$ 364,410.27
3	Suspense Accounts	\$ 133.00
4	Tax Position	\$ (2,115.00)
Total Bank Balance		\$ 393,465.39