

# South Ballajura Education Support Centre Annual Report 2020



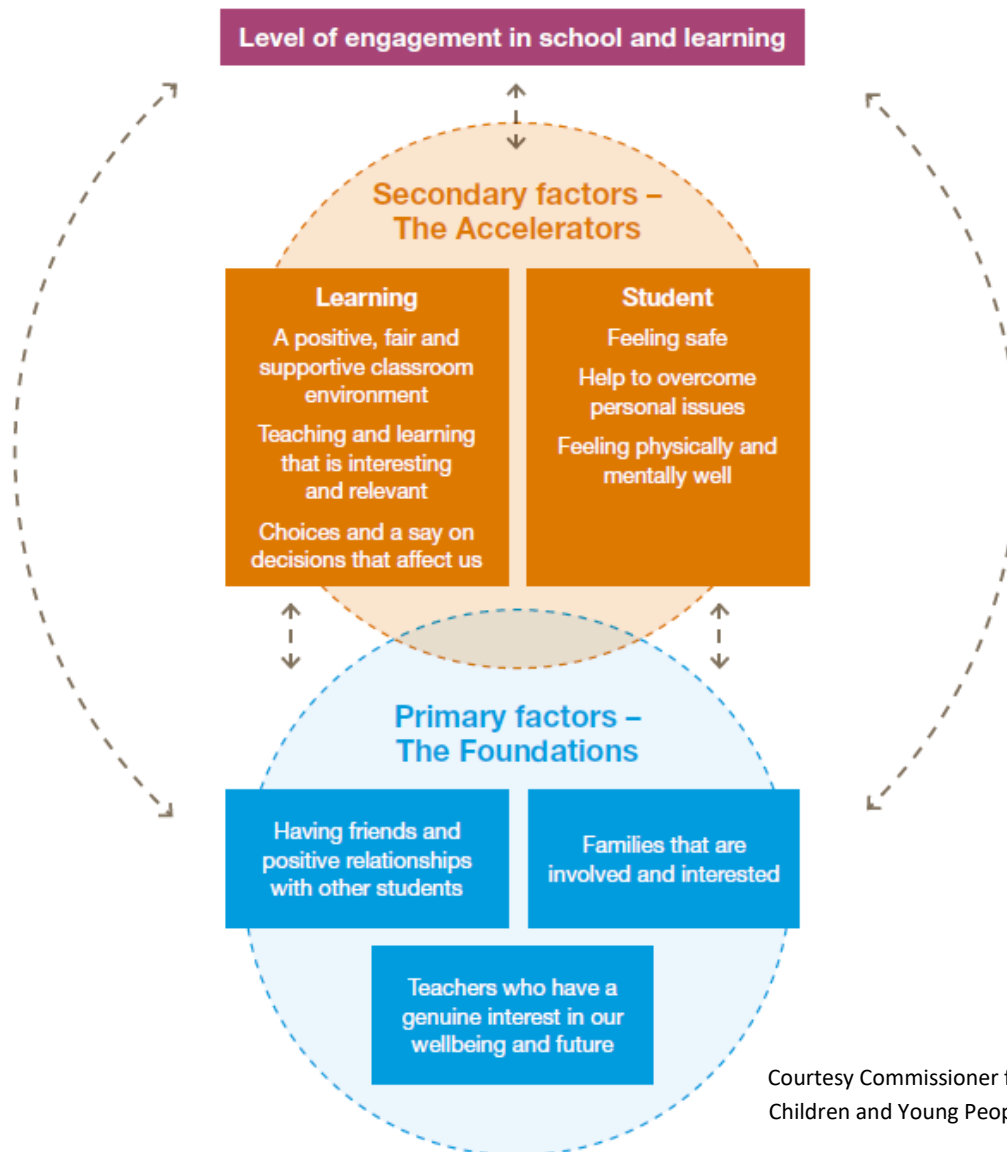
## SBESC Vision

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

2020 was an unprecedented year around the globe. Learning takes place both at school and in the community and this year we have all learnt many life lessons due to the Covid-19 pandemic. An old saying, "Out of every adversity comes an equal or greater opportunity", certainly applies in this situation. Some positives at South Ballajura campus include; students becoming more independent, everyone getting so much better at washing hands and giving more personal space. Blended face-to-face online learning and meetings are now embedded throughout the community. However, along with that, the new key phrase I've learned to sign this year is "despite 'technical difficulties'...."! Another significant gain is how much extra care we are taking with other people and checking in on their health and well-being. We have enhanced opportunities to improve staff and student wellbeing through programs, such as Yoga and Rhythm2Recovery. Our T.E.A.M. Philosophy, "Together Everyone Achieves More", has never been so important. We thank parents, whose engagement in their child's learning program was even more critical and more challenging in 2020. "Teaching students to count is important, but teaching students what counts is even more important." That's why we all focus on the five Keys to Success- Confidence, Organisation, Persistence, Getting Along and Resilience. Resilience and Getting Along have featured significantly. I must congratulate the staff on their exceptional teamwork for going 'above and beyond' the call of duty to meet added demands. Mr Simon Hume officially became our Deputy Principal and the Leadership Improvement Program commenced in term 4. We achieved 14 of our 16 three year Business Plan targets. Our ESC team have addressed the 3 recommendations from the 2017 Term 4 IPS Review and look forward to commencing our new 3-year journey with our wonderful school community.



## Board Chair Reflection – Mrs Debbie Schotte

### Debbie Schotte

2020 was a year of great upheaval and challenges including a global pandemic that disrupted life, as we know it – at school, at work and at home. Whilst the year was not what we expected when we celebrated the new year, it was wonderful to see how our students and staff showed a resilience and ability to adapt to an ever-changing world and that should be applauded.

The lock down early in the year came as a surprise to everyone however it was managed by our awesome teaching and support staff in a way that ensured our students were able to return to school and continue with their studies with much needed encouragement that reassured them that everything was okay. With the difficulties that were faced, it was lovely to see how much the yoga, Rythm2Recovery and other well-being practises were appreciated, and we look forward to continuing to support this amazing initiative in 2021. On behalf of the South Ballajura ESC Board, I would like to say a very big thank you to everyone for their hard work and dedication to make us a truly awesome school. Please take the time to celebrate your performance and achievements in 2021, it is definitely well deserved!!



### 1. Educating 21<sup>st</sup> Century Learners and Leaders

### 2. Engaging in Quality Learning and Reflective Practices

### 3. Enhancing Reciprocal Relationships and Partnerships

### Our Three Pillars For Successful Students



## Board Endorsement

Name: Cheryl Lennox	
Name: Lee-anne Green	
Name: Samantha Tsakalos	
Name: Jenny Quigley	
Name: Heather Ioppolo	
Name: Debbie Schotte	

Name: Sharni Crawford	
Name: Avram Iancu	
Name: Stanley Crabbe	
Name: Glyn Davies	
Name: Vince Randazzo	
Name: Maria Santana	

## Glossary

AAC	Alternate Augmentative Communication	IPS	Independent Public School
ABA	Applied Behaviour Analysis	LSC	Learning Support Co-ordinator
ABLLS	Assessment of Basic Language and learning Skills	NQS	National Quality Standards
AITSL	Australian Institute for Teaching and School Leadership	NSOS	National Surveys of Satisfaction
ASD	Autism Spectrum Disorder	OSF	Outcomes and Standards Framework
BMP	Behaviour Management Plan	PB	Protective Behaviours
C.A.	Community Access	PL	Professional Learning
CAMP	Create an opportunity; Ask a question; Model; Pause to prompt	PODD	Pragmatic Organisation Dynamic Display
CPI	Communication Partner Instruction	PD	Performance Development
DG	Director General	PEG	Performance Entertainment Group
DoE	Department of Education	PPP	Positive Parenting Program
DTT	Discrete Trial Training	PS	Primary School
EA	Education Assistant	RTP	Reporting to Parents
ECE	Early Childhood Education	ROCC	Road Map of Communitive Competence
EDI	Explicit Direct Instruction	SAMR	Substitution, Augmentation, Modification, Redefinition
EI	Early Intervention	SCFM	Student Centred Funding Model
EYLF	Early Years Learning Framework	SCSA	School Curriculum and Standards Authority
HASS	Humanities and Social Sciences (History and Geography)	SEN	Special Educational Needs
IBSP	Individual Behaviour Support Plan	SENAT	Special Educational Needs Assessment Tool
KWS	Key Word Sign	STEM	Science Technologie Enterprise Mathematics
LSE	Low Stimulus Environment	TAP	Tuesday Afternoon Program
ICT	Information and Communication Technology	TAPPLE	Teach first, Ask Questions, Pick a non- volunteer, Listen for response, Effective feedback
IEP	Individual Education Plan	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.

## About Our School in 2020

- ❖ Ongoing dedicated, proactive ESC School Board
- ❖ 56 students in classes from Kindergarten to Year 6
- ❖ Sixth year as an Independent Public School
- ❖ A supportive P & C Association is shared across the campus
- ❖ About 48% of our Students have a Language Other Than English background; 22 different languages
- ❖ Approximately 72% of our students are on the Autism Spectrum
- ❖ Maintained learning options during early COVID-19 pandemic outbreak

## SBESC Accreditations

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



## 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 – Due to COVID-19 integration opportunities reduced during Terms 2 and 3. Modified combined Campus events, including Club performances and the School Open Night were still possible. The new Friendship Friday was a perfect event to reconnect campus staff and students.
  - ❖ Program Provision:
    - The Centre has identified areas of student and community need and provided programs and opportunities beyond the core curriculum to enhance community / home / school partnerships – South Ballajura Inclusive Playgroup is open to any children of 2-5 years.
    - CAMP - effective multi-modal approach to social communication throughout the school day.
    - KeyWord Signing including Word of the Week
    - 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.

## 2020 Inclusive Events Calendar

### Term 1

- Parent Welcome Evening
- Harmony Week Clubs Assembly – Drumming Signing and Jump Jam
- St John Ambulance Incursion
- Hospital Incursion
- Herdsman Lake Excursion

### Term 2

- Welcome Back Parent BBQ at Bike Track

### Term 3

- All Abilities Art Incursion
- Constable Care Incursion – Making the Right Call
- Inaugural Friendship Friday Activities
- WASO Incursion
- Campus Book Fair and Parade
- Whole Campus Sports Carnival
- Whiteman Park Activities Excursion
- Inaugural Pia's Place Whiteman Park Excursion
- Health and Well-Being Yoga Incursion
- ESC Aquatic Program
- Signing, Drumming and Jump Jam Clubs Assembly
- Campus Open Night

### Term 4

- Campus Volunteer Morning Tea
- International Day of People With Disability – Clubs Assembly and Integration Activities
- ESC Parent Christmas Concert
- Campus Year 6 Graduation
- Campus Year 6 Camp
- ESC Aquatic Program
- Campus in term Swimming Lessons
- Constable Care Incursion – Fun/Scary
- ESC Parent Picnic Pia's Place Whiteman Park
- CCY Partnership – Multicultural Welcome mural (6-week project)
- EDGE external club performance

## Facilities Upgrades

- ❖ Electrical work
- ❖ Completed re carpeting
- ❖ Extended TA3 Fence
- ❖ Fenced carpark
- ❖ Concreted bike track pathway
- ❖ Year 6 campus gazebo
- ❖ Basketball courts re surfaced
- ❖ TA11 Garden Beds





# HIGHLIGHTS & ACHIEVEMENTS 2020

## WE DID IT!!



Mrs Green successfully gained L4 MCS reclassification  
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)  
YCDI Awards  
49 Students had Pizza with the Principal  
27/44 students progressed a level in swimming stage including 3 students achieved two levels

## PRO-ACTIVE PARENTS

Fantastic turnouts for our Christmas Concert, Welcome Evening, Assemblies, NDIS Meetings and class events  
32 attended Open Night,  
33 attended Bike Track BBQ in July  
54 IEP and Reporting conferences  
4 Individual Stepping Stone sessions  
3 Families attended Pebbles Sessions  
1 Chaplain's Crunch & Munch session for  
10 parents attended

## COVID-19 — 20 LESSONS

- "LEARNING TO COUNT IS IMPORTANT, LEARNING WHAT COUNTS IS MORE IMPORTANT"
- FOCUSED ON YCDI RESILIENCE & GETTING ALONG.
- INCREASED STUDENT INDEPENDENCE
- IMPROVED HAND-WASHING & HYGIENE
- LEARNED HOW TO USE ZOOM, WEBEX AND CONNECT
- LEARNED TO SIGN "TECHNICAL DIFFICULTIES"

## Whole Centre Equals Maths Program (3 times per week)

6 Groups Up and RUNNING  
6 Kits provided for  
6 classes -streamed  
1 x Chapter 1  
4 x Chapter 2  
2 x Chapter 3  
1 x Chapter 7  
Ready to go for 2021

## Learning for Life

4 Community Venues visited  
34 Parents attended Picnic  
41 Parents attended BBQ  
3 Integrated Incursions  
3 students Year 6 camp

## POWER of PODD

CPI staff sessions-  
32 weeks 7 staff 8.15 sessions  
36 Weeks 6 staff 7.30 sessions  
\*Trained Student Communication Partners  
8 Mainstream 8 ESC Volunteers CAMPers

## Sense of Belonging

Learning and Growing Together  
Playskills  
72 ESC and Mainstream buddies  
from 7 classes

## Therapist Collaboration

14 Onsite Therapy sessions (Post COVID)  
19 Offsite sessions (Post COVID)  
21 students attended Speech Therapy  
19 students attended Occupational Therapy  
3 students attended additional therapies

## Cultural Awareness

28 staff attended Aboriginal Blanket Activity  
\* Created Acknowledgement of Country  
\*Campus NAIDOC Week celebration

## Community Partnerships

Lions Club Ballandjarra Network  
WAESPAA City of Swan Malaga Cycles  
Playgroup WA Rotary Club ESNN  
Mission Australia (NDIS) EDGE  
Community Connecting Youth  
5 Service Providers

## LUNCHTIME PERFORMANCE CLUBS

Student attendance each week  
22 Drumming  
35 Signing  
25 Jump Jam  
PERFORMANCES  
3 Clubs assemblies  
2 Campus special events  
1 Christmas Concert  
1 External performance At Edge

## 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 Expertise

3 new R2R Facilitators  
1 Yogazeit Instructor  
2 Team-Teach Training sessions &  
43 refreshers  
5 ROCC case studies

## Digital Technologies

38 iPads purchased  
18 ICT Class Rep Meetings to upskill staff  
7 "How to Documents" developed  
35 Tuesday Coding Sessions  
26 EAs attended Prowise training

DoE Focus Priorities	Success for all Students	Improved Attendance, Behaviour & Engagement	High Quality Teaching and Leadership	A Capable and Responsive Organisation
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## 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 \(EYLF\)](#). Our Business Plan is a three year strategic plan subject to annual review.

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. 72%) 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.



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		2020 Progress									2018-20 Targets								
STEAM		2020 ICT IEP Attainment (PP - Year 6)		<p>ICT checklist was updated to accommodate a range of devices to practice photography skills. 38 additional iPads were purchased during 2020 to ensure students were given further opportunities to develop ICT skills. Whole school focus resulted in pleasing improvement in ‘Photography Skills’ and we are expecting to continue teaching this practical skill set in 2021. Classes with dedicated ICT sessions are showing increased growth, in particular, in the following skills: logging on/off, mouse skills, word processing.</p> <p>The Boardmaker student app was installed so that students were able to access individualised lessons on this platform. Due to COVID-19 restrictions, all staff were trained in the use of Webex and Zoom video conferencing tools in order to facilitate online learning if needed. A ‘How To’ document book was developed for each class to upskill staff in specific areas of the Digital Technologies curriculum. Prowise Presenter and Kahoot were used to develop additional resources and consolidate student skills in curriculum areas. Identified factors for junior students A, F were medical and sensory issues, which may have contributed to their reduced attainment.</p> <p>58% of students in year 4-6 were using Digital Technologies at the Modification level in SAMR. This was an improvement from last year, but the target was not achieved. This was due to varying skill levels of the 2020 cohort of students.</p>							Consistently Demonstrated		67%						
		2020 ICT Checklist																	
		PP - Year 6									0		1-2		3-5		6+		
		Progress (No of Skills)																	
		Logging On/Off Skills									26		12		14		0		
		Mouse Skills									12		14		16		10		
		Word Processing									10		11		14		17		
		iPad Skills									1		3		10		38		
		Device Photography									3		8		17		24		
		ICT Communication									17		21		13		1		
Interactive Whiteboard Skills		3		14		19		16											
Total		72		83		103		106											
Visual Arts		Implemented SBESC Scope & Sequence to support/ guide teachers (from WA Curriculum).		Implemented Visual Arts Core boards in 2020															
Community Access C.A.				Despite access to the community being disrupted during 2020, due to COVID-19 we have had a successful Community Access Program. Students still had many and varied opportunities to transfer skills from the classroom to the wider community. Excursions to Herdsman Lake, Pia’s Place, Whiteman Park and Bayswater Waves along with incursions from Constable Care, St John First Aid, the Association for the Welfare of Children in Hospital and the West Australian Symphony Orchestra were all enjoyed. A new Health and Well-being Yoga incursion was enthusiastically received. This incursion reflected the Centre’s Mindfulness Program and will be recommended again in the coming year. Whiteman Park has reinvigorated their Environmental Education Program which will be eagerly investigated in 2021. A Community Access Teacher Co-ordinator continued to facilitate pre and post learning activities, many of which had links to ICT and Thinking Hats.						2020 Community Access IEP Attainment (Yrs PP-6)		Consistently Demonstrated		35/45 = 78%		80% of students achieve their IEP objective related to Community Access (CA) programs.		80% of students will progress in one or more CA Diagnostic checklist level in at least one focus area	

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		2020 Progress								2018-20 Targets			
Health & Well-being		<p><b>Health and Wellbeing</b> has become the number one focus for the whole school, especially in a COVID-19 year. Our OSH Committee reviewed a wide range of policies and procedures ready to devise a school plan in 2021.</p> <p>There were several initiatives in 2020 to enhance student health and wellbeing. Based on recommendations from 2019, staff completed ‘Moore Well-being Wheel’ as reflection tool for self-reflection and improvement. Health and Wellbeing Coordinator enabled access to ‘Be You’ resources for both students and staff. Based on these reflections and survey feedback, staff wellbeing sessions were timetabled into weekly staff meeting times. The three concurrent sessions – ‘yoga, movement and mindfulness’ were well attended with positive feedback. We have also reviewed Operational/Business Plans taking into consideration ‘Child Safety’ aligned to Protective Behaviour.</p> <p>Staff continued to contribute to the development of Positive Behaviour Support plans and processes through participation in a PBS working party with the Primary School (campus initiative). To inform the development of the Department’s Staff Health and Wellbeing Plan, SBESC staff took the time to share their views, perspectives and ideas to support the planning initiative.</p> <p>‘Rhythm to Recovery’ (R2R) utilises fun and engaging rhythmic musical activities to support social and emotional development. Under our trained Drumming Coordinator, Students from year 5/6 classes worked alongside their mainstream peers using the R2R program to learn emotional regulation and social connection while having a great time.</p> <p>Despite COVID restrictions, SBESC students had the opportunity 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, CAMP 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>										✓ 70% of students attain sound progress or consistently demonstrated on their end of year report for playground activities goal	
		✓ 80% of students participate in at least two hours physical activity per week											
													






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Focus Areas		2020 Progress						2018-20 Targets																																																												
BEAM  Behaviour Education and Management	<p>The BEAM Coordinator role was continued to enhance positive behaviour approaches including supporting staff in calming and de-escalation strategies and the use of correct TEAM TEACH techniques. Our BEAM Coordinator attended a Mindfulness professional learning session called ‘Peaceful Kids in 2019.’ The 8 week program was introduced into all classrooms from Pre Primary through to year 6 students with some modifications and great success. Our BEAM Coordinator attended a 4-day Yoga teacher program in 2020 and is now a Certified Yogazeit Instructor for kids. ‘Yoga for kids’ has been introduced into some classrooms and will be rolled out into all classrooms in 2021 to promote Health and Wellbeing through social, emotional and physical learning. The BEAM records below show a major decrease in the number of ‘Restraints and ‘Referrals to the Principal’.</p> <p>The ZenZone has been relocated and enhanced and is already a purposeful calming space.</p>								<table border="1"><caption><b><u>Low Stimulus Environment (LSE) Entries - 2020</u></b></caption><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>6</td><td>✓</td><td>6</td><td>7</td><td>1</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>1</td><td>✓</td><td>1</td><td>0</td><td>0</td><td>0</td></tr><tr><td>4</td><td>1</td><td>✓</td><td>1</td><td>0</td><td>0</td><td>0</td></tr><tr><td>5</td><td>1</td><td>✓</td><td>1</td><td>0</td><td>0</td><td>0</td></tr><tr><td>6</td><td>1</td><td>-</td><td>1</td><td>1</td><td>0</td><td>0</td></tr><tr><td>7</td><td>3</td><td>✓</td><td>3</td><td>1</td><td>0</td><td>0</td></tr></tbody></table> <p>SSEND Consultant provided ongoing mentoring to an Early Childhood class requiring support and resources to support a student with boundary training.</p>		Student	No of Negative behaviours	IBSP	Restraints and Escorts	Referral to Principal	Suspensions	Protective Isolation	1	6	✓	6	7	1	0	2	2	✓	2	0	0	0	3	1	✓	1	0	0	0	4	1	✓	1	0	0	0	5	1	✓	1	0	0	0	6	1	-	1	1	0	0	7	3	✓	3	1	0	0		
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7	3	✓	3	1	0	0																																																														
Attendance & Engagement	<p>The BEAM Team class representatives selected at risk students and successfully utilized Functional Analysis to better identify triggers and effective interventions including excessive use of customized social narratives and positive support strategies. Recommendations for 2021 include ABA and Team Teach refreshers and increase use of restorative reflection after incidents. Team Teach escorts and restraints decreased by 81% and staff injuries by 47%.</p>																																																																			
	<p><b>Attendance:</b></p> <p>The 2020 state attendance rates are not available as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years. The SBESC attendance rate is based on collected data throughout the 2020 school year. We were pleased with the student return rate after lockdown periods (end of Term 1). The majority of our students were quickly back in classes once government restrictions were lifted. Thank you to parents for the co-operation shown, abiding by the various restrictions put in place and also for encouraging more independence at drop off and pick up times.</p>						 <table border="1"><thead><tr><th colspan="4">Average Attendance Rate %</th></tr><tr><th></th><th>2018</th><th>2019</th><th>2020</th></tr></thead><tbody><tr><td>SBESC</td><td>92.5</td><td>89.2</td><td>87.3%</td></tr><tr><td>State</td><td>92.6</td><td>91.6</td><td>N/A</td></tr></tbody></table>		Average Attendance Rate %					2018	2019	2020	SBESC	92.5	89.2	87.3%	State	92.6	91.6	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

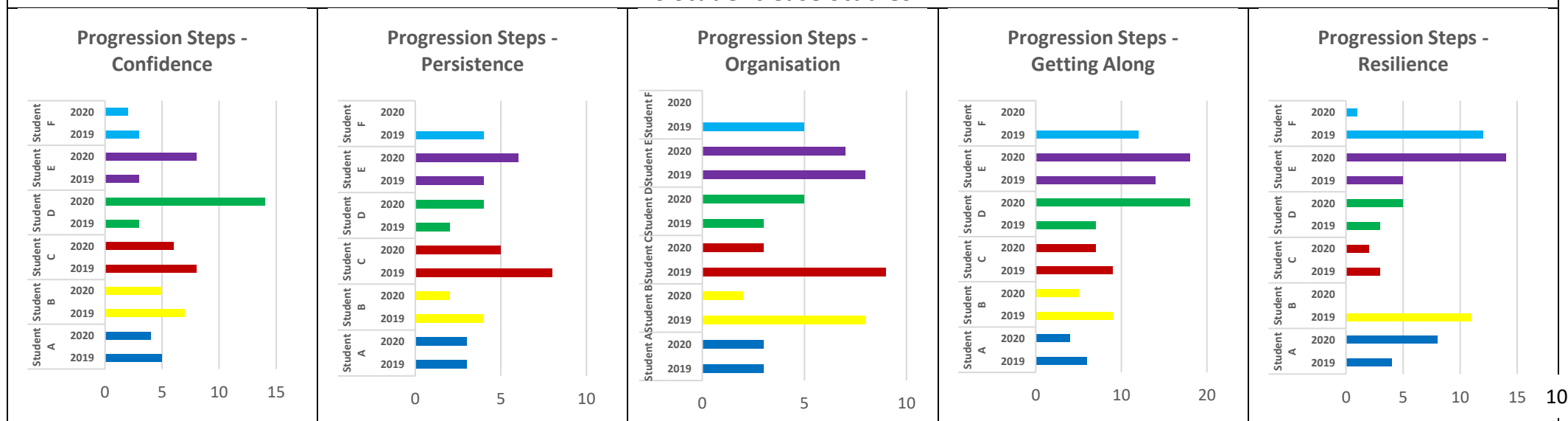
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<b>Health and Well-Being Clubs &amp; Groups</b>  	<p><u>Social and Emotional Rubric – Focus Skills Attainment 2019-2020</u></p> <table><tr><th rowspan="2">Progress (No. of Skills)</th><th colspan="2">0</th><th colspan="2">1-2</th><th colspan="2">3-5</th><th colspan="2">6+</th></tr><tr><th>2019</th><th>2020</th><th>2019</th><th>2020</th><th>2019</th><th>2020</th><th>2019</th><th>2020</th></tr><tr><td>Confidence</td><td>3</td><td>1</td><td>7</td><td>12</td><td>17</td><td>15</td><td>24</td><td>24</td></tr><tr><td>Persistence</td><td>5</td><td>3</td><td>11</td><td>14</td><td>15</td><td>17</td><td>20</td><td>18</td></tr><tr><td>Organisation</td><td>4</td><td>3</td><td>7</td><td>14</td><td>17</td><td>16</td><td>23</td><td>19</td></tr><tr><td>Getting Along</td><td>2</td><td>3</td><td>2</td><td>3</td><td>8</td><td>12</td><td>39</td><td>34</td></tr><tr><td>Resilience</td><td>2</td><td>3</td><td>4</td><td>9</td><td>11</td><td>12</td><td>34</td><td>28</td></tr><tr><td>Total</td><td>16</td><td>13</td><td>31</td><td>52</td><td>68</td><td>72</td><td>140</td><td>123</td></tr></table>		Progress (No. of Skills)	0		1-2		3-5		6+		2019	2020	2019	2020	2019	2020	2019	2020	Confidence	3	1	7	12	17	15	24	24	Persistence	5	3	11	14	15	17	20	18	Organisation	4	3	7	14	17	16	23	19	Getting Along	2	3	2	3	8	12	39	34	Resilience	2	3	4	9	11	12	34	28	Total	16	13	31	52	68	72	140	123	<p>Despite COVID uncertainties and disruptions it is pleasing to see students maintained good progress by increasing skills across all the YCDI Keys. We are expecting further improvements for the junior case study students.</p> <p>Exposure and participation in the integrated playground programs to suit a variety of interests were well attended – Playskills, CAMPers, Rhythm 2 Recovery and lunch time clubs. Timetabled Mindfulness linked to ‘Zones of Regulation’ were embraced by students.</p> <p>Also, continued ‘Peaceful Kids’ a mindfulness and positive psychology program which aims to lessen anxiety and stress, delivered by a staff member trained as a facilitator. Students participated enthusiastically and were able to apply the self-regulation tools.</p>  <table><tr><th colspan="2">Key</th></tr><tr><td><span style="background-color: #00FFFF; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span></td><td>Student F</td></tr><tr><td><span style="background-color: #800080; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span></td><td>Student E</td></tr><tr><td><span style="background-color: #008000; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span></td><td>Student D</td></tr><tr><td><span style="background-color: #FF0000; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span></td><td>Student C</td></tr><tr><td><span style="background-color: #FFFF00; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span></td><td>Student B</td></tr><tr><td><span style="background-color: #0000FF; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span></td><td>Student A</td></tr></table>	Key		<span style="background-color: #00FFFF; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span>	Student F	<span style="background-color: #800080; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span>	Student E	<span style="background-color: #008000; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span>	Student D	<span style="background-color: #FF0000; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span>	Student C	<span style="background-color: #FFFF00; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span>	Student B	<span style="background-color: #0000FF; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span>	Student A
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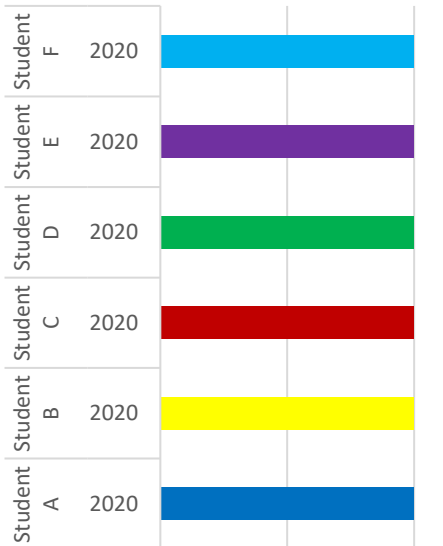
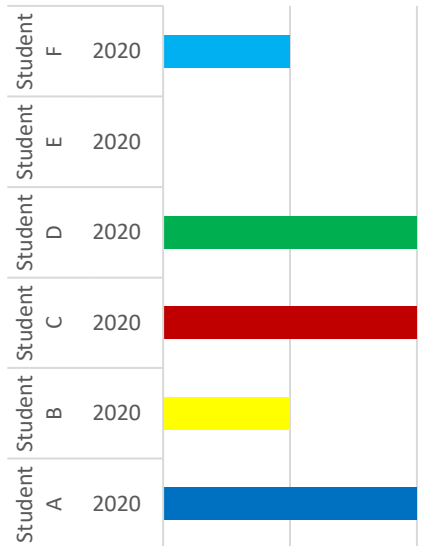


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### 6 Student Case Studies








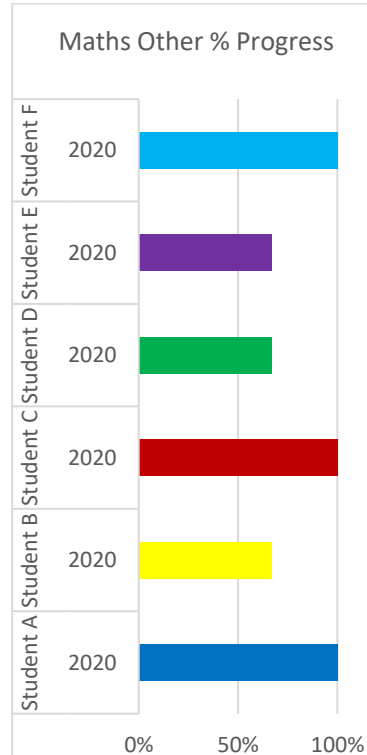

DoE Focus Priorities		Success for all Students	Improving Student Attendance, Engagement and Behaviour	High Quality Teaching and Leadership	A Capable and Responsive Organisation
Pillar 1: Educating 21 <sup>st</sup> Century Learners and Leaders					● Pending    ✓ Achieved
Focus	2020 Progress				
<p><b>ECE</b></p> <p><b>NQS</b></p> <p><b>NSOS Surveys</b></p>	<p>Based on NQS reflection, several actions or improvements were made. A Communication Support Project led to choosing ROCC as appropriate assessment and implemented as assessment tool for selected students. Boardmaker Online was Introduced as a resource for all classes. Student work samples were moderated in Maths and Literacy. MIS data collection schedule was reviewed. Pre/post evaluations continued for Diana Rigg checklist, Social &amp; Emotional Rubric and ICT checklist. Handwashing/hygiene education and practice in classrooms was increased especially with COVID-19. Integration opportunities and “Proactive Playground Program” added to Playskills Groups for purposeful engagement of students at recess and lunchtime. Quality Area 3 ‘Physical environment’ was deemed ‘Met’ by teachers although QA3 remained a priority area and a number of initiatives listed here are linked. Increasing strategies from the Aboriginal Cultural Framework – Key Word Sign Acknowledgement of Country, Bike Track upgrade - climbing frames, swing and sandpit built from successful grant money, investigating suitable, safe examples of other schools’ nature playgrounds, investigating ways to have more inclusive artefacts to increase our sense of belonging, such as a Yarning circle.</p> <p>We are using the natural environment and natural resources more in the classroom including gardening/sustainability experiences. A Yr6 Campus local park tree planting project was sponsored by City of Swan. MAGs group participated in gardening sessions, TA11 created a vegie patch, and whole campus are collection/recycling plastic lids as well as campus paper and food scrap recycling program</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>The NSOS Parent, Staff and Student surveys indicated that 100% of parents agree or strongly agree that children feel safe at the school and teachers at the school motivate the students to learn. 100% of the surveyed students agreed or strongly agreed that their teachers motivate them to learn. All three different survey stakeholders agree on some common elements and survey results indicate that ‘safety’ and ‘care factors’ are highly regarded. Earlier, staff surveys identified the desire for more ‘Artefacts’ and continued focus on improving outdoor learning areas, to enhance student engagement &amp; campus community sense of belonging. Consequently, Parents &amp; students’ opinions were also sought via a customised second survey section for comment. Responses from parents and green hat ideas about improving school grounds from students identified the following priority areas - nature playground, climbing nets/frame, multicultural murals, flying fox and expanding vegetable gardens. SBESC has already actioned two of these projects, and a few others to enhance school grounds and will continue to seek further grants and donations to fund more projects.</p>				<p>✓ Maintain high level of Satisfaction on National School Student/Parent/Staff Surveys- perceptions and recommendations are followed up.</p> <div style="display: flex; flex-direction: column; align-items: center;">      </div>

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										●Pending    ✓Achieved																																									
Focus		2020 Progress								2018-20 Targets																																									
English & EDI	IEP attainment	<table><tr><th>IEP Target</th><th>English Communication</th><th>Other English</th><th>Technology &amp; Enterprise</th><th>Independence</th><th>Community Access</th><th>Concept goal</th><th>Total % IEP Objectives Achieved</th></tr><tr><td>CD = Consistently Demonstrated</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2020 (Yrs K-6)</td><td>81%</td><td>75%</td><td>87%</td><td>80%</td><td>78%</td><td>77%</td><td>82%</td></tr></table>								IEP Target	English Communication	Other English	Technology & Enterprise	Independence	Community Access	Concept goal	Total % IEP Objectives Achieved	CD = Consistently Demonstrated								2020 (Yrs K-6)	81%	75%	87%	80%	78%	77%	82%	<p>Overall achievement of IEP goals is a pleasing 82%. Due to the disruptions in Semester One, the data is reflective of achievements in Semester Two. Although figures show progress in all learning areas, one area in particular stands out. 87% of our students achieved their ‘Technologies’ goals. It is also pleasing to see the overall ‘Communication’ goal achievement at 81%.</p> <p>We continued to work on enhancing our students’ concept development skills and overall achievement is at 77%. Peer observation opportunities and sharing at staff meetings were opportunities for staff to share practical classroom concept learning incorporating ‘Instructional Tactics’.</p> 																	
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<h3>6 Student Case Studies</h3> <div><div><h4>English Reading % Progress</h4><table><thead><tr><th>Student</th><th>2020</th><th>%</th></tr></thead><tbody><tr><td>Student F</td><td>2020</td><td>100%</td></tr><tr><td>Student E</td><td>2020</td><td>100%</td></tr><tr><td>Student D</td><td>2020</td><td>100%</td></tr><tr><td>Student C</td><td>2020</td><td>100%</td></tr><tr><td>Student B</td><td>2020</td><td>100%</td></tr><tr><td>Student A</td><td>2020</td><td>100%</td></tr></tbody></table></div><div><h4>English Other % Progress</h4><table><thead><tr><th>Student</th><th>2020</th><th>%</th></tr></thead><tbody><tr><td>Student F</td><td>2020</td><td>0%</td></tr><tr><td>Student E</td><td>2020</td><td>50%</td></tr><tr><td>Student D</td><td>2020</td><td>100%</td></tr><tr><td>Student C</td><td>2020</td><td>100%</td></tr><tr><td>Student B</td><td>2020</td><td>50%</td></tr><tr><td>Student A</td><td>2020</td><td>100%</td></tr></tbody></table></div></div>								Student	2020	%	Student F	2020	100%	Student E	2020	100%	Student D	2020	100%	Student C	2020	100%	Student B	2020	100%	Student A	2020	100%	Student	2020	%	Student F	2020	0%	Student E	2020	50%	Student D	2020	100%	Student C	2020	100%	Student B	2020	50%	Student A	2020	100%	<ul style="list-style-type: none"><li>80% of students attain their Concept Development IEP objective</li><li>80% of students effectively contribute to on topic conversation within at least one specified instructional tactic</li></ul> 	
Student	2020	%																																																	
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<p>Note: Student E achieved ‘Sound Progress’ in ‘English Other’ IEP goals due to Communication Device not being consistently brought to school.</p>								<ul style="list-style-type: none"><li>80% of students achieve their IEP communication goal</li><li>80% of students attain Sound Progress or Consistently Demonstrated in ‘communication’ on their end of year report</li></ul> 																																											




Note: Where there is no data, it indicates as not a priority area for the student in 2020.

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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															
Pillar 2: Engaging in Quality Learning & Reflective Practice																				
Focus	2020 Progress				2018-20 Targets															
Performance Development	<p>As part of 'Teaching Observation Reflecting Approach' (TORA), we have continued to expand 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. Barrie Bennett Instructional Tactics (Think Pair Share, Placemat and Plus Minus Interesting) were being used during group lessons to optimise student learning and safety.</p> <p>Teachers &amp; parents selected IEP 'Independence' goals across a range of life skills to meet individual student needs. 80% of students achieved their goals.</p> <p>To strengthen our ESC Leadership team, the team undertook 360° reflection in term 3 followed by Integral coaching sessions. Areas for growth were identified and the Leaders Improvement Program will continue into 2021.</p>					<ul style="list-style-type: none"><li>✓ Students give Learner Voice feedback using verbal/visual proforma each semester</li><li>✓ 80% of students achieve their Independence IEP objective</li></ul>														
Mathematics	<p>Across the Centre, overall 82% of students mastered their Maths goals by end of the year. Community Access visits including shopping at the local shops provided hands-on opportunities to practise money skills and consolidation of skills learnt in class. Our Community Access Program will continue at various venues to provide students opportunities to generalise money skills in settings outside of classroom.</p> <p>After implementing 'Equal Maths' a couple of years ago, a multi-sensory curriculum for students of all levels of ability, the program was again quite successful in 2020. Students were streamed according to their baseline test results and they participated in the Maths program three times a week using the Explicit Direct Instruction model. Whilst hands-on learning, group work and student engagement were evident, end of the year student data, indicated that each 'Lesson' needed more time allocation (6 sessions over a two-week period) to allow for improved concept development and better retention. The next step for 2021 is to investigate or develop an appropriate Maths Assessment tool.</p> <div></div>				<h3>6 Student Case Studies</h3> <p>Maths Other % Progress</p>  <table><thead><tr><th>Student</th><th>2020 Progress (%)</th></tr></thead><tbody><tr><td>Student F</td><td>100</td></tr><tr><td>Student E</td><td>~65</td></tr><tr><td>Student D</td><td>~65</td></tr><tr><td>Student C</td><td>100</td></tr><tr><td>Student B</td><td>~65</td></tr><tr><td>Student A</td><td>100</td></tr></tbody></table>	Student	2020 Progress (%)	Student F	100	Student E	~65	Student D	~65	Student C	100	Student B	~65	Student A	100	<ul style="list-style-type: none"><li>✓ 80% of students achieve 80% of their Maths IEP objectives including Money Skills (Not required IEP objective in 2020)</li></ul> 
Student	2020 Progress (%)																			
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13

DoE Focus Priorities	Success For All Students	Improving Student Attendance, Engagement and Behaviour	High Quality Teaching and Leadership	A Capable and Responsive Organisation
Pillar 3: Enhancing Reciprocal Relationships and Partnerships				● Pending   ✓ Achieved
Focus Areas	2020 Progress			2018-20 Targets
<b>Networks</b>  -Various Service Providers - EI - ESNN - Ballandjarra - BCN - WAESPAA - AASE -WAPPA Associations - Campus ICT Committee - Communication Committee  -Rotary -Lions -CCA -Playgroups WA -ECU -UWA -P&C	<p><b>School Networks:</b> Due to COVID restrictions for part of this year, face-to-face events for staff and students were reduced. However, links to our range of networks has remained strong. Mr Simon Hume, newly appointed Deputy is now part of the ESNN sub-committee. ESNN also arranged a meeting with Lisa Rogers, Director General of Education to provide input about key issues that the Department is currently working on. These include; Education Support provision and infrastructure, enrolment process, bus services, school re-classification, therapy in schools and Ed Support facilities audit. Some will be actioned in 2021. Ed Support and Central Office have created the Connected Learning Hub for distance learning resources. Sadly we missed our ESNN Sports Carnival, Leadership Camp, Jump Jam Extravaganza and Conference. However, Science with BCC and transition to high school programs were able to run in term 4 and our ESC performers were invited again to open the EDGE conference.</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 students who have worked in our classrooms supporting our students with diagnosed disabilities. SBESC hosted a Psychology University student completing their course at UWA. We have had two volunteers work with us this year, one assisting with our Rhythm to Recovery drumming program, and one student from Ballajura Community College. 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>Inclusive Playgroup:</b> Our Inclusive Playgroup started term 1 with over eighteen children. It has been a vibrant and fun place for children up to the age of 5 and their families to connect, play and learn. Fully supported by Playgroup WA with a qualified teacher facilitator, the playgroup has continued to grow. The combined Playgroup with Education Support and Mainstream aims to promote inclusivity from a young age and strengthen the schools' vision of 'inclusion'. Playgroup closed during term 2 due to pandemic restrictions, but re-commenced in terms 3 and 4. Attendance has been strong either side of COVID-19 affected terms, under the leadership of Mrs Dee Clayden. Due to space constraints, in 2021, playgroup will not be continuing.</p> <p><b>Parent Involvement:</b> Our term one Welcome Evening, parent barbeque at our bike track in term two, and picnic at Pia's Place in term four were all well attended by more than 41 family members. 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 the end of the year Christmas Concert when every ESC student performed wonderfully and entertained the audience. Understandably, the Volunteer Morning tea was more low key this year.</p> <p><b>2020 Year 6 Destinations:</b> In 2020, two Year 6 students successfully participated in the inclusive campus 3 day camp, which was postponed to term 4 due to Covid-19 restrictions. 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. Four of our students transitioned to BCC ESU and one student went closer to home at Ellenbrook Secondary College.</p>			✓ Newsletter items including student perceptions ✓ Meet DoE Target Initiative      NA Criteria for AEIIP students (AEIIP Program was discontinued end of 2018)  
<b>School Transition &amp; Destination</b>				

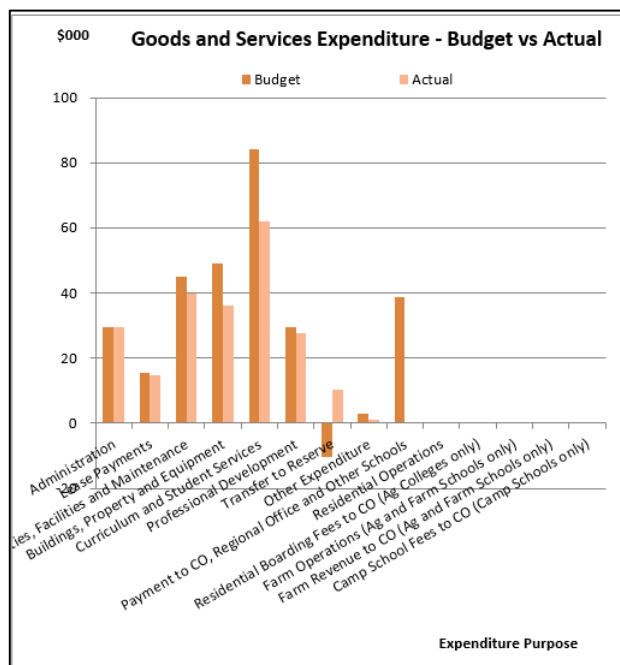
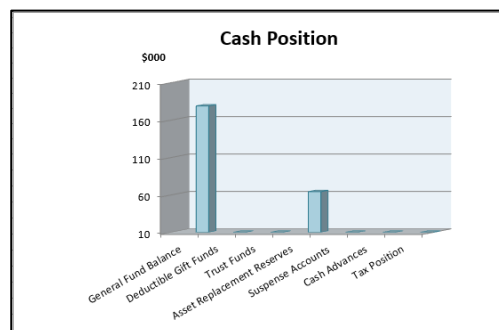
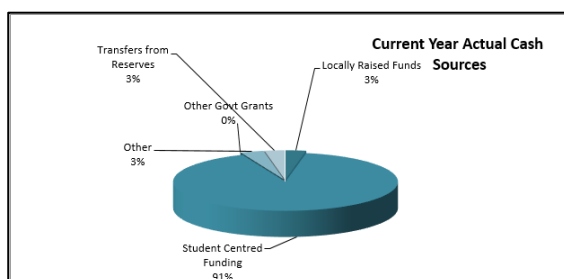
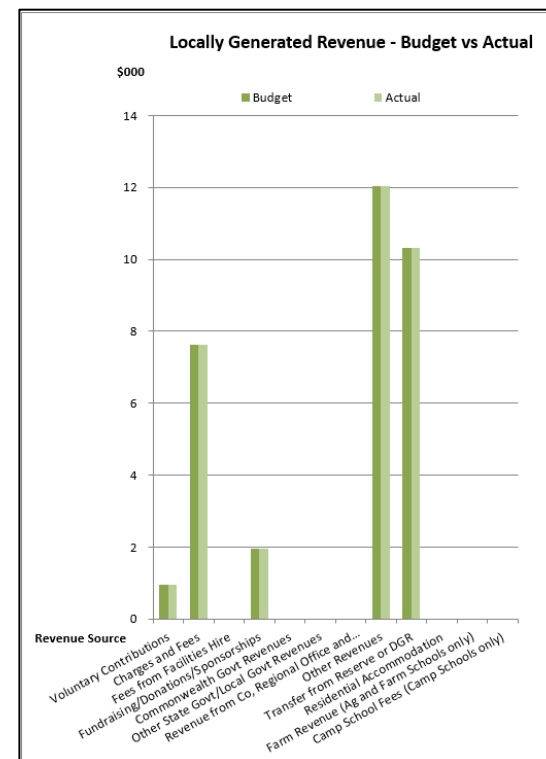


## SOUTH BALLAJURA EDUCATION SUPPORT CENTRE

**Financial Summary as of  
31 December 2020**

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 960.00	\$ 960.00
2 Charges and Fees	\$ 7,629.83	\$ 7,629.83
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 1,963.80	\$ 1,963.80
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 12,040.20	\$ 12,036.02
9 Transfer from Reserve or DGR	\$ 10,307.00	\$ 10,307.00
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>\$ 32,900.83</b>	<b>\$ 32,896.65</b>
<b>Opening Balance</b>	<b>\$ 43,203.56</b>	<b>\$ 43,203.56</b>
<b>Student Centred Funding</b>	<b>\$ 323,923.13</b>	<b>\$ 323,923.13</b>
<b>Total Cash Funds Available</b>	<b>\$ 400,027.52</b>	<b>\$ 400,023.34</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 400,027.52</b>	<b>\$ 400,023.34</b>

Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 29,544.00	\$ 29,651.57
2 Lease Payments	\$ 15,305.65	\$ 14,592.59
3 Utilities, Facilities and Maintenance	\$ 45,105.00	\$ 39,808.59
4 Buildings, Property and Equipment	\$ 48,903.00	\$ 36,216.26
5 Curriculum and Student Services	\$ 84,164.63	\$ 62,038.97
6 Professional Development	\$ 29,498.00	\$ 27,456.69
7 Transfer to Reserve	\$ (10,307.00)	\$ 10,307.00
8 Other Expenditure	\$ 2,858.81	\$ 1,100.01
9 Payment to CO, Regional Office and Other Schools	\$ 38,675.00	\$ -
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>\$ 283,747.09</b>	<b>\$ 221,171.68</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 283,747.09</b>	<b>\$ 221,171.68</b>
<b>Cash Budget Variance</b>	<b>\$ 116,280.43</b>	



<b>Cash Position as at:</b>		
<b>Bank Balance</b>	<b>\$</b>	<b>248,049.35</b>
<b>Made up of:</b>	<b>\$</b>	<b>-</b>
1 General Fund Balance	\$	178,851.66
2 Deductible Gift Funds	\$	8,114.27
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	64,373.32
5 Suspense Accounts	\$	1,940.10
6 Cash Advances	\$	(369.00)
7 Tax Position	\$	(4,861.00)
<b>Total Bank Balance</b>	<b>\$</b>	<b>248,049.35</b>



**WYPERFELD GARDENS**  
**BALLAJURA WA 6066**  
**Phone: 9249 8912**

**Independent Public School**

