Belridge Education Support Centre (BESC) is a purpose built government Independent Public School (IPS) catering for students with special educational needs in 2014 in Years 8-13.

Belridge ESC was selected to commence as an Independent Public School within the Westcoast Education Support Cluster in 2011 alongside Joondalup ESC and Beldon ESC as our partner primary Education Support Centres. The three schools operate with individual School Boards as recommended in the IPS Review in 2012 although the school continues to collaborate extensively with these Primary Settings and the transition of students from Primary to Secondary schooling remains a priority.

Belridge Secondary Education Support Centre shares the same campus as Belridge Secondary College with facilities such as the staff room, canteen, school oval, gymnasium, performing arts centre and the library being accessible for all. In 2014 the Education Support Centre classrooms include nine teaching areas, universal access toiletting facilities, a horticulture garden and an Independent Living Centre. An additional two transportable classrooms were installed at the beginning of the school year. In 2014 the school crest and motto will reflect the new College name and Belridge ESC will continue to support the new motto “Learn, Achieve, Succeed”. Belridge Secondary ESC aims to develop a life-long learning approach and continuing to develop their independence through the provision of a specialised curriculum that addresses their individual needs, goals and aspirations.

In 2014 our maximum enrolment was 80 students. It is anticipated that our enrolments will once again continue to increase during the 2015 school year. As the current Year 7 students from our partner schools attend transition, their current student enrolment also indicates that we should anticipate a significant increase in student numbers in the coming years. All Year 7 students will be attending high school in 2015 and considerable preparation and planning has already been undertaken.

At the end of the school year, eleven of our Year 12 students graduated and our Award winners were:

Te Aroha Nepia (Citizenship), Tinashe Antonyo (West Scheme VET), Sean Gibb (Endeavour) and Milly Graham (Excellence in Achievement). Congratulations to all of our Year 12 students on their individual successes and achievements.

It is with great pleasure that I present the 2014 Annual report. The 2014 school year contained many highlights for our entire school community and our students in particular are to be congratulated on their many and varied achievements. School planning in 2014 focused on the transition of Year 6 and 7 students into a secondary environment in 2015. This involved extensive staff selection procedures, classroom accommodation and physical resource allocation with the vastly increased student population anticipated. Our School Board collaborated extensively to develop the School Business Plan and I congratulate and extend my thanks to all members for their active contribution and dedication to Belridge Secondary ESC.

Our students have continued to develop their unique skills and abilities both within the school and wider community. Our Lower Secondary students also continue to develop and consolidate all of their skills in and out of the school community and I am impressed at all of their efforts to achieve their Individual goals. The students in Upper School have continued to participate in Workplace Learning programs that focus on building employability skills as our students begin to prepare to transition opportunities beyond school. The feedback that the school receives from work and service providers is always positive and encouraging and our program is highly valued by all involved. The VET and ASDAN programs have extended to include a greater number of students in varying year levels and an exciting array of opportunities and experiences continue to be offered to our students.

Our graduating students are to be commended on their achievements and the Graduation ceremony is always an evening to remember as we reflect on the many challenges that our students have faced and their incredible perseverance and determination to overcome these challenges. To these graduands we wish you all the very best for your future endeavours!

All the staff here at Belridge ESC are to be congratulated on their positive, enthusiastic and dedicated approach to making a difference to the lives of our students. All of our teaching staff are registered with the Teachers Registration Board and, have or, are working towards completing further qualifications in the field of Special Education. Our Education Assistants are an integral part of the team here at Belridge Secondary ESC and I would also like to thank them for their hard work, passion and commitment to our students. The quality of teaching and learning that occurs on a daily basis here at Belridge Secondary ESC is outstanding and is a credit to the quality of staff that we have and I commend both staff and students on all of their continued efforts and dedication.

Jenine Wall
Principal
The Belridge Secondary Education Support Centre Board had a successful 2014 as we began our journey as an individual School Board following the 2013 Independent Public School review process. The review process identified that in order to clearly establish and define school priorities appropriate to individual school community identity and context that each school within the Westcoast Education Support Cluster establish their own school boards.

The BSESC Board consists of three parent representatives, one community representative, one teaching staff representative along with the principal. The board meets each term to participate in the establishment and review of priorities. General policy directions, financial arrangements and approval of contributions and charges, as well as the evaluation of school performance. The meeting always focuses on the students, their progress, celebrations and future school directions to enhance opportunities for all.

The School Board worked alongside the school community to establish and create the 2014—2016 Business Plan with student achievement, curriculum and life long learning opportunities being identified as the key to success for our students.

On behalf of the Belridge Secondary Education Support Centre School Board I would like to acknowledge all of the staff for their continuing efforts and commitment to the provision of ‘amazing opportunities for our exceptional students’ and I look forward to another successful year in 2015.

Wendy Langford
Mrs Wendy Langford
Belridge Secondary Education Support Centre
School Board Chairperson

The graphs below indicate the attendance summary of students who attended our school in 2014. It is important to recognise that some of our students may be absent from school for valid reasons such as medical conditions, appointments, therapy or respite.

**Student Attendance Profile 2014**

<table>
<thead>
<tr>
<th>Enrolments</th>
<th>Regular Total (%)</th>
<th>Indicated Total (%)</th>
<th>Moderate Total (%)</th>
<th>Severe Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>49 (60%)</td>
<td>17 (21%)</td>
<td>12 (15%)</td>
<td>3 (4%)</td>
</tr>
<tr>
<td>Former</td>
<td>1 (50%)</td>
<td>0 (0%)</td>
<td>1 (50%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>All</td>
<td>50 (60%)</td>
<td>17 (20%)</td>
<td>13 (16%)</td>
<td>3 (4%)</td>
</tr>
</tbody>
</table>
STUDENT ACHIEVEMENT: Belridge Secondary Education Support Centre is accountable for all aspects of students education and individual targets. Data collection is based on the progress of each individual student and their unique level of development. Teachers make judgements based on pre and post assessments as it is inappropriate to compare student progress against specified benchmarks or chronological aged student achievements. Whilst students participate in standardised testing in Reading, Spelling and Mathematics, these results inform students planning and comparisons between their same aged peers does not assist in this process. Individual student goals and outcomes are discussed collaboratively with parents and carers and student progress is reported on each semester.

The Belridge Secondary Education Support Cluster Business Plan identified a number of targets in the areas of Literacy, Numeracy and Health and Wellbeing. Each student has an Individual Education Plan or Individual Transition Plan that is developed in consultation with parents, teachers and therapists as required. These plans identify the prioritised objectives and form the basis for reporting student progress. All Individual Plans address student needs and informs future planning that clearly demonstrates student achievement and progression.

The targets set for 2014—2016 is that “Students will increase their individual Literacy, Numeracy and Health and Wellbeing performance by achieving identified outcomes specified in their Individual Education Plans in Semester One by the end of Semester Two.”

The graphs demonstrate the progression and attainment of IEP goals in Semester 1 and Semester 2 for Years 8 – 13 and are divided into each Learning Areas. This data is collated through a rigorous process of collating individual student achievement and the number of objectives are identified in each graph. The graphs identify the total number of students in each year level and demonstrate the level of improvement that has occurred during the course of the year. Further analysis will be required as this data includes additional objectives and outcomes that have been included in Semester 2 IEP's due to the success achieved by students in Semester 1. The following graphs identify the number of objectives that have been achieved by students in the areas identified within the School Business Plan.
BUSINESS PLAN AND SCHOOL PRIORITIES

Belridge Secondary Education Support Centre continues to remain accountable for all aspects of our students education and performance targets. The progress of each student is reported on and performance monitoring is based on individual student needs and development in all domains. Individual rate of progression and attainment is dependant on the specific support requirements of each student based on their special educational need.

Transition

The transition to a Secondary Environment can be an overwhelming experience for families, particularly for students with diverse and special needs. Our well organised and structured transition program has been extremely successful and rewarding for students entering Year 7 and Year 8 (2015) and our survey data reflects this success with reduced anxiety for both students and their parents. Belridge Secondary Education Support Centre continued to provide innovative opportunities for Year 6 and 7 students from local and mainstream education support environments which commenced in Term 2 of the 2014 school year. This is further demonstrated by the results of the survey conducted and demonstrated in this report.

Conversely our transition to life ‘Beyond School’ involves comprehensive planning with parents, community agencies, advocates and individual students as we prepare them for life beyond school. Students participate in a variety of Vocational Education Training Courses, Workplace Learning and other accredited programs and courses providing them with the opportunity to maximise their individual potential whilst preparing them for this transition and journey into adulthood. A “Beyond School” Information evening was held to provide parents and carers with the opportunity to hear from Disability Services Commission, Supported Employment and Open Employment Service Providers, Respite and Life Skills Services as well as courses that may be suitable from higher education institutes such as WCIT and Leederville TAFE.
‘The value of achievement lies in the achieving.’

Albert Einstein
TRANSITION PROGRAMS FOR STUDENTS ENTERING SECONDARY SCHOOL:
The Belridge Secondary Education Support Centre Business Plan Transition target for 2014 was that “Families of students in Year 7 and 8 express a high satisfaction rate in the transition program”.

Families of Year 7 and Year 8 students were surveyed in Term 1, 2015 to determine family satisfaction with the student transition program provided in 2014. Quantitative and qualitative data was collected and 34 surveys were sent to parents. Eighteen (53%) surveys were returned and seventeen of the eighteen surveys returned indicated that 95% of parents felt more confident and less anxious with 100% of the returned surveys indicating the following:

- I felt that my child was confident to begin High School as a result of this transition program.
- Students felt more prepared to begin High School as a result of the transition program.
- Students were confident to begin High School.
- Prospective students enjoyed the activities presented on the visits.
- Fears and/or anxiety students felt about attending High School was reduced as a result of the visits.
- The transition program is a valuable and worthwhile activity.

Further comments made by parents regarding transition included:

- The transition program helped our son in so many ways. Meeting staff so when he started school he recognised some familiar faces. Walking around the school and seeing classrooms helped him to know where he was going. As parents we feel this made him feel comfortable and confident.
- Overall a fantastic transition program!
- He was able to get a visual/spatial idea of the school layout, meet the staff and feel more comfortable with the type of activities that would be on offer at Belridge.
- Reduced his anxiety which is a major issue.
- It made going to high school a better experience for us all.

YEAR 12 AND 13 POST SCHOOL DESTINATIONS:
Our school values its partnerships with parents and endeavours to provide families with support in determining options for their child beyond school. The Upper school programs that are in place support the development of all students. Each year an information evening is held to enable parents and students to make informed decisions regarding future aspirations, support and potential employment opportunities. The method used by the Disability Service Commission to allocate funding arrangements and support offered to families beyond school changed significantly. Some families chose to remain with a supported employment service provider or alternatives to employment provider and other families chose to utilise the funding according to their needs.

The following graph indicates the individual destinations of our 14 Year 12 students who graduated in 2014. All fourteen students are actively participating in a range of activities with some students participating in more than one activity such as working part-time and participating in an alternatives to employment program or a combination of programs.

ALTERNATIVE AUGMENTATIVE COMMUNICATION:
Many students within the context of an Education Support environment require alternative methods of communication to support their development. At Belridge Secondary ESC staff have utilised a number of methods of communication including high tech and low tech devices. In 2014 the priority was to address the communication needs of existing students and to increase knowledge of the devices utilised by a number of students who transitioned into our secondary environment. A number of professional development opportunities were provided to staff to further increase knowledge and understanding of methods of communication and strategies and programs to support this development.

Students who were transitioning into our school environment who use AAC were supported by staff from their school whilst attending transition activities which allowed BSESC staff to observe the devices/strategies that were being utilised.
VOCATIONAL EDUCATION TRAINING (VET) and WORKPLACE LEARNING (WPL):
The Vocational Education Training (VET) and Workplace Learning Program is highly valued by all members of our school and wider community as it is integral to a successful transition into the wider community at the conclusion of school. Targets set encompassed students achievement and school improvement targets and included:

“All students in Years 10 -12 who participate in WPL and VET courses work towards the attainment of units of competency leading to a Certificate of Accreditation”

And

“To enable students in Years 10 and above to participate in high quality and relevant Vocational Education Training (VET) courses and Workplace Learning Programs and placements.

The range of programs and opportunities that occur here at Belridge Secondary ESC is rich and diverse with a future focussed direction providing opportunities that are delivered on and off the school site. 100% of students who participated in a VET program, course or Workplace Learning module attained units of competency and 90% of Year 12 students who participated in the Certificate 1 in Agrifoods, and 88% of students who participated in their Certificate 1 in Transport and Logistics achieved their Certificate of Accreditation.

The graph below demonstrates the diverse range of courses provided here at Belridge Secondary ESC in 2014.

ASDAN:
The ASDAN awards program aims to explicitly develop the skills of our students for life-long learning, employment and skills for life. This program is offered at Belridge Secondary ESC and will be extended to include year groups other than our Year 11 –13 cohort in 2015. The Business Plan targets set for ASDAN in 2014 are:

“All students who participate in ASDAN programs complete and submit a portfolio of work demonstrating achievement.”

ASDAN Modules were implemented in three of our Upper School classes from the Towards Independence Programme in 2014. This Programme is suitable for Years 10, 11 and 12 and the Modules were selected suitable to develop the personal, social and independence skills of these students. The Year 11-13 class of 7 students completed the Module “Myself and Others” as well as two Year 11 students who also completed the “Water Skills” module. All of these Portfolios were successfully moderated and received certification in December 2014 resulting in 9 portfolios being submitted for 7 students and a 100% success rate.

A total of 16 Year 10 students from 2 classes started the “Personal Skills” Module from Towards Independence during 2014. These portfolios will be completed in 2015, as Year 11 students and will be submitted for moderation in June.

A number of students from Years 9 and 10 participated in the ‘Try a Trade’ opportunities conducted by Trades North at Clarkson and also delivered onsite here at Belridge by ‘Silver Trowel’. All of the participants enjoyed the opportunity to take part in the activities whilst grasping an idea of what working as a ‘tradie’ feels like! Students in Year 9 and 10 also participated in work experience opportunities based on their individual needs and aspirations.
SCHOOL STAFF

The school has an experienced, dedicated teaching and non-teaching staff.

Teacher FTE: 11.2
Education assistants FTE: 29.70
Administrative staff FTE: 3.0
Psychologist FTE: 0.2
Chaplaincy FTE: 0.4
Clerical/Administrative: 1.8

An additional 1.25 FTE is given to Belridge Secondary College to contribute towards our inclusion program and associated teaching staff and programs.

All teachers meet the requirements necessary to teach in government schools and are registered with the Teachers Registration Board.

All staff participated in a wide range of professional learning in 2014 including:

- CAMHS-Mental Health Awareness and referral
- First Aid Training
- Autism-Classroom strategies
- Youth Mental Health First Aid
- Coming to Grips with Mental Health-Depression, Anxiety and Stress.
- SEN Reporting
- IEP WRITING
- Australian Curriculum
- Resilience in Young People
- Leading your students to sustained success
- Joondalup Learning Community Network Conference

SCHOOL HIGHLIGHTS 2014

- Extremely successful Lower Secondary and Upper Secondary School Camps.
- Belsurf Carnival held in collaboration with Belridge Secondary College at Sorrento Beach.
- Our Annual Market Day showcasing our students unique contributions and abilities.
- The continuation of our liaison with WCIT in delivering Certificate 1 in Horticulture.
- Year 6 and 7 transition program involving students from surrounding primary schools.
- Year 12/13 transition opportunities and liaison with external agencies in preparation for life beyond school.
- Year 12 Graduation Ceremony.
- Year 12 School Ball at Frasers Restaurant, Kings Park
- Student volunteer program at Grandview Aged Care in Joondalup.
- Continuation and maintenance of a healthy Financial status to continue addressing the needs of our community flexibly.
- Community partnerships with community service providers to support our students at home and in the community such as work placement providers.
- A comprehensive and relevant Workplace Learning Program that is embraced by the school and wider community.
- The use of technology and individualised iPads within our learning environment across the curriculum.
- DFES cadet program that is highly motivating, relevant and enjoyed by all students who participate.
- Year 12 Café Skills Program.
- A wide ranging and diverse VET Program.
- The Year 11 River Cruise held in conjunction with Belridge Secondary College.
- Open Evening in Term one.
- Beyond school Information evening presentation.
- Falcons Football Clinic
School Opinion Surveys

The online National School Opinion Survey was a mandated requirement to determine the level of community satisfaction with the school performance. It is important to remember that number of respondents within our community is a relatively small population and that the results may be influenced by this small number. The survey was delivered to the entire staff (52% returned) and parent/guardian (20% returned) population. Due to the diversity of our student population Belridge Secondary ESC students were exempt from participating in the survey. There were a number of parents and staff who were unable to agree or disagree with a number of survey statements which could indicate that the question was not clear or that they did not have an opinion about the question. The graphs below indicate Staff and Parental National Survey Opinion Responses to a portion of the survey that was administered. The results of the survey clearly indicate a high level of satisfaction with the school, its programs and leadership. The attached graphs and results provide a snapshot overview of an element of the survey responses.

Staff National Opinion Responses

Parental National Opinion Survey Responses
### General Fund Balance

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Advances</td>
<td>$6,079.00</td>
<td>$6,079.32</td>
</tr>
<tr>
<td>Drafting/Bonuses/Sponsorships</td>
<td>$10,474.00</td>
<td>$10,474.52</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>$4,700.00</td>
<td>$4,700.00</td>
</tr>
<tr>
<td>DoE Grants</td>
<td>$2,974.00</td>
<td>$3,612.48</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
<td>$213,964.14</td>
<td>$143,964.14</td>
</tr>
<tr>
<td>Commonwealth Govt Grants</td>
<td>$21,336.00</td>
<td>$23,336.10</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Other</td>
<td>$167,000.00</td>
<td>$166,343.28</td>
</tr>
<tr>
<td>Total</td>
<td>$458,527.00</td>
<td>$457,520.84</td>
</tr>
</tbody>
</table>

### Suspense Accounts

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$554,541.09</td>
<td>$553,534.93</td>
</tr>
</tbody>
</table>

### Total Funds Available

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$554,541.09</td>
<td>$553,534.93</td>
</tr>
</tbody>
</table>

### Current Year Actual Contingencies Revenue Sources

#### Revenue - Cash

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$6,079.00</td>
<td>$6,079.32</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$10,474.00</td>
<td>$10,474.52</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>$4,700.00</td>
<td>$4,700.00</td>
</tr>
<tr>
<td>DoE Grants</td>
<td>$2,974.00</td>
<td>$3,612.48</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
<td>$213,964.14</td>
<td>$143,964.14</td>
</tr>
<tr>
<td>Commonwealth Govt Grants</td>
<td>$21,336.00</td>
<td>$23,336.10</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Other</td>
<td>$167,000.00</td>
<td>$166,343.28</td>
</tr>
<tr>
<td>Total</td>
<td>$458,527.00</td>
<td>$457,520.84</td>
</tr>
</tbody>
</table>

### Contingencies Revenue - Budget vs Actual

#### Contingencies Revenue - Budget vs Actual

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$554,541.09</td>
<td>$553,534.93</td>
</tr>
</tbody>
</table>

### Total Salary Allocation

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$554,541.09</td>
<td>$553,534.93</td>
</tr>
</tbody>
</table>

### Total Contingency Funds Available

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$554,541.09</td>
<td>$553,534.93</td>
</tr>
</tbody>
</table>

### Bank Balance

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Position</td>
<td>$521,871.55</td>
<td>$521,871.55</td>
</tr>
<tr>
<td>Total Bank Balance</td>
<td>$521,871.55</td>
<td>$521,871.55</td>
</tr>
</tbody>
</table>
Endorsed by Wendy Langford - Belridge Secondary Education Support Centre School Board Chair

.........../........../2015