



## ***Belridge Secondary Education Support Centre***



**2018**

### **Annual Report**

**Belridge Secondary Education Support Centre's vision is to encourage all of our students to be life-long learners and provide them with the best educational opportunities to achieve their individual educational needs, dreams and aspirations.**

## Principals Report

The 2018 Belridge Secondary ESC Annual Report provides an informative overview of our school achievements during the 2018 school year.

Congratulations to all of the students and staff on their outstanding efforts throughout the 2018 school year. Our school community worked tirelessly to continue to provide 'Exceptional Opportunities for our Amazing Students' and delivered a wide range of programs that focus on the social, emotional, intellectual and physical development of our students. The 2018 school year was a year filled with many success stories and I commend all of the achievements made by individuals, groups and classes. Our School Board worked in partnership to review school progress and achievement in line with the Delivery and Performance Agreement and, I extend my thanks to the members of our School Board for being so generous with their time as well as their continued commitment, contribution and dedication to Belridge Secondary Education Support Centre.

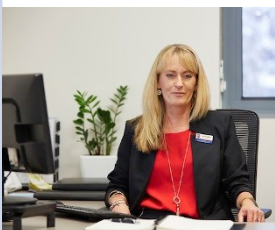
Our students have continued to develop and extend their unique skills and abilities within the school environment as well as in the wider community. Each year level participates in a diverse range of activities on our school site as well as specific programs within the local and wider community. These include Physical Education activities such as swimming lessons with our trained swimming instructors on staff, our annual 'Market Day', 'Belsurf' beach carnival, athletics carnivals, Workplace Learning opportunities, Community volunteering at Grandview Nursing Home, DFES cadet modules with our trained instructors on staff and specific VET Certificate courses that are completed on-site or at TAFE.

All teaching staff address all areas of the Australian Curriculum and students also access specialist knowledge and facilities within the Secondary College in Home Economics, Dance as well as Design and Technology. The students in Senior School have continued to participate in Workplace Learning, VET and ASDAN programs that focus on building employability skills as our students begin to prepare to transition to life beyond school. There were many students who successfully completed Certificate courses.

I would like to extend my congratulations to all of the students here at Belridge Secondary Education Support Centre on their varied and many achievements in 2018. I would also like to acknowledge and sincerely thank all of the staff here at BSESC for their continued enthusiastic and dedicated approach and they are to be congratulated on making a difference to the lives of our students.

*Jenine Wall*

**Belridge Secondary ESC Principal**



## School Board Report

2018 saw the Belridge Secondary Education Support Centre Board introduce a new and, we believe, important item to the meeting agenda: "Staff and Student Celebrations". The core work of the Board involves establishing and reviewing school priorities, student progress, general policy directions, financial arrangements, approval of contributions and charges and evaluation of school performance. The focus of this effort has always been on our students but beyond the numbers we feel it is important to stop and celebrate individual and group achievements and to acknowledge the incredible support provided by the Belridge SESC staff. In 2018 there was much to celebrate! Highlights included viewing the highly educational and entertaining Positive Behaviour in Schools videos produced by staff and students, acknowledging the success of Market Day and sending off our Class of 2018 with a very moving Graduation Ceremony.

It is always sad to bid farewell to board members, but inevitably parent members move on and we wish to express our thanks to all departing members for their valuable contribution. In 2018 we welcomed four new parent representatives and a new community representative, Jonathan Ng from Therapy Focus. Each member brings varied and invaluable skills and experience to the Board to help us support the school in providing the best educational outcome for our students. As well as the existing talents Board members bring to the table, each has had the opportunity to attend Board training to further enhance his or her contribution to the school.

On behalf of the Belridge SESC Board, I thank all of the staff for their continued dedication and commitment to offering outstanding educational opportunities for our students. We would also like to congratulate all students for their achievements in 2018 and wish them happiness and personal success in 2019 and beyond.

*Jo Waterman*

**Belridge Secondary ESC Board Chairperson**



# School Overview

Belridge Secondary Education Support Centre (BSESC) is a purpose built government Independent Public School (IPS) catering for students with special educational needs in Years 7-12. Belridge Secondary Education Support Centre is co-located with Belridge Secondary College and the two schools work alongside each other to provide the best educational opportunities and experiences for all students. Facilities such as the staff room, canteen, school oval, Performing Arts Centre, and the library are accessible for our staff and students. Year 7, 8 and 9 students are able to access specialist teaching areas within Belridge Secondary College, Dance, Technology and Enterprise, Music and Home Economics and are delivered by specialist teachers Belridge Secondary College staff.

Our Education Support Centre includes fifteen teaching areas, a horticulture garden—'The Patch', universal access toileting facilities and an Independent Living Centre with state of the art facilities.

All students are provided with an iPad to use at school which is configured with applications and programs tailored to support their needs learning style. Each classroom has a bank of computers and an interactive smart board.

Belridge Secondary ESC aims to develop a life-long learning approach by developing each student's level of independence in a holistic manner through the provision of a specialised curriculum that addresses their individual needs, goals and aspirations. Our school crest and motto aligns with Belridge Secondary College of "Learn, Achieve, Succeed". Our vision at Belridge Secondary Education Support Centre is to encourage all of our students to be life-long learners and to provide them with the best educational opportunities to achieve their individual educational needs, dreams and aspirations.

Our School Business Plan for 2017—2019 focuses on Four key areas that align with the High Performance-High Care Strategic Plan for WA Public Schools 2016—2019.

Our Priorities are:

1. Student Success
2. Excellence in Teaching
3. School Development and Wellbeing
4. Strengthening School Community Partnerships



# Student Enrolments

In 2018 our maximum enrolment was 126 students and the average class size was 8 students.

The MAG class was split into two groups this year, and due to the high number of Year 7 enrolments three classes were formed. Two classes at each other year level made up the 15 classes for 2018.

The school year groups Year 7, 8 and 9 are referred to as the Middle School overseen by Deputy Principal Mrs Shayne Hutchings.

The school year groups 10, 11 and 12 are referred to as the Senior School and overseen by Deputy Principal Ms Wendy Hughes.

We had 18 graduating Year 12 students and in 2019 will welcome 16 new enrolments.



Congratulations to the recipients of our Special Awards:

City of Joondalup Citizenship Award –

**Arthur Sturgeon**

Australian Super VET Award –

**Courtney Harrison**

North Metropolitan Regional Education Office  
Commitment to Excellence Award –

**Samuel Clemens**

Belridge Secondary ESC Endeavour Award –

**Jacob Sinclair**

# Business Plan Progress 2018

## Priority One: Student Success

### Literacy and Numeracy

Belridge Secondary Education Support Centre aims to provide a curriculum that ensures all students achieve to their potential across all learning areas. A focus in 2018 was improved assessment and reporting in English and Mathematics. Students underwent a range of pre and post assessments throughout 2018 and were assessed against the Special Educational Needs ASSESSMENT Tool (SENAT). Standardised testing in reading, spelling and mathematics was also a priority to ensure that teachers were confident to compare students' progress against specific benchmarks or chronological aged student achievements. Assessment also allows us to monitor student progress along a trajectory of increasing skills over time and to support teachers to set more specific student achievement targets.

Figure 1 indicates the number of IEP goals that were planned and achieved by students in years 7-12 in English. The number of goals that were planned were comparable in Sem1 and 2 and overall achievement increased from 81% to 93% from Semester 1 to Semester 2.

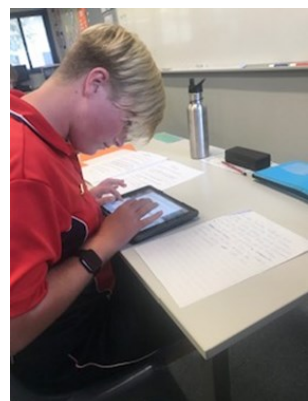
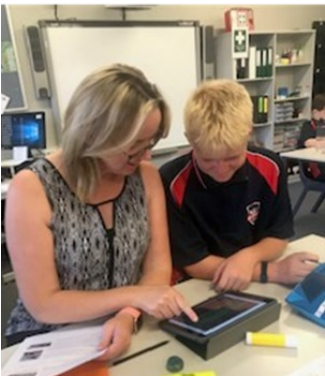
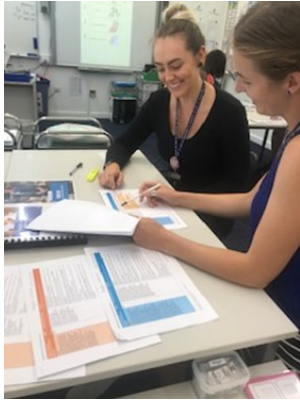
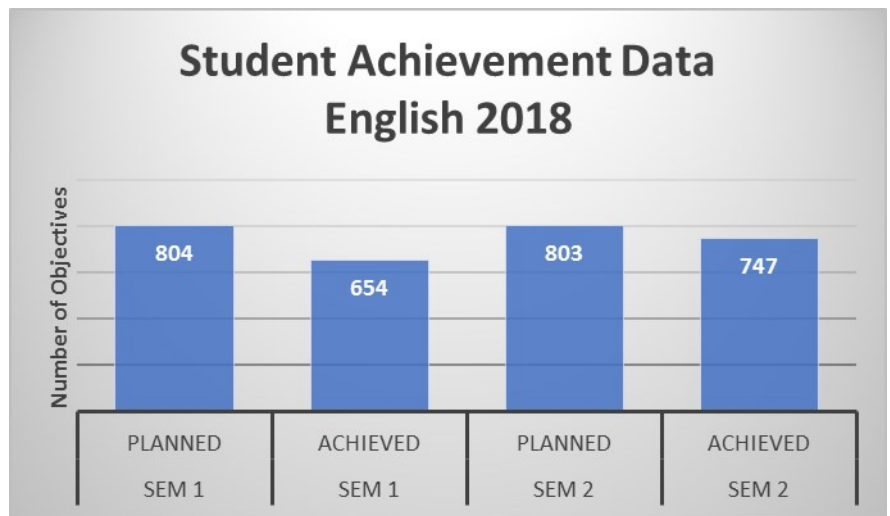
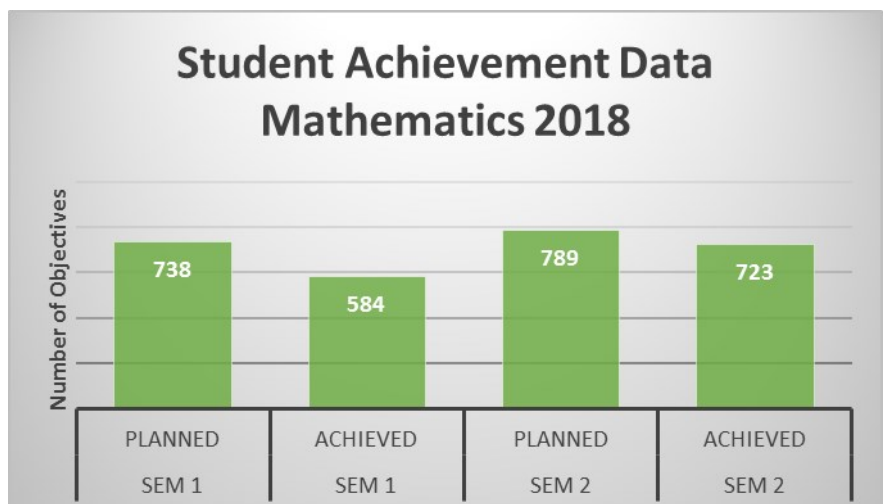


TABLE 1:



In 2018 teachers participated in targeted professional learning around SENAT moderation that was directly related to the English SEN Assessment Tool in 2018 and will be applied to Mathematics in 2019 to improve student performance and monitoring in this learning area. Functional Mathematics continues to be a core component of addressing student outcomes and this is overarched into the learning areas. Figure 2 indicates the number of IEP goals planned and achieved and overall achievement rates in Mathematics in 2018. Achievement rates increased from 79% in semester 1 to 91% in Semester 2.

TABLE 2:



# Business Plan Progress 2018

## Priority One: Student Success

The Belridge Secondary Education Support Centre Business Plan identified a number of targets and strategies aimed at further developing Student Success which include; improving student achievement in Literacy and Numeracy and supporting families to increase the attendance rate of students identified at risk. Table 3 and 4 provides an overview of student achievement across the school in Semester 1 and 2. Achievement was very high and in excess of 80% for all learning areas by Semester 2.

**Table 3: Achievement against IEP Objectives—ENGLISH**

Semester 2, 2018

Learning Area	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement
Year 7	213	210	98%
Year 8	126	110	87%
Year 9	147	135	91%
Year 10	86	84	97%
Year 11	109	95	87%
Year 12	74	74	100%
MAG 1 & 2	48	39	81%
<b>Total</b>	<b>803</b>	<b>747</b>	<b>93%</b>

**TABLE 4: Achievement against IEP Objectives—MATHEMATICS**

Semester 2, 2018

Learning Area	Number of Objectives Planned	Number of Objectives Achieved	Percentage Achievement
Year 7	187	185	98%
Year 8	133	109	81%
Year 9	132	125	94%
Year 10	109	95	87%
Year 11	111	98	88%
Year 12	73	71	97%
MAG 1 & 2	44	40	90%
<b>Total</b>	<b>789</b>	<b>723</b>	<b>91%</b>



# Business Plan Progress 2018

## Priority One: Student Success

Table 5 provides an overview of student achievement across Years 7-10 in Semesters 1 and 2. Achievement was generally high with above 80% of all objectives being achieved for all learning areas in Semester 2. except for Technologies. This learning area covers Design and Technology , Home Economics and Digital Technologies. The collection of data in Digital technologies indicated that 93% of objectives were achieved in Semester 2. Objectives written in all of the other strands in this area will be reviewed accordingly.

Learning Area	SEMESTER 1 Planned	SEMESTER 1 Achieved	Percentage % Achieved	SEMESTER 2 Planned	SEMESTER 2 Achieved	Percentage% Achieved
<b><u>ENGLISH</u></b>						
• Speaking & Listening	168	143	85%	163	150	92%
• Reading	221	182	82%	226	211	93%
• Writing	189	140	74%	215	203	94%
<b><u>MATHEMATICS</u></b>						
• Number & Algebra	278	237	85%	288	267	92%
• Measurement & Geometry	176	134	76%	203	176	86%
• Statistics and Probability	78	66	84 %	108	105	97%
<b><u>HEALTH AND PE</u></b>						
• Physical Education & Swimming	258	149	57%	340	316	92%
• Protective Behaviours	169	145	85%	155	144	92%
• Personal, Social, Community	171	149	87%	175	157	89%
<b>SCIENCE</b>	<b>341</b>	<b>319</b>	<b>93%</b>	<b>314</b>	<b>290</b>	<b>92%</b>
<b>HASS</b>	<b>274</b>	<b>251</b>	<b>91%</b>	<b>333</b>	<b>320</b>	<b>96%</b>
<b>THE ARTS</b>	<b>310</b>	<b>190</b>	<b>61%</b>	<b>201</b>	<b>169</b>	<b>84%</b>
<b>TECHNOLOGIES</b>	<b>496</b>	<b>340</b>	<b>68%</b>	<b>542</b>	<b>360</b>	<b>66%</b>

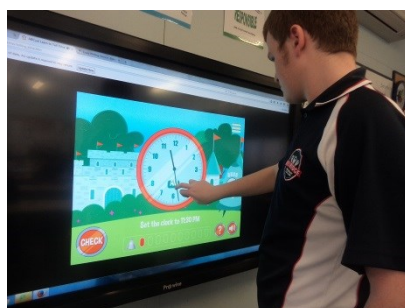
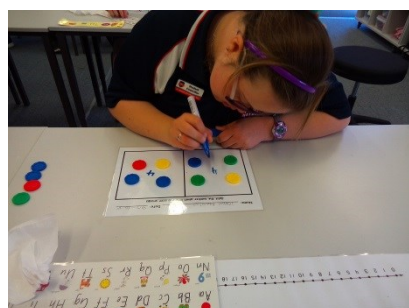


TABLE 5:

# Business Plan Progress 2018

## Priority One: Student Success

### Literacy – MultiLit

Belridge Secondary ESC introduced MultiLit in 2017 as an evidence-based program to improve student achievement in the area of Literacy. Throughout 2017 many of the teachers and education assistants were upskilled through professional learning. The school also invested in a MultiLit coordinator, Pauline Egan. 2018 was the year that MultiLit was fully implemented and embedded in day to day routines across classes in years 7-9. MultiLit includes a range of programs to assist children to learn to read – from initial reading instruction to remedial program for struggling readers. As a school we decided to implement MultiLit as a literacy focus as it is grounded in scientific evidence based best practice.

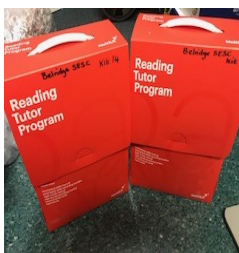
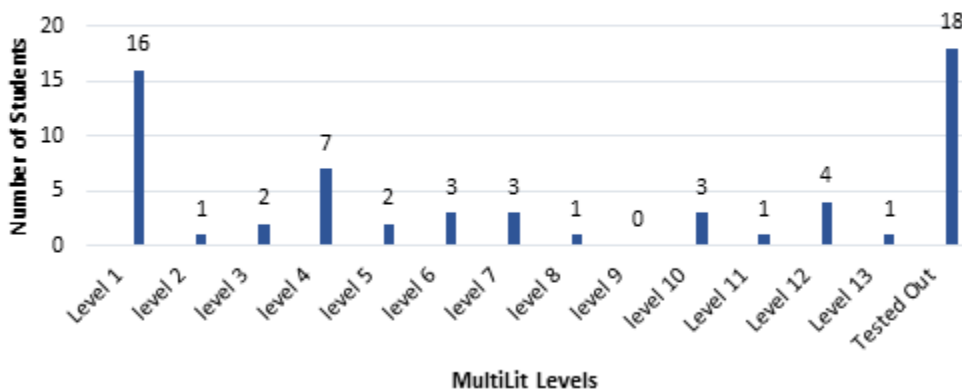
The MultiLit Program has been beneficial to every day teaching as well as helping students experiencing difficulties. The program has explicit teaching elements and the repetition of tricky activities supports our students within the ESC. Throughout 2018 we have seen an improvement of at least 12 months on a standardised test for reading rate. Teachers have also seen an increase in children's knowledge, skills and interest in reading. With the Word Attack Skills Extension Program, staff notice the change not only in students reading and comprehension abilities, but their class participation and general confidence and demeanour.

Since Implementing MultiLit in our secondary ESC setting, Staff have found that it has built a range of literacy skills including reading accuracy, fluency, comprehension, spelling and vocabulary. It has also built student self-esteem and created a positive attitude towards reading. The skills and confidence of our students has transferred over to all their subjects as students were able to participate more and get better results in their assessments and overall educational goals.

Figure 1 displays the number of students in each MultiLit Placement Level at the end of Semester 2, 2018. The levels showed that students range in ability from level 1 to level 13 and we have had 29% of students achieve all of the required outcomes in 2018. This data will allow us to target professional learning and to compare student achievement data against MultiLit Levels in future years. An analysis will include the numbers of students who have a) attained a higher Level, b) remained at the same level but attained progress within that level or c) tested out of the MultiLit program. Such analysis will make it possible to monitor student progress along a trajectory of skills with increasing complexity and to monitor average learning rates of students in each MultiLit Level.

**Figure 3: The number of students demonstrating achievement in each MultiLit Level.**

### Student Achievement Data MultiLit Levels 2018

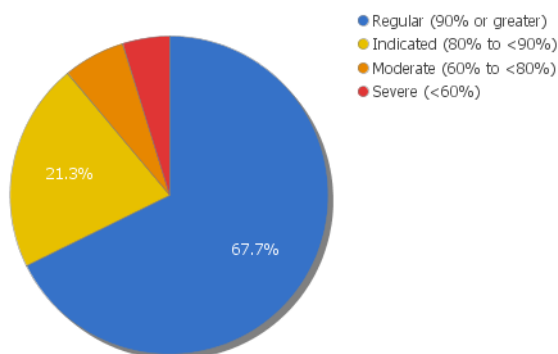


# Business Plan and School Priorities 2018

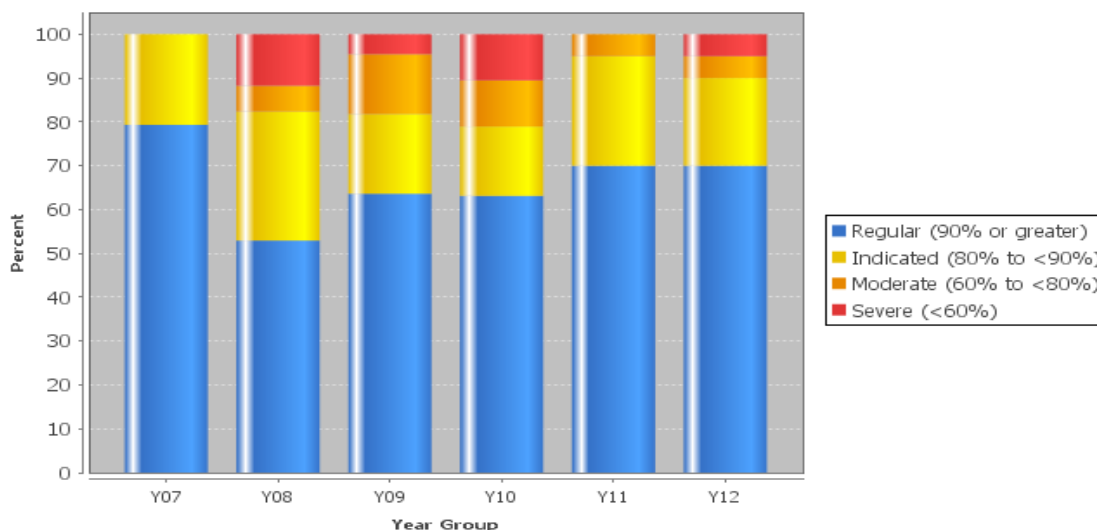
## Attendance

The graphs below indicate the attendance summary of students who attended our school in 2018. 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. The number of authorised versus unauthorised absences are also represented and this includes students attending educational activities off the school site such as therapy and Upper school independent transition programs. The school collaborates and consults with parents whose children's attendance rates are cause for concern and the school attendance remains comparable with other WA Public Schools in 2018.

### Attendance Profile 2018 Semester 2



### Year Group Breakdown



### Year Group Breakdown

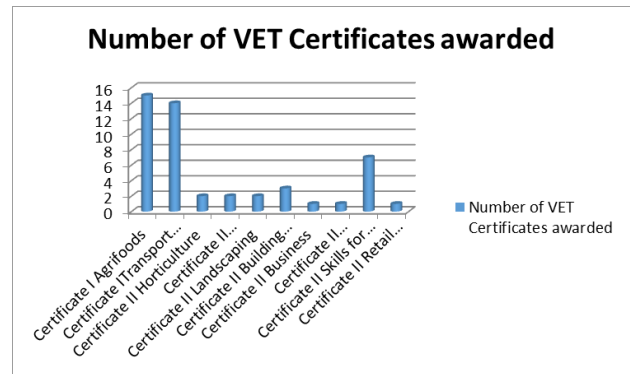
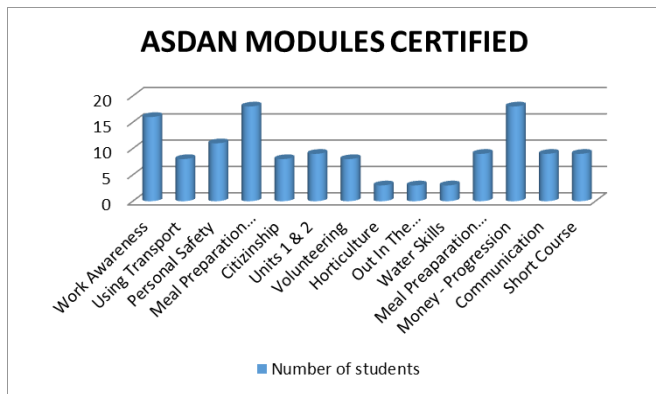
Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y07	93.4%	23	6			95%	5%
Y08	85.8%	9	5	1	2	76%	24%
Y09	88.8%	14	4	3	1	82%	18%
Y10	85.1%	12	3	2	2	85%	15%
Y11	92.8%	14	5	1		86%	14%
Y12	87.4%	14	4	1	1	60%	40%



# Business Plan and School Priorities 2018

## Priority One: Student Success: ASDAN and Vocational Education Training Courses

A continuing priority for Senior School students is the completion and certification of both Vocational education Training Courses and ASDAN endorsed programs. These courses and Endorsed programs overarch into many Curriculum Learning areas including Literacy and Numeracy. 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 all students who participated in a VET program, course or Workplace Learning module **attained** units of competency. The graphs below demonstrate the success of our students in achieving VET Courses or ASDAN Endorsed Programs.



Belridge Secondary ESC provides 3 Certificate courses onsite and a certain number of students also participate in Certificate courses at North Metro TAFE based on their individual abilities and specific needs. The attainment of these Certifications is based on their individual achievements according to industry specific and VET requirements.

## Positive Partnerships Matrix

A focus in 2018 was to make strong connections with our local community and to improved student achievement through the Positive Partnerships programs and resources. Teachers, Education Assistants and School Leaders participated in a number of professional learning sessions with a focus on supporting students on the autism spectrum in the classroom and other school contexts, and to create an 'autism friendly' school culture.

The professional learning opportunities and resources implemented by Belridge Secondary ESC throughout 2018 provided practical ways to strengthen partnerships between parents and school staff and promote improved learning outcomes for students on the autism spectrum.

The knowledge and awareness that teachers and school leaders at BSESC have gained around autism and the impact of autism on learning and participation has meant that we have been able to accommodate the learning needs of students on the autism spectrum from a whole school and classroom teaching and learning perspective; building and sustaining positive and valued partnerships between families and school.

The Positive Partnerships whole school framework that we implemented focused on the relationship between: school culture, school practices and policies and classroom teaching and learning. This framework was reflected in the resources we created and shared as a whole school. Throughout the year we had ongoing collaborative meetings where staff were a part of sharing their knowledge and experiences and we also embedded examples of Positive Partnerships practical

resources and planning tools such as the planning matrix and student

	Communication	Social Interactions	Restricted Interests Repetitive Behaviours	Sensory Processing	Information processing and learning styles
<b>Characteristics</b>	<ol style="list-style-type: none"> <li>Laughs and claps when happy</li> <li>Folds arms and grunts when unhappy</li> <li>Non-verbal language: Looks at other people, requests move, shakes head, nods head, puts arm out to reach, leans in to cuddle, points finger</li> <li>Uses the PODD and placemats</li> <li>Responds to name called</li> <li>Throws objects in hands or from his desk onto the floor</li> </ol>	<ol style="list-style-type: none"> <li>Appropriate non-verbal language: Looks at other people, requests move, shakes head, nods head, puts arm out to reach, leans in to cuddle, points finger</li> <li>Making noises (spitting sound or reaching arm out to pinch/hit)</li> </ol>	<ol style="list-style-type: none"> <li>Stores being read to him and iPad games/videos being played</li> <li>Reaching his arm out to grab things</li> <li>Pinches rope on wheelchair and walker</li> <li>Scratching and pulling worksheets and books</li> <li>Throwing his water bottle when he has finished with it</li> </ol>	<ol style="list-style-type: none"> <li>Gets easily distracted by movement and sound in the environment</li> <li>Becomes agitated when the environment is noisy</li> <li>Seeks attention from adults by making a noise or swinging his arm towards them</li> <li>Looks for objects to touch</li> </ol>	<ol style="list-style-type: none"> <li>ID needs a quiet classroom environment without loud distractions</li> <li>ID needs 1:1 help when completing set tasks</li> <li>ID learns well with PODD graphics and through stories being read to him</li> </ol>
<b>Implications</b>	<ol style="list-style-type: none"> <li>Staff and students know when ID is happy when he does this</li> <li>Staff and students know when ID is unhappy when he does this</li> <li>Staff can understand or try to understand what ID wants when he shows these actions</li> <li>1:1 helper needs to guide the movements and conversations with him using physical help</li> <li>He is loved and doesn't like activity</li> <li>He is upset/hurt</li> </ol>	<ol style="list-style-type: none"> <li>Staff can understand or try to understand what ID wants when he shows these actions</li> <li>This can distract other students</li> <li>Staff members know that ID needs something or wants to avoid an activity to gain attention when he does this.</li> </ol>	<ol style="list-style-type: none"> <li>ID enjoys activities with books and stories</li> <li>ID wants to engage with objects on his desks but sometimes throws them straight away with impulsive movements</li> <li>ID uses this to fiddle with</li> <li>ID may scratch or pull objects that he shouldn't be doing this to and may break or rip object</li> <li>It is not hygienic or safe to have his water bottle on the floor</li> </ol>	<ol style="list-style-type: none"> <li>ID does not do his set tasks when he is distracted by the environment</li> <li>ID may squeal loudly when highly agitated</li> <li>When he seeks this attention, it distracts and may hurt the staff member who he reaches out to</li> <li>Sensory objects/toys help him to keep his hands to himself give him a break.</li> </ol>	<ol style="list-style-type: none"> <li>ID needs a highly structured and monitored working environment</li> <li>ID will not learn unless he has someone 1:1 to help him focus and provide physical, gestural and spoken help</li> <li>ID responds well to tasks with pictures.</li> </ol>
<b>Strategies</b>	<ol style="list-style-type: none"> <li>Use Zones of Regulation to develop understanding of feelings: "When you are laughing and clapping, it means you are in the green zone." Encourage this by copying his behaviour while smiling and happy.</li> <li>Use Zones of Regulation to develop understanding of feelings: "When you are fiddling your arms/ making that noise, it means you are in the yellow zone." Help to calm down, offer water and a choice of book.</li> <li>Staff and students to encourage this non-verbal language and talk to him about it e.g. "You are shaking your head. Do you not want to..."</li> <li>Hold ID's hand to help him choose what he wants on the PODD/deck next visual. Staff member to guide conversation and choices.</li> <li>Provide new activity/toys to play with.</li> <li>Check environment for cues on what I want.</li> </ol>	<ol style="list-style-type: none"> <li>Staff member working 1:1 with him to encourage at appropriate times to communicate with others</li> <li>Staff member working 1:1 with him to redirect his attention back to the task when he is disrupting other's learning and remind ID of his rules.</li> <li>Staff member may need to attempt to satisfy ID's needs (offer water, read a book to him, give him a sensory break, take him for a walk)</li> </ol>	<ol style="list-style-type: none"> <li>Use these in as many learning goals and for rewards. It is incorporated in ID's daily work to reward schedule</li> <li>Staff member to encourage ID to be engaged but ensure he engages with them (physical help) so he does not throw things</li> <li>Encourage him to do this instead of pinching people</li> <li>Remind ID that this object is not allowed to be pulled/grabbed and model how to engage with the object appropriately. Talk him through this.</li> <li>Hand over hand as he drinks and when he is finished, put it on the table to model the correct way to put his water bottle on his desk and not to throw it. Praise for putting on desk.</li> </ol>	<ol style="list-style-type: none"> <li>Staff members to redirect him to his set tasks and his desk is away from many distractions</li> <li>This is rare, but a staff member will need to remove ID from the classroom</li> <li>Encourage him to tell ID he needs to wait or remind him of the rules, then step away and out of his reach (while reminding him of his rules)</li> <li>Use sensory objects throughout the day and hands on activities at all times</li> </ol>	<ol style="list-style-type: none"> <li>ID's desk is away from most distractions, he is facing the wall and the floor to the next classroom is clear</li> <li>ID has a staff member sitting next to him during all his set tasks and daily activities</li> <li>ID's desk has many visual prompts and activities made for him which all consist of pictures</li> </ol>



# Business Plan and School Priorities 2018

## Priority Two: Excellence in Teaching

All staff at Belridge Secondary Education Support Centre strive for excellence and school priorities support the Department of Education High Performance-High Care Strategic Plan for WA Public Schools 2016 – 2019.

Focus areas identified by teaching staff in the 2017—2019 Business Plan were aligned with the Strategic Plan and focussed on: the implementation of the Digital technologies curriculum, engagement of teaching staff in reflective practices and the explicit linking of School development to business plan priorities.

In 2018 the staff here at BSESC participated in 6 days of Professional learning which occurred onsite and offsite. The final day of School Development was 'traded off' as per Departmental policy and staff participated in a series of Professional Learning events after school. The Professional Learning that all staff participated in during these planned PD Days were targeted at further developing not only staff knowledge, expertise and practices and clearly linked to our Business Plan priorities as demonstrated below.

### Professional Development Focus links to Business Plan Priorities



#### 1. STUDENT SUCCESS

- ◆ Successful Behaviour Management for students with ASD
- ◆ SiS Attendance and Behaviour Reporting
- ◆ PBiS-Positive Behaviour in Schools
- ◆ Team Building
- ◆ Medical Matters First Aid
- ◆ Zones of Regulation
- ◆ Trauma Informed Practices
- ◆ Positive Partnerships

#### 2. EXCELLENCE IN TEACHING

- ◆ Successful Behaviour Management for students with ASD
- ◆ Standards and Integrity-DoE Code of Conduct
- ◆ PBiS-Positive Behaviour in Schools
- ◆ Team Building
- ◆ Medical Matters First Aid
- ◆ Zones of Regulation
- ◆ Trauma Informed Practices
- ◆ Positive Partnerships



#### 3. SCHOOL DEVELOPMENT AND WELLBEING

- ◆ Successful Behaviour Management for students with ASD
- ◆ Standards and Integrity-DoE Code of Conduct
- ◆ PBiS-Positive Behaviour in Schools
- ◆ Team Building
- ◆ JLC Network Conference
- ◆ Medical Matters First Aid
- ◆ Zones of Regulation
- ◆ Trauma Informed Practices
- ◆ Positive Partnerships

#### 4. STRENGTHENING SCHOOL COMMUNITY PARTNERSHIPS

- ◆ PBiS-Positive Behaviour in Schools
- ◆ Team Building
- ◆ JLC Network Conference
- ◆ Medical Matters First Aid
- ◆ Zones of Regulation
- ◆ Trauma Informed Practices
- ◆ Positive Partnerships

# Business Plan and School Priorities 2018

## **Priority TWO: Excellence in Teaching**

### **Digital Technologies –**

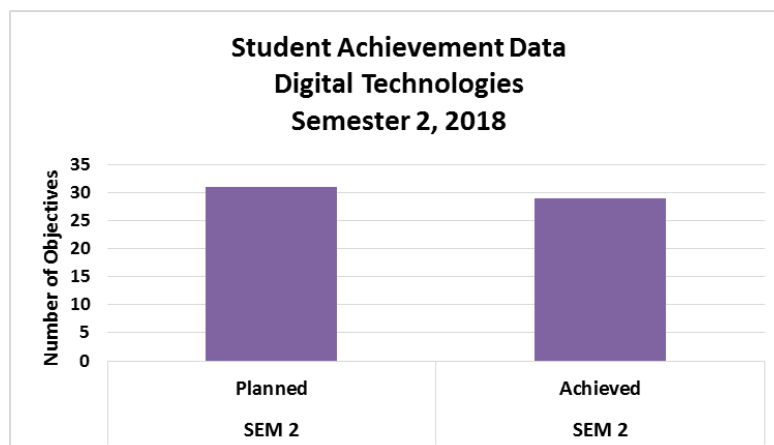
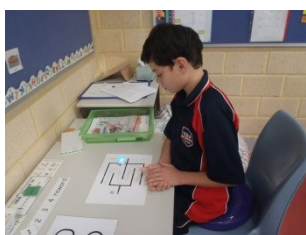
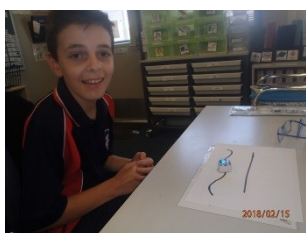
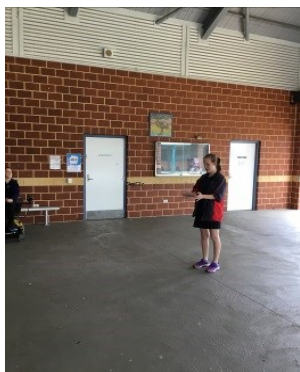
A focus in 2018 was improved student achievement in the area of Digital Technologies in alignment with the Australian Curriculum requirements. Fire Tech Australia is a company who has been contracted by the school to work with our students and staff to further enhance our Digital technologies awareness and curriculum in 2018. A tutor from Fire Tech attends our school 2 days per week to work in classrooms with students and staff. A variety of extensive technology resources are also supplied and the program, designed to support our students in years 7, 8 and 9 aimed to promote the use of Digital Technology and develop the skills required in the areas of robotics, coding, drones, iPad etc. as well as increasing the expertise of our teaching and support staff in this area.

In 2018 Fire Tech Managing Director, Andrea Conte, visited Belridge SESC to provide professional learning and upskilling in the area of Digital Technologies and provided curriculum strategies to specifically embed and implement Fire Tech across all curriculum areas to increase student achievement percentages.

In Semester 2, 2018 all students had mandatory digital technology goals in their Individual Education Plans (IEPs) to focus teaching and learning in this priority area. Teachers collaborated with the Fire Tech Technicians to support teaching and learning. Improved school assessment data in 2018 and 2019 will track percentages of students accessing and using Digital Technologies over time to measure the impact of school improvement strategies on students' access in Digital Technologies.

In 2019, we aim to establish a coaching model to further support teachers in developing Digital Technology teaching practice. In 2018, student achievement data was limited to the number of IEP goals attained in 2018. This data relies heavily on the quality and number of IEP goals and gives little indication of the achievement of skills of increasing complexity.

Therefore, the assessment, targeted professional learning and coaching model to be implemented in 2019 in the area of Digital Technologies will allow us to improve student performance and monitoring due to the collaborative approach between Fire Tech Technicians and the teaching staff at Belridge SESC. Figure 1 indicates the number of Digital Technologies learning goals in IEPs for years 7-9 and the number achieved in Semester 2, 2018. Achievement in Semester 2 was high with 93% of all objectives being achieved.



# Business Plan and School Priorities 2018

## Priority Two: Excellence in teaching

Teaching staff have engaged in reflective practices through a structured Performance Development model alongside the Deputy principals who have led and mentored graduate and teaching staff in the first years of their career. A classroom observation model with a specific classroom management focus based on the GROWTH model by Bennett/Smilanich with links to the AITSL standards was implemented. This strategy includes a variety of techniques that are observable before leading to an Instructional Teaching Focus questions and self reflection.

Growth Model	Instructional Coaching Focus Questions
<b>G</b> oal	<b>What component of Classroom Management (CM) would you like to focus on?</b> <b>What would you want to see in that change?</b> <b>What impact will this have on your teaching and student engagement and or improved learning outcomes?</b> <b>(May need to explore this after lesson debrief)</b>
<b>R</b> eality	<b>How do you think the lesson went?</b> <b>WWW (what Worked Well?)</b> <b>EBI (even better if?)</b> <b>Were the students learning and understanding what you wanted them to? How do you know? Was it what you intended?</b>
<b>O</b> ptions	<b>What are some areas you can focus on?</b> <b>What other approaches have you used yourself or seen other use in similar classes/ students?</b>
<b>W</b> ill	<b>What options do you like the most?</b> <b>What will you do specifically next lesson?</b> <b>What are the next steps?</b>
<b>T</b> actics	<b>How and when will you do it?</b>
<b>H</b> abits	<b>What behaviours do you need to demonstrate to ensure success?</b> <b>How can your coach assist you to achieve your goals?</b>

Aspirant teaching staff have participated in career progression Professional Development as well as taking on leadership roles within our school and broader community. A number of teaching staff are Cost Centre Managers for Curriculum areas and meet as a part of the Finance Committee Team to ensure financial obligations and budgets are adhered to. A number of teachers have identified themselves as aspirants and have attended further Professional Development opportunities within the community to develop a deeper understanding of Administrative roles within the school setting. Teachers have also applied for Level 3 Teaching status and will continue to explore this as an option moving forward. All of the teachers at Belridge SESC work with students at the front and centre of their planning and a number of teaching staff have taken on defined leadership roles within the school community which included: JLC Liaison Officer, Acting Deputy Principal-Tom Cann, Positive Behaviour in Schools Co-ordinator-Kelsey Collins, Pauline Egan-Literacy Coordinator, AAC and Autism Key Support Teacher-Emma Reed,



# Business Plan Progress 2018:

## Priority Three: School Development and Wellbeing

### Student Council

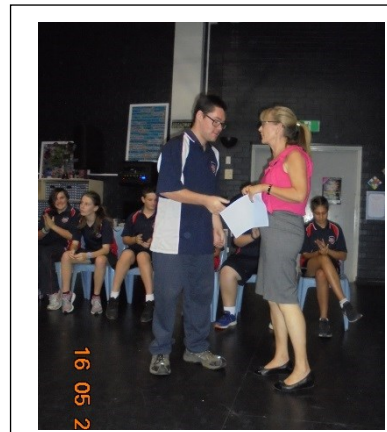
Belridge Secondary ESC Student Council is a student-based civic organisation designed to help promote school spirit and leadership amongst students. The primary function of Belridge ESC student council is to create opportunities for students to acquire leadership skills. As role models to their peer's student councillors make a significant contribution in creating and maintaining a safe and friendly environment for the school community. Through their role as councillors the students were able to gain and demonstrate relevant social and civic responsibilities.

For Belridge Secondary ESC, 2018 was a busy and productive year. The student council spent the year discussing and implementing positive solutions on a range of issues. Two main focus areas for 2018 were around 'waste management' and doing our part to reduce plastic bag use and secondly the reduction of litter in reference to the amount of litter located in and around our school. The student councilors also took part in the Joondalup Community Council Meeting and Youth Workshop held at Joondalup Civic Centre. The purpose of the day was to provide opportunities for student councilors to take part in decision making processes of the local government and be provided with an awareness of civic and community issues within our community. Whilst at the council meeting students meet with the Mayor of Joondalup, Albert Jacob and discussed community initiatives including the approval of the three bin waste system.

In 2018 the student council also worked towards implementing and encouraging the school values through modelling safe, respectful and responsible behaviours. The student council members have also been involved in the introduction of School Wide Positive Behaviour Support – working with staff and students to look at how we can support students' wellbeing so they can develop as happy, balanced people in our society. This work was ongoing as an integral part of our school's culture.

Over the last year the student council has contributed to a number of events including the beyond school parent information evening, school assemblies, morning tea's, transition events with our local primary schools, graduations and many more. They were also involved in many community minded projects including clean up, recycling projects, student council newsletter articles and more. I want to acknowledge the contributions of our student council for 2018: Arthur Sturgeon, Courtney Harrison, Max Letizia, Ben Morley, Isabel Fleming, Will Kirkbright, Rachel Ford, Jayden Major, Xander Baily, Jennifer Mason, Kade Sharkey, Ghenwa Dannaoui.

Together the student council worked successfully as a team taking responsibility for specific roles, made responsible decisions, demonstrated confidence in communicating and expressing ideas, developed positive interaction with peers, developed and gain recognition for leadership qualities, developed and helped to plan meaningful events and activities for the school, took an active role in school activities and events and become role models for their peers.



# Business Plan and School Priorities 2018

## Priority Three: School Development and Wellbeing

### Positive Behaviour in School (PBiS)

Belridge Secondary ESC strives to improve academic and behavioural outcomes for students. This is facilitated when all students have access to the most effective and accurately implemented instructional, behavioural practices and interventions possible. Belridge SESC became a Positive Behaviour Support (PBS) School at the beginning of the 2018 school year. The decision to implement the PBS framework was well received by staff with a survey showing over 90% in favour of adopting its whole school approaches. A leadership team was established to drive the changes and practices throughout the school. In general, PBS emphasises four integrated elements:

- Data for decision making
- Measurable outcomes supported and evaluated by data
- Practices with evidence that these outcomes are achievable
- Systems that efficiently and effectively support implementation of these practices.

A School Wide Evaluation Tool (SET) survey was conducted to collect a baseline data of the school climate, derive measurable outcomes and establish priorities for implementation within the PBS framework. This process will be repeated in 2020 to form comparative data and allow for evaluation of the schools PBS initiatives and progress. The SET survey provides insight into scope for improvement and ensures sustainability over time.

The PBS leadership team collaborated to create a clear purpose statement, working guidelines and regular fortnightly meeting times. A united decision was made to promote the existing behaviour expectations: Safe, Respectful, Responsible (SRR). It became a priority after analysing the SET survey results, establishing a visual concept for these values was crucial. To promote whole school involvement in the design process, a poster competition was advertised to students. Classes were encouraged to derive ideas of ways to represent the values SSR in consideration of our school context. The winning designs by Utah Kendall and Sarah Eiffler were submitted to a graphic designer to create PBS visuals that symbolise Safe, Respectful and Responsible. Two main designs were created to cater for the diversity of students within our school's context, with the consistency of coloured flags in each. These are being promoted in poster form in every classroom and around the school campus.

In recognition that staff involvement is a crucial component of the successful implementation of PBS, the leadership team delivered four sets of whole school professional learning sessions. These encouraged staff to rethink their beliefs about student behaviour, review existing procedures, and be a part of the development of PBS policies and practices individualised to Belridge SESC. Through interactive activities, the Belridge SESC Behaviour Matrix was developed to guide a consistent approach in communication and create a framework for common language among staff and students. The professional learning engaged staff to use this matrix as a behaviour curriculum and create learning resources for the school to access when teaching students expected behaviours. Staff practised using the positively stated language and discussed effective strategies, supports and rewards for positive behaviour.

The PBS initiative consolidated a whole school rewards system which encourages staff to recognise students for their positive behaviours. Raffle tickets are printed with the overarching values and links to the behaviour matrix promoting consistency in the language used and expectations across the school. Lower School and Upper School assemblies are held fortnightly allowing for the promotion of PBS and raffle tickets to be drawn. Each year group is given the incentives of recognition, canteen vouchers and end of term movie vouchers. Safe, Respectful and Responsible have been promoted on student wrist bands and staff lanyards. Staff acknowledgement systems have been established to recognise those supporting students and PBS approaches. Staff have access to these nominations in their classrooms, staff information packs and via the PBS staff information notice board. Weekly raffle draws and incentives are offered during regular PBS updates given at staff meetings.

Belridge SESC recognises that communication is key in promoting reliability of the PBS initiative. With some of the practises within the Tier One PBS implementation framework underway, the journey is ongoing and requiring constant review of actionable outcomes and data. Belridge SESC has a committed PBS leadership team, supportive staff and commitment to ongoing training to ensure the roll out of PBS is prosperous for the whole school community.

*Mrs Kelsey Collins*

**PBS Co-ordinator**



# Business Plan Progress 2018:

## Priority Four: Strengthening School Community

### Partnerships

Belridge Secondary Education Support Centre continues to have an outstanding relationship with many educational and Community service providers. Our Year 7 transition Program continued to go from strength to strength with fifteen students attending the transition program. Parents were invited to an information afternoon tea to hear about the programs offered here at BSESC followed by a tour of the facilities. Our transition program occurs over the course of Semester 2 which enables incoming students to experience student life at BSESC over 4 days. Feedback from parents regarding the transition program continues to indicate that the length and type of transition that is offered here at BSESC is pivotal in helping individual students and their families adjust to the changes associated with attending Secondary School. Conversely, a Beyond School information evening is also held each year enabling families to be presented with relevant information from a variety of service providers enabling them to consider all options as their young adult moves into life beyond school.

“Two Schools, One Community” continues to be the ethos that is adopted here at Belridge and the relationship between the two schools is second to none. The administration team from both schools consult frequently to ensure positive and successful outcomes for all students regardless of their educational placement. Students from the ESC participate in Design and Technology, Home Economics and Dance lessons with their peers and are taught by BSC specialist teachers.

The relationship between the school and community work environments and service providers is testament to the opportunities that are provided for our students. Our Workplace Learning and Vocational Education Training (VET) programs, under the leadership of our VET/WPL Co-ordinator, Jenny Winston, continued to provide amazing opportunities for our students to generalise their knowledge and skills into the broader community whilst preparing our young adults for life beyond school. 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. Students participate in courses that increase employability skills, confidence and knowledge in all areas of beyond school life. Some students attend courses off the school site in collaboration with their parents/carers on an individual basis. In 2018, students had opportunities to access a rich array of courses which are intended to develop their potential skill sets. All students in Year 10-12 completed ASDAN Endorsed Programs and/or VET Courses, including Certificate courses as well as Workplace learning.

Students in Years 10 and 11 participate in specifically planned Community Access Programs to support and enhance their skills and knowledge as it provides an opportunity for students to generalise these into the broader community. Our Year 11.2 students attend Grandview Nursing Home in conjunction with Mercy Care as a part of an ASDAN Short Course in Volunteering. This is an Intergenerational Program that is run by Mercy Care and our Year 11 students were asked to appear in a promotional video highlighting the benefits of this program.

Our Annual Market Day continues to be a highlight for students, parents and staff from both Belridge Schools. Our students are actively involved in setting up class stalls and tables selling Christmas items that they have produced or sourced whilst showcasing and highlighting their skill. These include handmade Christmas cards, decorations, wooden breadboards and cheeseboards, plants and biscuits to name just a few! This event is well attended by families, Grandview nursing home residents, Belridge Secondary College staff as well as our local Education Support Primary school communities who also attend with the incoming Year 7 students and are actively involved in running a stall of their own.

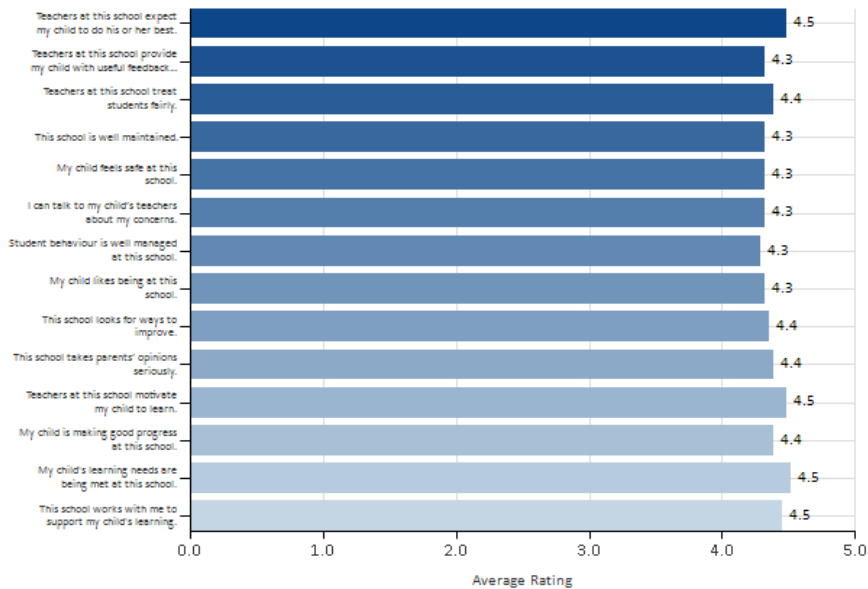


# Business Plan Progress 2018:

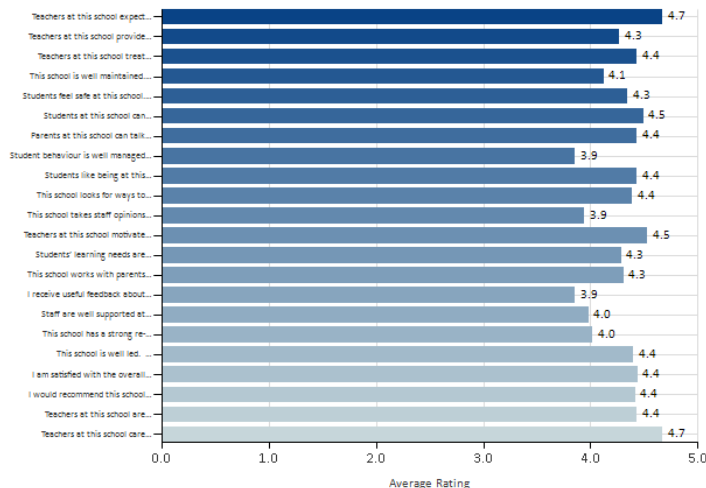
## Priority Four: Strengthening School and Community Partnerships

**National Schools Opinion Surveys** The online National School Opinion Survey was a mandated requirement to determine the level of community satisfaction with the school performance and schools are required to conduct this survey every two years. Belridge Secondary ESC has conducted this survey for the third consecutive year. Overall the number of responses received by the school community increased significantly mostly due to the increased number of staff participating in the survey. In 2018 approximately 50% of staff participated in the survey which was lower than the previous cycle however this may be directly related to the timing of the delivery of this survey in Term 4. In 2016 only 12% of parents responded to the Online Survey and in 2018 this increased to just over 37% which is a significant improvement. The school will continue to seek alternative methods to encourage staff and parents It is important to remember that the number of respondents within our community is a relatively small population and that the results may be influenced by this small number. Due to the diversity and individual needs of our student population our students are 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.

### Parental National Opinion Survey responses



### Staff National Opinion Survey responses





# Staffing 2018



## School Staff

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

Teacher FTE:	15.4
Education assistants FTE:	58
Administrative staff FTE:	4.0
Psychologist FTE:	0.7
Chaplaincy FTE:	0.4
Clerical/Administrative	2.8



An additional 1.0 FTE is given to Belridge Secondary College to contribute towards specialist teacher provision as our students participate in Home Economics, Design and Technology and Dance. Additional funding is allocated based on the SCFM and One Line Budget requirements. All teachers meet the requirements necessary to teach in government schools and are registered with the Teachers Registration Board. Our teaching staff already have or, are working towards the completion of further studies in special education which further enhances their knowledge and expertise. All of our staff are to be congratulated on and thanked for their continuing dedication and efforts with all students here at Belridge. The staff all work as a team to maximise learning outcomes for students. All staff participated in a wide range of professional learning in 2018 including:



Positive Partnerships

'Multi-Lit' Literacy Program

Joondalup Learning Community Network Conference

Classroom Management Strategies-Education Assistants

Pragmatic Organisational Dynamic Display (PODD) training

Aspirant Professional Development

Team Building

Positive Behaviour in Schools

Zones of Regulation

Trauma Informed Practice



# School Highlights 2018

- Belsurf' Carnival held in collaboration with Belridge Secondary College at Sorrento Beach.
- Year 7 Rotary Park Excursion
- Athletics Carnival held in collaboration with Belridge Secondary College.
- Our Annual Market Day showcasing our students unique contributions and abilities.
- Year 6 transition program involving students from surrounding Primary Schools and Education Support Centres.
- Lower, Middle and Upper School day excursions and overnight camps.
- A range of incursions and excursions that range from Community Access to 'Medieval Lunches' and Art programs.
- Ongoing swimming lessons conducted weekly at HBF Arena Joondalup-thank you to all of our swimming instructors!
- Student volunteer program at Grandview Aged Care in Joondalup.
- Community partnerships with service providers to support our students at home and in the community.
- 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 Cobra Café Skills Program which encompasses ASDAN and VET Certificate courses
- Year 12 Graduation Ceremony at Joondalup Resort
- Year 12 School Ball at the Hyatt, Regency in Perth
- Year 12 transition opportunities and liaison with external agencies in preparation for life beyond school
- A wide ranging and diverse VET Program providing students with many unique opportunities and employability skills.
- Firetech digital technology sessions to support our Digital Technologies curriculum
- Winners of the School Community Garden Wanneroo Show Award

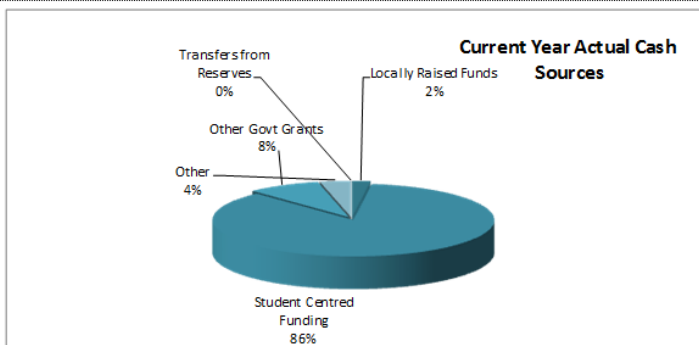
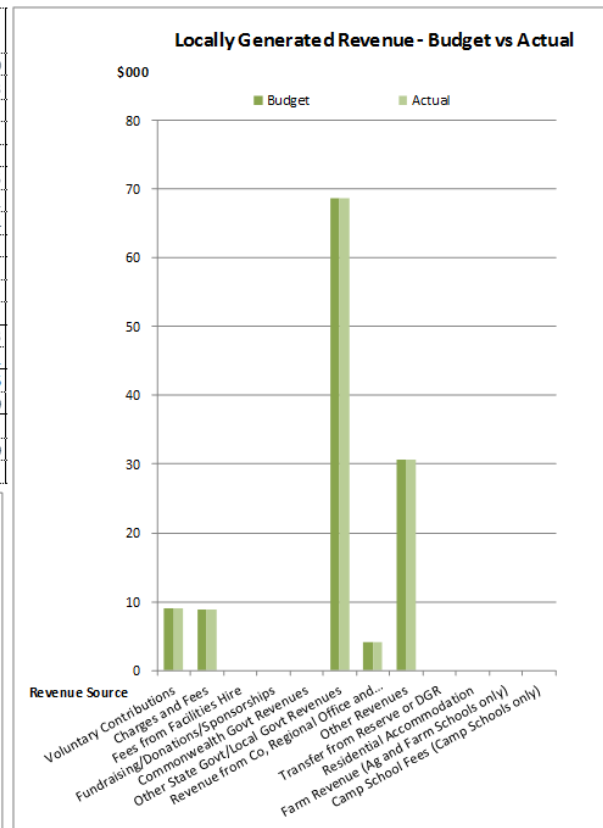


# Financial Summary

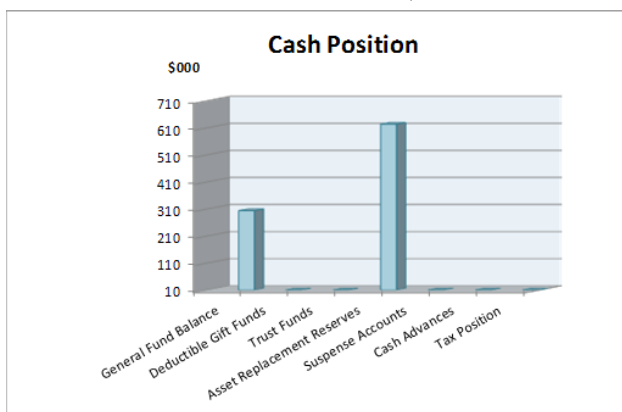
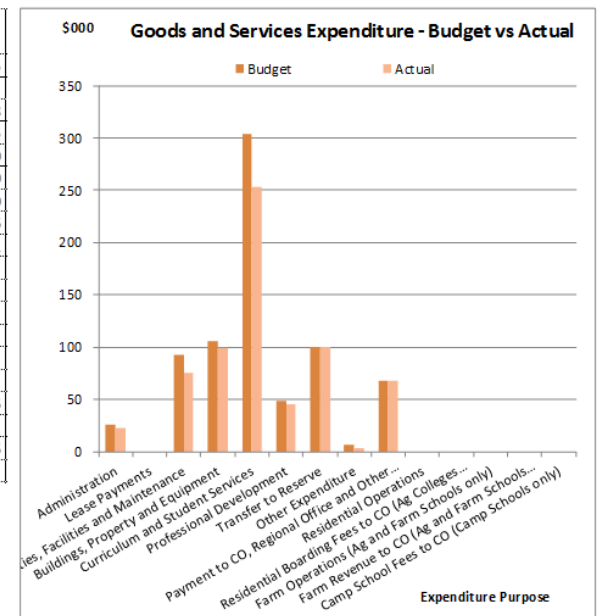
Belridge Secondary ESC

Financial Summary as at  
31st December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 9,067.00	\$ 9,067.50
2 Charges and Fees	\$ 8,926.00	\$ 8,925.73
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ -	\$ -
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 68,601.00	\$ 68,600.05
7 Revenue from Co, Regional Office and Other Schools	\$ 4,158.00	\$ 4,157.81
8 Other Revenues	\$ 30,674.00	\$ 30,674.04
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 121,426.00</b>	<b>\$ 121,425.13</b>
<b>Opening Balance</b>	<b>\$ 111,765.00</b>	<b>\$ 111,765.41</b>
<b>Student Centred Funding</b>	<b>\$ 737,308.00</b>	<b>\$ 737,308.46</b>
<b>Total Cash Funds Available</b>	<b>\$ 970,499.00</b>	<b>\$ 970,499.00</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 970,499.00</b>	<b>\$ 970,499.00</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 25,793.00	\$ 22,591.45
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 92,643.00	\$ 75,331.98
4 Buildings, Property and Equipment	\$ 105,008.00	\$ 98,798.45
5 Curriculum and Student Services	\$ 308,844.00	\$ 253,127.60
6 Professional Development	\$ 48,291.00	\$ 45,375.00
7 Transfer to Reserve	\$ 100,000.00	\$ 100,000.00
8 Other Expenditure	\$ 6,920.00	\$ 3,429.56
9 Payment to CO, Regional Office and Other Schools	\$ 68,000.00	\$ 67,940.91
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>\$ 750,499.00</b>	<b>\$ 666,591.95</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 750,499.00</b>	<b>\$ 666,591.95</b>
<b>Cash Budget Variance</b>	<b>\$ 220,000.00</b>	



Cash Position as at:	
Bank Balance	\$ 927,870.14
Made up of:	\$ -
1 General Fund Balance	\$ 308,904.05
2 Deductible Gift Funds	\$ 3,970.57
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 629,233.52
5 Suspense Accounts	\$ 805.00
6 Cash Advances	\$ 500.00
7 Tax Position	\$ 3,548.00
<b>Total Bank Balance</b>	<b>\$ 927,870.14</b>



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