LEDA
EDUCATION SUPPORT CENTRE
EVERY CHILD, EVERY OPPORTUNITY

LEDA EDUCATION SUPPORT CENTRE

ANNUAL REPORT

2023

EVERY CHILD, EVERY OPPORTUNITY

PRINCIPAL'S **MESSAGE**

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

Our school has experienced remarkable growth and transformation over the past few years, and this continued in 2023 as we increased our classrooms from eight to nine with 74 students across Kindy to Year 6. We welcomed three teachers and three education assistants to our staffing list, each contributing a wealth of experience and expertise to our educational community. Our commitmenet to fostering leadership at all levels was evident through our Distributed Leadership program, which empowered Phase of Learning leaders to guide teams collaboratively fostering a culture of shared responsibility and innovation. Additionally, our Priority area Leaders played a pivotal role in supporting staff development in areas such as English, Maths and Communications, futehr enhancing our school capacity.

As our current business plan cycle drew to a close, the year was dedicated to reflection, allowing us to assess the progress made over the years. Staff members engaged in a review process, analysisng data and outcomes across various learning areas and our targets in the Buiness Plan. This journey enabled staff to collaboratively focus on targets for the net cycle, with the new Business plan drafted, ready for community reflections.

Community partnerships are integral to our school and part of our ongoing success. Over the past six years, Sandra Lee was a huge part of our School Board, having been the chair thorughout this time. This year, Sandra made the difficult decision to step down from this role and I would like to thank and acknowledge Sandraw for her continued dedication, leaderhip and support of Leda ESC and wish her all the best for her future endeavours.

The Annual report provides an opportunity to reflect, acknowledge and celebrate the achievements of our school over the past year. I would like to thank all those who contributed to our school over the year and look forward to seeing the progress we can continue to make in 2024.

Kelly Barker
Principal

A MESSAGE FROM THE SCHOOL BOARD CHAIR

2023 was a year of consolidation and moving forward into the future for Leda Education Support Centre. We started the year committed to working together to provide a place of learning and acceptance. A huge thank you to all staff for working so hard for Leda and supporting our students. We faced some difficult times with staffing and illness this year and it is with grateful thanks that our staff pulled together to support each other and our students.

Our goals at Leda Education Support Centre are to provide a place for all children to reach their highest potential, supported holistically every way they need to achieve this. We, as an Independent Public School, are able to focus on our goals for students utilising programs to support both staff and students in the best way possible, in numeracy, literacy, attendance and communication. We always strive to improve our skills and to upskill staff to support the entire cohort while we focus to strengthen our core values of compassion, acceptance, excellence, achievement, and respect. In 2023, the school passed its Financial Audit with flying colours. We welcome anyone to the school board meetings or to contact us with any queries or suggestions.

The annual WAESPPA awards were held, and we had an amazing 8 staff members nominated for awards and recognition of excellence Our Schools Alive Choir is back up and running with 11 very excited students enjoying it. Camp was a wonderful success at Swan Valley Adventure Camp with 11 students enjoying the fantastic, accessible facilities. We finished the year with a beautiful graduation ceremony for our Year 6 students and wished them the best of luck as they continue to move forward into their future.

It is an honour to present the Annual Report and see what we have achieved over the past year and look forward with commitment to the future.

VANESSA LENNANE

SCHOOL BOARD CHAIR

2022 School Beard Members

- Ms Vanessa Lennane (Chair, Community Representative)
- Mrs Kelly Barker (Principal)
- Mrs Hayley Barrodeen (Leds ESC MCS)
- Mrs Natalie Lucken (Secretary)
- Ms Vanessa Katich (Leda ESC Staff)
- Mrs Sarah Hill (Leda PS Principal, Community Representative)
- Mrs Alison Thomas (Community Representative)
- Ms Amanda Kent (Parent Representative)
- Mrs Samantha Martin (Parent Representative)

LEDA ESC
CONTEXT

Every child, every opportunity

Leda ESC opened in 1992 and achieved Independent Public School (IPS) status in 2015. We are a Kindergarten to Year 6 school and cater for students with a range of diagnosis including Global Developmental Delay (GSS), Interllectual Disability (ID), Autism Spectrum Disorder (ASD), Physical Disability and Vision Impairment. We provide a tailored, highly individualised curriculum for each of our students, depending on their unique needs.

Each student's learning program is determined by an Individual Education Plan (IEP) which is written incollaboration with parents and aligned to the Early Years Learning Framework, Western Australian Curriculum and Abilities Based Learning Education (ABLEWA).Classes are typically small with a high staff ratio to ensure maximum support for each student.

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

SCHOOL VISION

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

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

School Priorities

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

Our belief is that students learn best when:

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

WORKFORCE **COMPOSITION**

Leda ESC has several experienced and long serving staff members. In 2023 there was a core of new staff. The leadership team comprises of the Principal, Associate Principal and two Managers of Corporate Services. Being an education support centre, our staff is made up of a large number of education assistants.

Below is an outline of the staff classified into each occupational group as of December 2023 including proportion of full time and part time employees:

Occupation Group	Active Headcount	Total FTE	% Full Time	% Part Time
Leadership	2	2	100%	0%
Admin	2	1.9	0%	100%
Teacher	13	12.2	80%	20%
Education Support EAs	33	26.6	55%	45%
Other	1	0.2	0%	100%
Grand Total	51	42		

Age Profile						
	2022			2023		
Age Group	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	2	0	2	1	0	1
25 to 34	10	5	5	8	5	3
35 to 44	20	7	13	14	3	11
45 to 54	10	1	9	10	3	10
55 to 59	8	2	6	8	1	7
60 to 64	1	0	1	3	1	2
65 to 69	1	1	0	2	1	1

STUDENT INFORMATION

STUDENT NUMBERS

As of December 2023, there were 72 students enrolled at Leda ESC. These numbers indicate that Leda ESC remains a school of choice with many parents choosing to enrol their children at the centre. The breakdown of student numbers are as follows:

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	TOTAL
	5	10	8	13	8	11	9	7	72

	Kin	PPR	PRI	TOTAL
Male	4	10	46	58
Female	1	1	12	14
Total	5	11	57	72

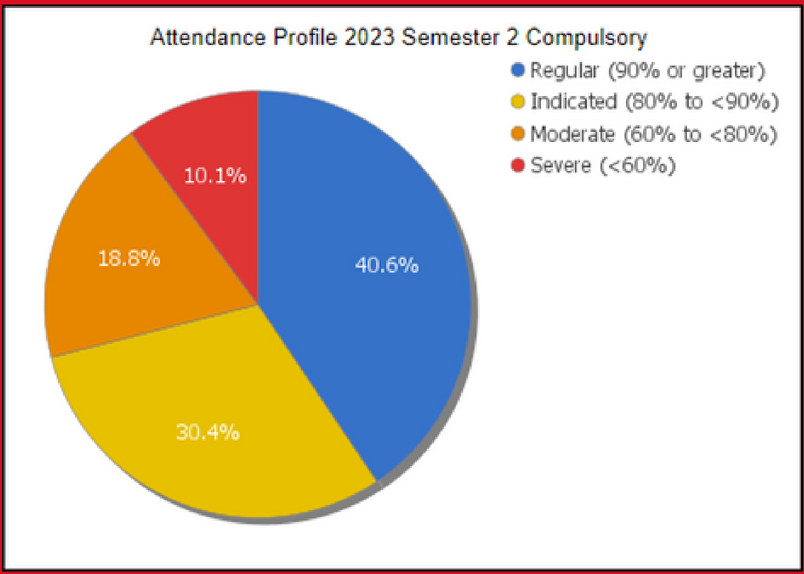
ATTENDANCE

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	*73.7%*	*2*	*1*		*2*	*64%*	*36%*
PPR	79.0%	1	6	1	2	45%	55%
Y01	84.1%	4	2	1	1	49%	51%
Y02	81.4%	8	1	3	2	38%	62%
Y03	89.6%	5	2	2		64%	36%
Y04	82.7%	4	3	3	1	45%	55%
Y05	85.5%	3	5	2		68%	32%
Y06	79.5%	3	2	1	1	39%	61%
Compulsory	**83.0%**	**28**	**21**	**13**	**7**	**48%**	**53%**

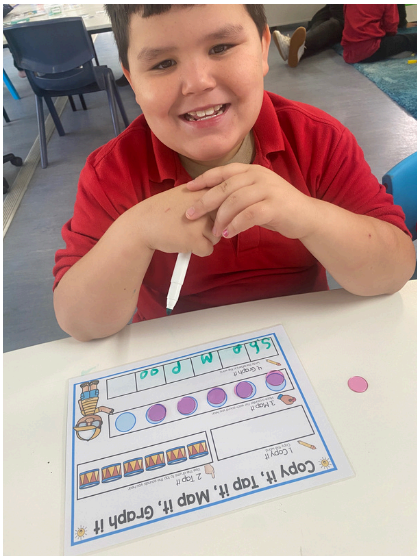
ATTENDANCE

The data indicates that student attendance over Semester Two 2023 was 83% which was similar to previous years' data overall. However, the percentage of students with Regular attendance decreased from 48.5% in 2022 to only 40.6% in 2023. There was a significant increase in students at Indicated Risk increasing from 18.2% in 2022 to 30.4% in 2023. Students identified as at Moderate Risk did have a decrease from 25.8% to 18.8%, however, students indicated as at Severe Risk increased from 7.6% to 10.1%.

There continues to be a large number of Unauthorised Absences with 53% of absences falling into this category, an increase from 37% in 2022. This will remain a focus in 2024 as well as increasing the percentage of regularly attending students.



Strategies:
In 2024 the following are recommendations to increase student attendance and reduce unauthorised absences:
- Development of Student Services guidelines regarding attendance and processes at a school level.
- Case management of students indicated as 'severe'.
- Increased communication with families when a child is absent.
- Review and refine processes for families to ensure easy ways for them to communicate to the school when their child is absent.

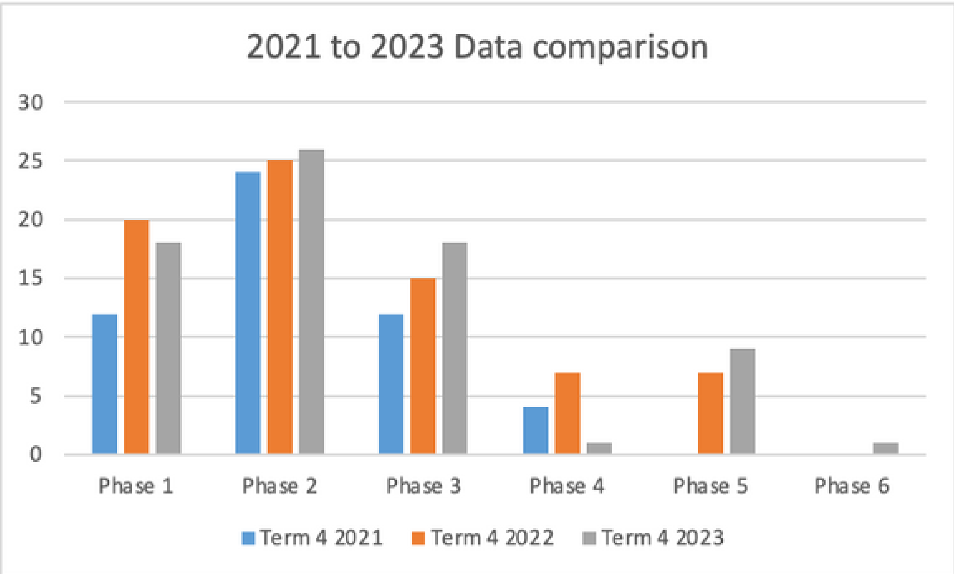


STUDENT **ACHIEVEMENT**

LITERACY

As part of whole school Literacy Block, Letters and Sounds continued to be the phonics program across the school. Data was collected in across all four terms to indicate what Phase of Letters and Sounds students were operating in.

	Phase One	Phase Two	Phase Three	Phase Four	Phase Five	Phase Six
Term 1 2023	24	20	17	3	6	0
Term 2 2023	18	27	16	4	6	0
Term 3 2023	17	27	18	3	7	0
Term 4 2023	18	26	18	1	9	1



As the year progressed, it was evident that there was student movement with increased numbers of students achieving in the higher phases. The data shows that there was an increase in students achieving in Phase Four and Phase Five, with a reduction in how many students were in Phase One.

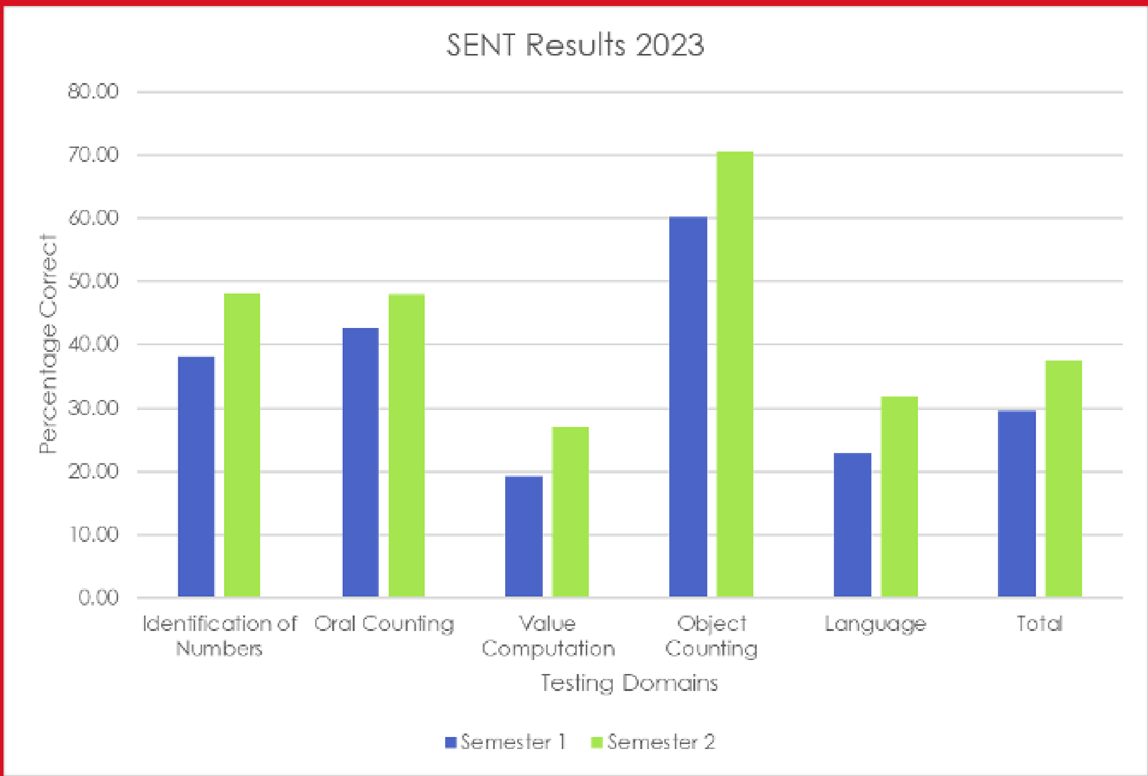
Strategies:
▪ Continue to build staff capabilities in the Letters and Sounds program.
▪ Review Literacy programs and
▪ Monitor, review and analyse data in 2024 for increased student learning targets.
▪ Continue to build resources for the delivery of the program.

MATHEMATICS

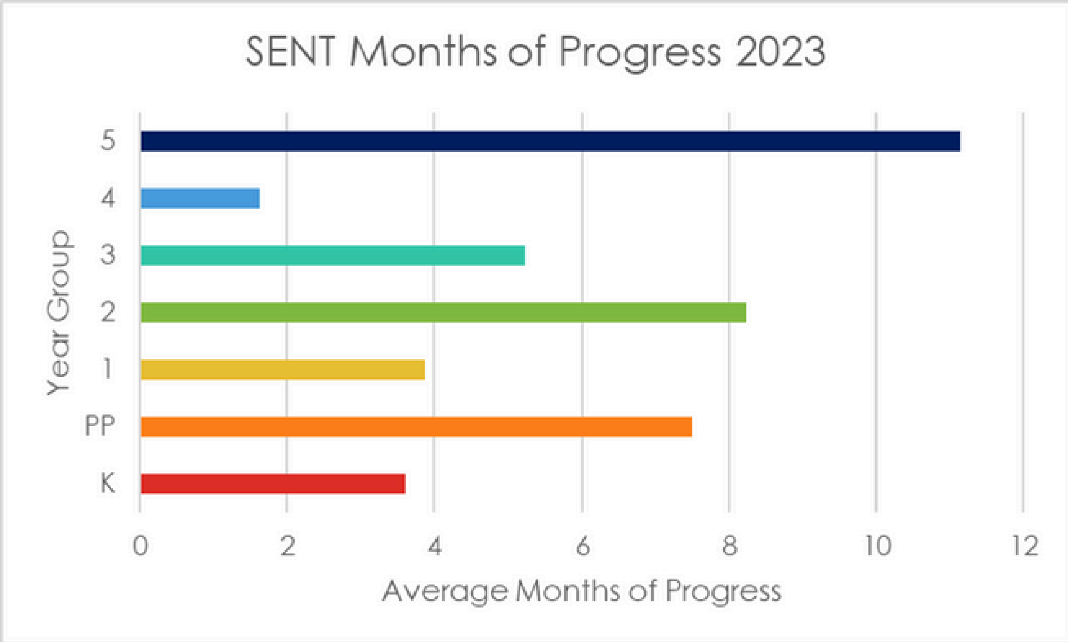
This was the third year of collecting data using the Sandwell Early Numeracy Test. Conducted at the end of Semester 1 and 2, the SENT assesses student progress across five domains- Identification of numbers, Oral counting, Value Computation, Object counting, and Language.
There were increases from Semester 1 to Semester 2 in all areas, as seen below as reflected as percentages of questions answered correctly.

- Identification of Numbers: 38% to 48%
- Oral Counting: 43% to 48%
- Value Computation: 19% to 27%
- Object Counting: 60% to 70%
- Language: 30% to 38%

This shows strengths in object counting, as good increases are also seen in value computation and identification of numbers. These two areas were focuses for teaching within 2023.



When looking at age equivalence, students made an average of 6 months growth across the centre. When separated by year group, students in Pre-Primary made an average of 7 months progress, students in Year 2 made an average 8-month progress, while students in Year 5 made over 11 months progress. For all areas of analysis, student data was not available for the Year 6 cohort.



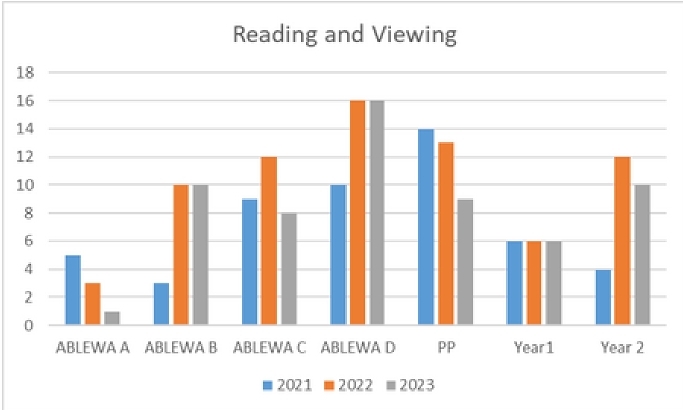
Strategies:

▪ Mathematics to be a continued focus in 2024, although targeting Value/Computation and Language.
▪ Continued development of Numeracy resource boxes for all classrooms.
▪ Full implementation of the Numeracy block and set Numeracy instruction delivery time within the timetable daily.
▪ Collaborative DOTT for Phases of Learning to continue to be a focus.

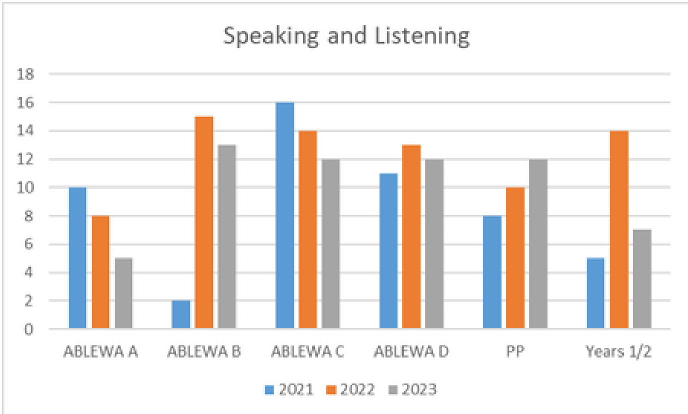
ABLEWA - ENGLISH

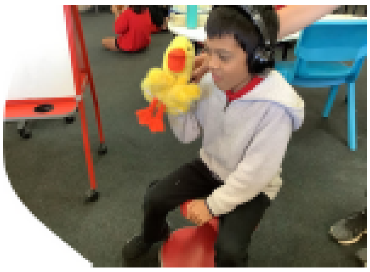
In 2023, the ABLES Assessment Tools continued to be an assessment used across the centre. The assessments have been designed to describe skills and abilities that teachers can observe in everyday school and classroom contexts and interactions with students. The assessments are in the form of an observational survey for teachers to complete.
The information is then collated, and students are provided with a level of what area of the curriculum they are working in. These levels are ABLEWA A, B, C or D. Students are placed on a continuum from ABLEWA A all the way up to Year 3 /4 curriculum. Each level has a corresponding set of outcomes in the West Australian Curriculum, with guides the teachers that inform teachers on teaching and learning strategies relevant to the ABLEWA level.
As students' progress through the ABLEWA curriculum, data is collected on each student's progression. Data from 2021 through to 2023 data has been compared and analysed across the learning areas of English and Mathematics.

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

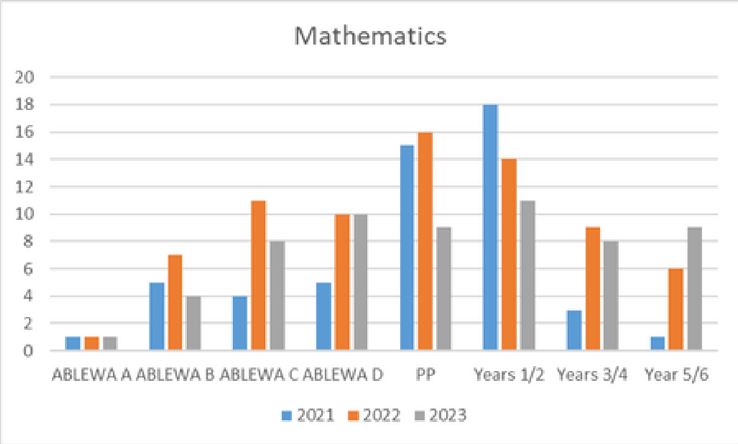


Strategies:
▪ Professional learning in Talk 4 Writing for all staff.
▪ Implementation of Talk 4 Writing as the second part of the Literacy block as whole school approach.
▪ Collaborative DOTT for teachers in Phases of Learning.
▪ Implement whole school approach for Augmentative and Alternative Communication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





ABLEWA - MATHEMATICS

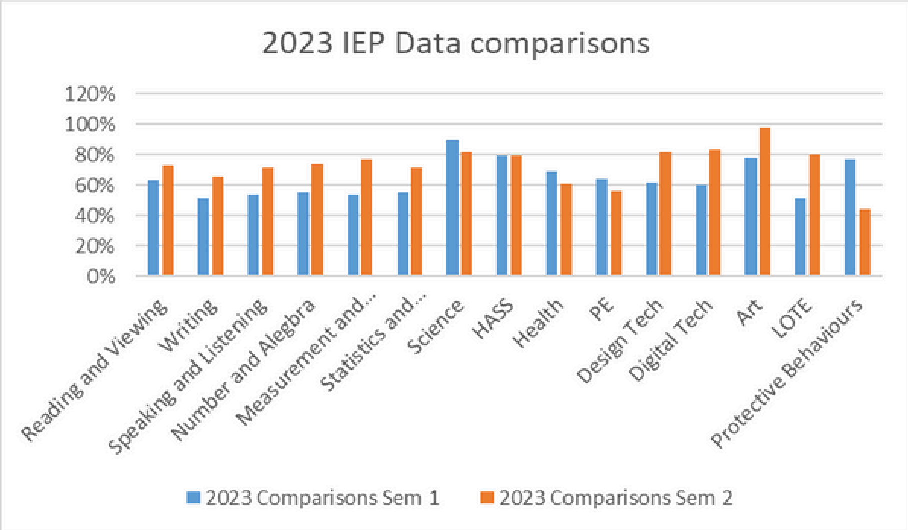


The Maths data highlights where the students are operating across the WA curriculum, allowing teachers to appropriately teach the students and create their IEP goals. This data is analysed alongside the SENT data to ensure consistency, recognise gaps in learning and delivery of effective teaching and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

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

IEP GOALS ACHIEVEMENT

All students enrolled at Leda Education Support Centre have an Individual Education Plan (IEP). IEPs are developed in Term 1 and 3 and assessed on in Term 2 and 4. In 2023, all learning areas from the WA Curriculum were reported on for the students. The following data is a summary of outcomes achieved by students.



The data highlights growth in achievement from Semester One to Semester Two. There is a slight reduction in some learning areas which included Science, HASS, Health, Physical Education and Protective Behaviours in Semester Two. All other learning areas indicated growth across the semesters.

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

2023 Comparisons		
Overall Growth	**Sem 1**	**Sem 2**
Reading and Viewing	63%	73%
Writing	51%	66%
Speaking and Listening	54%	71%
Number and Algebra	55%	74%
Measurement and Geometry	54%	77%
Statistics and Probability	55%	71%
Science	90%	82%
HASS	79%	79%
Health	69%	61%
PE	64%	56%
Design Tech	62%	82%
Digital Tech	60%	83%
Art	78%	98%
LOTE	51%	80%
Protective Behaviours	77%	44%

BUSINESS PLAN **REVIEW**

Focus Area 1: Successful Students

Target	Planned Actions
1.1 Students will achieve 80% or greater of Reading and Viewing IEP Goals	• Review process and quality of IEP goals. • Ensure High Quality Teaching and Learning programs are delivered across the curriculum. • Implement whole school approaches to Literacy
1.2 Students will achieve 80% or greater of Writing IEP goals	• Review process and quality of IEP goals. • Ensure High Quality Teaching and Learning programs are delivered across the curriculum. • Implement whole school approaches to Literacy including Talk 4 Writing and Letters and Sounds.
1.3 Students will achieve 80% or greater of Speaking and Listening goals	• Review process and quality of IEP goals. • Ensure High Quality Teaching and Learning programs are delivered across the curriculum. • Investigate whole school Comprehension program.
1.4 Students will achieve 80% or greater of Number and Algebra IEP goals.	• Analyse the Sandwell Early Numeracy Test data to identify patterns and areas dcommon strength and areas of improvement. • Review process and quality of IEP goals. • Ensure High Quality Teaching and Learning programs are delivered across the curriculum.
1.5 Each year students operating in Phases Two and Three will achieve a minimum of 50% increase in their grapheme phoneme correspondences.	• Analyse the data for Phase Two and Three for grapheme phoneme correspondences. • Ensure Letters and Sounds are consistently being delivered across the classrooms. • Ensure High Quality Teaching and Learning programs are delivered across the curriculum.
1.6 Each year, students operating in Phase Two and above will achieve a minimum of 50% increase in reading high frequency words.	• Analyse the data for Phase Two for reading high frequency words. • Ensure Letters and Sounds are consistently being delivered across the classrooms. • Ensure High Quality Teaching and Learning programs are delivered across the curriculum.
1.7 Students will achieve a 2 month or greater growth in Sandwell Early Numeracy Test.	• Analyse the Sandwell Early Numeracy Test data to identify patterns and areas dcommon strength and areas of improvement. • Ensure High Quality Teaching and Learning programs are delivered across the curriculum.
1.8 Students will demonstrate improvement by mastering at least one dimension within a level of the Communication Matrix.	• Analyse data from the Communication Matrix to identify Projects to trackprogress and identify target areas of focus. • Communication goals are represented in each student's IEP goals.

Focus Area 2: High Quality Teaching and Learning

Target	Planned Actions
2.1 Teachers will participate in peer and observation feedback cycle.	• Review Peer Observation and Feedback process as whole school approach. • Observation Schedule.
2.2 All teachers have visible learning intentions for every lesson.	• Explore and research appropriate Explicit Instructional Lesson Model. • Development of resources to support staff. • Develop Pedagogy Framework. • Increase staff engagement with the lesson intentions. • Provide feedback to students against the learning intentions.
2.3 Deliver Literacy blocks aligned to the whole school approach.	• Continue to provide PL on Letters and Sounds. • PL for all staff on Talk 4 Writing. • Implement Talk 4 Writing. • Collaborative DOTT times. • Structured timetable with Literacy blocks. • Development of resources e.g., Letters and Sounds, Talk 4 Writing.
2.4 Deliver Numeracy blocks for all Mathematics lessons.	• Implement whole school approaches to Numeracy. • PL on Numeracy block and Dr Paul Swan strategies. • Collaborative DOTT times. • Structured timetable with Numeracy blocks. • Development of resources e.g., Numeracy packs/box.
2.5 Implement a STEM approach across all classrooms.	• Introduce the delivery of explicit STEM lessons. • Explore and develop a cross-curricula approach through project-based learning and solving real world problems.
2.6 Embed a whole school approach focusing on Aboriginal Education.	• Develop resources for Aboriginal Education. • Continue to engage with the community.
2.7 Build leadership capacity across the school.	• Provide Professional Learning opportunities to all staff. • Distributed Leadership expanded to include EAs. • Opportunities for Working Groups and DL Leaders to present to staff at meetings and SDDs.

BUSINESS PLAN **REVIEW**

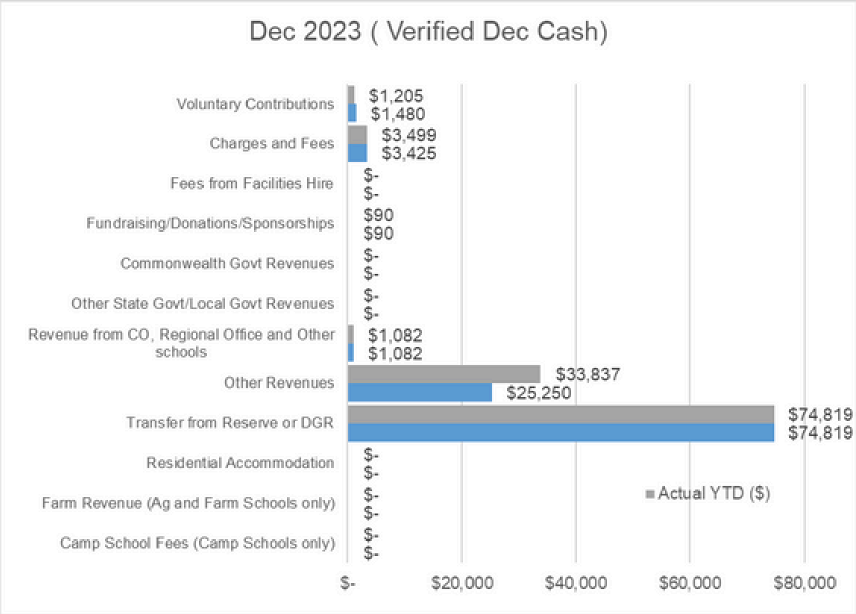
Focus Area 3: Health and Wellbeing

Target	Planned Actions
3.1 Students will achieve 80% or greater of Health IEPgoals	• Review process and quality of IEP goals. • Ensure High Quality Teaching and Learning programs are delivered across the curriculum.
3.2 Students will demonstrate Progression against the Abilities Based Learning Education WA(ABLES) for Personal and SocialCapability	• Continue to analyse ABLES assessment. • Continue to ensure that Self-regulation and personal social capability goals are represented in each student'sIEP.
3.3 Implement positive behaviour interventions for all students.	• Increase professional learning opportunities. • Review and refine Student Services model. • Continue to implement PBS as a whole school approach. • Review and implement universal strategies across the school. • Implement a Multi-Tiered Intervention approach across the school. • Review, design and implement interventions for students demonstrating tier 2/3 behaviours. • Foster a culture of individualized behaviour interventions.
3.4 Promote and maintain a positive health and wellbeing culture with all staff	• Implement strategies that promote positive health and wellbeing. • Review induction process. • Review and develop processes for Worker's Compensation and Return to Work programs.
3.5 Develop and maintain engaging and stimulating physical environments that support and encourage learning.	• Continue to have all classrooms that are welcoming, positive, and vibrant. • Continue to have Early Years classrooms encourage structured play-based learning by providing specific spaces and furniture. • Expand access to sensory based furniture. • Design and display accessible communication boards in the playgrounds.

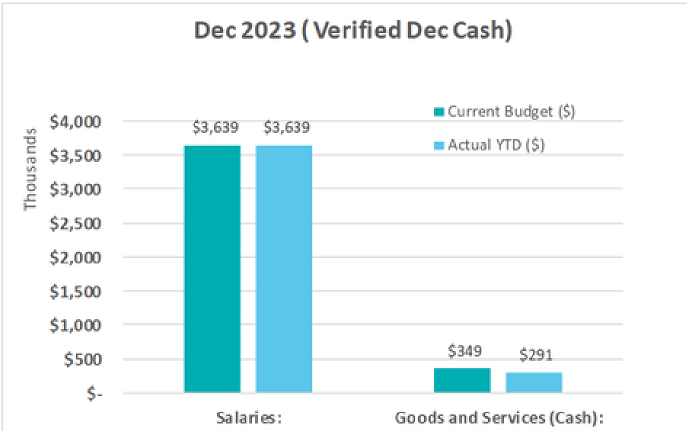
2023 RESOURCE **MANAGEMENT**

FINANCIAL SUMMARY AS AT 31ST DECEMBER 2023

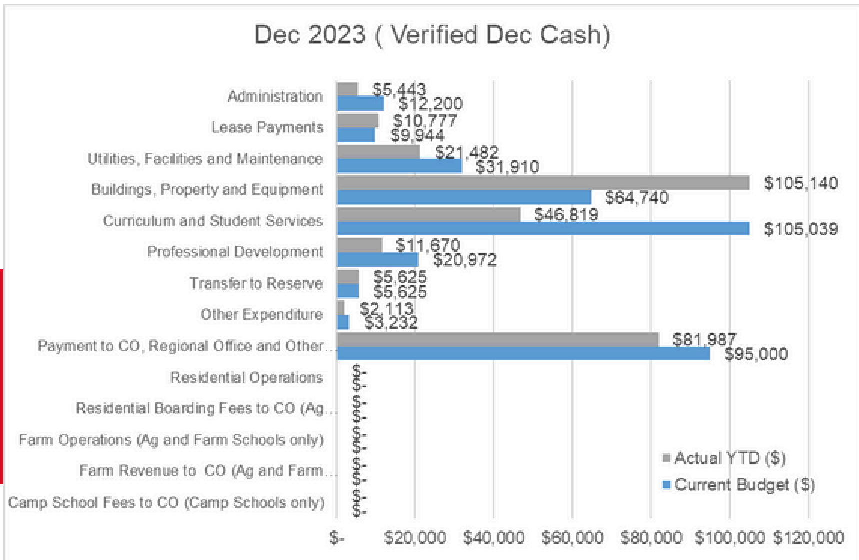
Locally Generated Revenue - Budget vs Actual



Good and Services vs Salary expenditure



Goods and Services Expenditure - Budget vs Actual



Expenditure

EXPENDITURE - Dec 2023 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
SALARIES		
Appointed Staff	3,326,117	3,326,117
New Appointments	0	0
Casual Payments	311,043	311,043
Other Salary Expenditure	1,747	1,747
Total Funds:	**3,638,907**	**3,638,907**
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	12,200	5,443
Lease Payments	9,944	10,777
Utilities, Facilities and Maintenance	31,910	21,482
Buildings, Property and Equipment	64,740	105,140
Curriculum and Student Services	105,039	46,819
Professional Development	20,972	11,670
Transfer to Reserve	5,625	5,625
Other Expenditure	3,232	2,113
Payment to CO, Regional Office and Other schools	95,000	81,987
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	**348,662**	**291,056**
TOTAL	**3,987,569**	**3,929,963**

Income

INCOME - Dec 2023 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash)	72,653	72,653
Carry Forward (Salary)	874,720	874,720
STUDENT-CENTRED FUNDING		
Per Student	634,292	634,292
School and Student Characteristics	3,195,878	3,195,878
Disability Adjustments	126,156	126,156
Targeted Initiatives	24,473	24,473
Operational Response Allocation	21,973	21,973
Total Funds:	**4,002,772**	**4,002,772**
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(162,078)	(162,078)
School Transfers - Cash	163,088	163,088
Department Adjustments	0	0
Total Funds:	**1,010**	**1,010**
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	1,480	1,205
Charges and Fees	3,425	3,499
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	90	90
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	1,082	1,082
Other Revenues	25,250	33,837
Transfer from Reserve or DGR	74,819	74,819
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	**106,146**	**114,532**
TOTAL	**5,057,301**	**5,065,687**