

ANNUAL REPORT 2005

DECEMBER 2005

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FROM THE PRINCIPAL

What a busy and successful year 2005 has been for the staff and students of Esperance SHS Education Support Centre!

We started the year with 22 students and have ended with 20. Next year we will have 9 new year 8 students which means we will start the school year with 25 students.

The students have been terrific all year. Such a happy and hard working group of students—they are a pleasure to be around.

Andrew Johnson joined us as a teacher at the start of 2005. We have been fortunate indeed to have him as he has been a terrific asset to the school.

As you will see from our Annual Report, Esperance SHS ESC continues to pride itself on the caliber of its staff, the effectiveness

of its programs and the achievements of its students.

In 2006 we will be starting on our next big adventures—100 Schools, the Junior Campus, linking the year 10 students into upper school programs and the continued implementation of Office 16.



Lower School Girls on Camp at Albany

SCHOOL MISSION STATEMENT

THIS SCHOOL, IN COLLABORATIVE PARTNERSHIP WITH THE COMMUNITY, OFFERS A RESPONSIVE AND SUPPORTIVE CURRICULUM TO DEVELOP RESILIENT AND MOTIVATED INDIVIDUALS WHO CHOOSE TO LIVE HEALTHY LIVES.

OUR VALUES

Values Statement 1

The school is a learning organization with a staff:

- Committed to their own professional growth;
- Resourced to reflect and to develop skills, knowledge and understanding so as to support optimal achievement by students and colleagues;
- Viewed and treated as professionals/experts;
- That works within a safe, supportive environment which is respectful of difference; and
- That continues to implement and review curriculum that reflects the ever-changing needs of society



Girl's Club 2006

Values Statement 2

The school provides a challenging curriculum that is flexible and responsive to individual needs and is enhanced by technology and equipment. Students are dealt with in a consistent and fair manner and all interactions are considered an opportunity to create a positive environment for teaching and learning. The high expectations the school holds for every student result in a positive attitude to learning and the development of students as life long learners.

Values Statement 3

Collaborative partnerships based on trust are developed between members of the school community (staff, students, parents, caregivers, concerned community members) and other agencies. The school community shares information, resources, responsibility for decision-making and goal setting and the management of change to optimize student learning in the school and the community.

Values Statement 4

The school recognizes and encourages the development of emotional intelligences and develops programs that augment the acquisition of these skills to enable students to live healthy and enriched lives.

Values Statement 5

The school acknowledges that the students are valued, contributing members who are accountable to themselves, their community and their school. The students manage their own learning and future by developing skills to become responsible, realistic, self-managing individuals who meet challenges with confidence and purpose.

Values Statement 6

All members of the school community have the right to feel safe and to be in a supportive learning environment that builds and tests their potential. They should feel valued and cared for as individuals.

SCHOOL PURPOSE

The purpose of the Esperance Senior High School Education Support Centre is to deliver individual programs in a positive, caring environment that assist students develop intellectual, practical, physical and social skills to reach their potential as independent, valued contributors to society.

The staff implement a varied program, designed to address the learning needs of all students and equip them with skills to enable them to function as members of the broader community.

Teaching staff incorporate the principles of an outcome-focused approach into their planning, using the Standards and Outcomes Framework and monitor the individual learning needs

through Individual Education Plans and Individual Transition Plans.

This school, in collaborative partnership with the community, offers a responsive and supportive curriculum to develop resilient and motivated individuals who choose to live healthy and enriched lives. Students are encouraged to take an active role in the community through programs such as Structured Workplace Learning, community access, participation in community events and volunteering.

Students are also encouraged to be involved in whole school events as members of the Esperance Senior High School community in areas such as form classes, option classes, sporting events, clubs and lunchtime activi-

ties.

In 2005, the ESC implemented in full the new reporting system developed at the centre. This reporting system is based on the IEP/ITP goals that are set for the students that are in turn linked to the Curriculum Framework. The *Individual Education Plans* and *Individual Transition Plans* will become the primary document for teaching, learning and reporting.

OUTCOMES SOUGHT FOR STUDENTS

As with all schools in the public education system, the outcomes of schooling sought for our students are best summed up by the Outcomes in the Curriculum Framework:

1. Students use language to understand, develop and communicate ideas and information and interact with others.
2. Students select, integrate and apply numerical and spatial concepts and techniques.
3. Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
4. Students select, use and adapt technologies.
5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.
6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.
7. Students understand and appreciate the physical, biological and technological world and have the knowledge, skills and values to make decisions in relation to it.
8. Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
9. Students interact with people and cultures other than their own and are equipped to contribute to the global community.
10. Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.
11. Students value and implement practices that promote personal growth and well-being.
12. Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
13. Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

STAFF PROFILE

Esperance SHS Education Support Centre is a Level three school. It has a Principal, five teachers (one of whom is a Level Three teacher), a registrar and seven education assistants. The number of education assistants varies from term to term, depending on the student numbers. Not all education assistants are full-time as we need to ensure that we are able to provide support to students in a range of classes at any one time. Not all

members of the teaching staff are full-time, either.

The Swimming Program did operate for most of 2005, under the capable direction of Mr David Rose. It is planned that in 2006 all students in the ESC will have access to the Swimming Program.

Staff for 2006 has yet to be finalised at this time. However, we are hoping to be able to retain Mrs Cheryl

Bradley and Mr Andrew Johnson as teachers at the ESC. Their contributions to the learning programs offered at the ESC has been outstanding.

The ESC will continue to allocate part of its staffing allocation to the Senior High School to assist with the Inclusion Program.

SCHOOL COMMUNITY

Esperance Senior High School Education Support centre is the only level three education support school in the Esperance District. It provides a secondary program to those students identified as education support. It also provides support to other schools in this district in the area of education support.

Students in the centre are encouraged to take an active role in their community.

Through structured workplace learning, community access, participation in community events, etc students learn more about Esperance and their place within it. Parents are always welcome within the Centre.

Students are also encouraged through school programs to be active members of the senior high school community. By participating in whole school events and

through their involvement in mainstream classes, students have the opportunity to interact with their peers in meaningful and productive ways.

In 2005, the students have participated in the school ball, athletics carnival, swimming carnival and graduation night.



Office 16 in action

STAFF PROFESSIONAL DEVELOPMENT

All staff at Esperance SHS ESC engaged in extensive professional development in 2006. This included PD mandated by the Department of Education and Training as well as training that supported staff in the delivery of other programs here at the school. The list of sessions participated in is huge and includes the following:

- Preparation for 100 Schools Project
- Delivery of Courses of Study in 2006
- 'Friends' program
- Making Consistent Judgments
- Women in Leadership
- Inclusive Schools Conference
- Child Protection
- ABC Two Way Communication
- First Aid
- PART Training
- SIS Reporting to Parents
- Career Development
- Middle School Literacy and Numeracy
- VET Steps Literacy
- VET Training Forum
- Skills to Safer Driving

SCHOOL FINANCES

Esperance SHS Education Support Centre has an operating budget made up of the School Grant and Parent Contributions. The school is responsible for the allocation of this money and the annual budget is ratified by the School Advisory Council. Funds are budgeted each year into a range of areas to enable the school to operate effectively. This can include learning areas, computer replacement and maintenance, resource purchase, teacher relief, utilities (security, telephones, etc), the school bus, replacement of furniture, school camp subsidies, classroom consumables, paper, art equipment, upgrades to rooms, to name a few.

In 2005 the school received \$43668 as its School Grant from the Department of Education. This funding,

combined with Special Purpose Grants of approximately \$14602 gave us our operating budget for the year. These funds are allocated into a range of areas to support student programs. Job Support Workers are an important example as we strive to introduce students to work environments. The Education Support Centre ran three successful camps in 2005. A Careers Camp in Perth focusing on year 11 and 12 students and post school opportunities and an Independent Living camp in Kalgoorlie for upper school students. Lower school students attended Camp Quaranup in Albany where they put into practice skills developed at school.

Office 16 opened in 2005. This successful VET program is the result of hard

work by upper school staff and students. They must be congratulated for their professional attitude to preparation and conduct of business.

The Education Support Centre continues to expand our resources in all areas. We have renewed assets including two new photocopiers, purchased furniture, a new colour printer and the Acrobat software program for student use. We continue to build funds in our bus reserve towards purchasing a new bus and our computer reserves to support the introduction of the 100 Schools Project in 2006.

Mechelle McArthur
Registrar

ATTENDANCE 2006

Attendance of students at the ESC in 2005 has been good.

We currently average 92.4% attendance at a school level while the state figure is 90.2%.

All year levels—with the exception of year 9—are above the state levels.

While these figures are

pleasing, we are a small centre which can impact upon the accuracy of the data.

In 2006, I would like to see us maintain the current situation, at least, or if possible improve upon it.

With the school leaving age being increased to 16 in 2006 all current year 10

students will be expected to return in 2006.

SYSTEM EXPECTATIONS 2005

In 2005, school leaders were expected to commence implementation of the *Curriculum Assessment and Reporting Policy* and in particular:

- Participate in the *Leading Curriculum Improvement* professional learning program for school administrators. **Done.**
- Review or develop a school reporting policy. **Done**
- Review or develop a school assessment policy. **Done**
- Develop and begin to implement Schedule A for their school. **In development**
- Ensure that their teachers' judgements in relation to the Year 3 and 9 English and

Mathematics standards (Achievement Targets) have been validated at between school system endorsed moderation. **Not applicable for ESC population**

- Ensure that the Department's system summative report is used as the end of year formal report to parents. **Not applicable for ESC population. Reporting on IEP/ITP targets**

In 2005, teachers were expected to:

- Use the *Outcomes and Standards Framework* to monitor students' learning and to plan for their improvement. **Where appropriate**
- Participate in some form of in-school moderation to ensure their judgements of student achievement are comparable and

consistent. **Done**

- Participate in between-school moderation facilitated through DEOs **Where applicable**
- Complete the system summative reports on student achievement. **Not applicable for ESC population. Reporting on IEP/ITP targets**
- Attend *Making Consistent Judgements* (MCJ) professional learning if they are teaching the relevant learning areas **Where applicable**

LEARNING, TEACHING AND ASSESSMENT

The following principles about learning and teaching are based on what we value and our beliefs about the learning environment schools should provide. As such, they should lead to school and classroom practices which are effective in helping students to achieve the outcomes in the Curriculum Framework.

- Opportunity to learn
- Connection and challenge
- Action and reflection
- Motivation and purpose

- Inclusivity and difference
- Independence and collaboration
- Supportive environment

ESC teaching staff were asked to reflect on how well these principles were incorporated into the learning programs they provide.

It is pleasing to see, as principal of the ESC, how staff have adapted, developed and created programs for students that are inclusive of these principles. Staff ensure that students have many opportunities to be active learners– engaged and

reflective as well as motivated to do well. Students are supported in their learning and encouraged to be independent and in control of the experiences they participate in.

In this way students are highly motivated and active participants in the learning process.

KEY QUALITIES OF ENTERPRISING LEARNERS

There are five key qualities of enterprising learners:

- Engaged
- Ethical
- Resilient
- Self Effective
- Connected

Students in years 10, 11 and 12 were assessed

twice in 2005. while years 8 and 9 were only assessed in Term 4.

There were a number of pleasing findings from the assessment:

1. The majority of students are demonstrating the qualities most of the time.
2. Most of the upper school students improved from

Term 2 to Term 4, with a good number demonstrating the attributes frequently.

3. It is apparent that our students need to be given opportunities to develop and extend on these skills in a range of situations to enhance their skills.

This survey will be re-administered in 2006.

PARENT SURVEY TERM ONE

The feedback received from the Parent Survey indicates that we are on track in providing the type of educational program our parents expect for their children. I make this statement noting that we only had 9 surveys returned out of a possible 20 that were sent out. Despite this, the responses were pleasing.

Points to note:

- Parents are generally

happy with the amount of access to mainstream programs. Comments indicate that placements should take into account the needs of students, which they do.

- Participation on the School Council continues to hold little attraction for parents.
- The ESC needs to continue to look for ways to involve parents more actively in the running of the school. What form this would take needs

to be explored further, given that communication rates highly.

- Parents feel that the ESC staff handle discipline well, with a strong emphasis on positive behaviour and self-responsibility.

SOCIAL OUTCOMES OF SCHOOLING

Learning in schools leads not only to academic outcomes but also to social outcomes for students. A greater understanding of the social outcomes being achieved will lead to an improvement in the quality of education in schools. Schools, in partnership with parents, have a social role that comes from the pursuit of the public interest, equity and their responsibility for the welfare of students. The survey was administered to all Esperance SHS ESC students in February 2005.

The Social Outcomes Dimensions are:

- Social Outcomes Dimension
- Self-Confidence Scale
- Interest in Learning
- Relating to Others
- Commitment to Community Wellbeing
- Work Readiness
- Understanding Social Order
- Optimism for the Future Overall Social Outcomes Indicator

Of the 22 possible student responses, 19 were received back (86% return

rate).

Generally, all dimensions rate in either mostly positive or positive across the ESC population.

The strongest areas for the ESC are Understanding Social Order (4.3 out of 5) and Optimism for the Future (4.3 out of 5).

The weakest area (relatively) is Commitment to Community Wellbeing (3.8).

Learning in schools leads not only to academic outcomes but also to social outcomes for students

EMOTIONAL LITERACY SEMESTER 1 2005

Emotional Literacy means being able to recognize what you are feeling, so that it doesn't interfere with thinking. (Susie Orbach)

The survey was administered in Term 1 to all students, teachers and parents.

The results were not great and indicate that for most of the student population this is an area that needs work.

Fifteen student surveys were returned.

Two thirds of the students presented with emotional literacy either well below or below average.

Teachers were generally more generous than both students and parents. Of the nineteen students surveyed:

- 2 were well below average
- 2 were below average
- 10 were average
- 4 were above average
- 1 was well above average.

Nine parent surveys were returned.

Of these surveys

- 4 students rated well below average
- 3 students rated below average
- 2 students rated average.

Being able to recognise and respond appropriately to one's feelings can be very difficult. In 2006 the staff of the ESC will be addressing through our priority areas the issue of self-regulation and monitoring in order to further empower our students.

This survey will be readministered.

INDIVIDUAL EDUCATION PLAN AND REPORT DATA

In order to more accurately report to parents and carers on the achievement of educational outcomes across the ESC, the decision was made to report to parents on progression towards achievement of Individual Education Plan targets.

We are currently completing reports for the end of year and so are limited in the information available to us. In 2006 and beyond, we will be able to provide parents with more detailed information regarding progression towards IEP targets over the long term.

Individual Education Plan Targets

Staff provide information to parents in a range of areas. When reporting against IEP targets, the following terms are used: not demonstrated, requires assistance, independent, consistently independent and generalized.

- **Career Development:** Approximately half of the students in the ESC were achieving their targets in this area with some degree of independence at the start of Semester 2, 2005. Of the remaining 50%, only 10% had yet to demonstrate any achievement towards the targets with 40% still requiring assistance.
- **Math:** Again the ESC population was split almost 50/50 in this area. Slightly more students were still demonstrating a need for assistance but on the whole the results were pleasing.
- **English:** As with Maths, all students had demonstrated some

achievement towards their targets. It was still the case that about 55% were requiring assistance, but none the less the results were pleasing.

- **Interpersonal Skills:** This is an area that is often problematic for our students and the Semester 1 reports indicated as such. Staff continue to work on students developing appropriate skills in this area
- **Independent Living:** Very pleasing results were noted in this area with 48% of students being rated as consistently independent. A total of 80% rated better than independent.
- **Health/Leisure:** Once again a very pleasing area. Students have participated with great enthusiasm, resulting in excellent achievement towards IEP outcomes.
- **CGEA Literacy/Numeracy:** This is an upper school subject. All students taking this subject were either consistently independent or generalized. This means they are able to demonstrate the necessary skills by themselves all of the time.
- **Certificate in Business Studies:** Another upper school subject, with all students reported as generalized. Well done.

Work Habits, Effort and Value Development

The information collected from staff in this area was very positive. The overwhelming majority of our students demonstrate appropriate work habits, effort and values a significant proportion of the time. This only confirms what we already know: the students are hard workers, with the desire to succeed. The programs they participate in are appropriate and provide ample opportunity for them to demonstrate what they can do, yet are challenging enough to push them.

Achievement in Mainstream

Participation in mainstream is dependent on the availability of appropriate programs, staff and students being able to achieve. **No student at Esperance SHS ESC participates in "busy work"**. Where appropriate students receive mainstream grades and levels from their mainstream teachers. Sometimes, where the work has been modified or there has been significant input from education assistants or ESC teachers, the student may receive a modified assessment.

We are starting to compile profiles of students and their participation in mainstream so that we will be able to report to parents using outcome levels and achievement targets in year 9. The limitation in this process is that for students in education support, progression through the levels can be frustratingly slow. Often just using a static level does not indicate the

depth of the students' performance and a student can appear to be at level 2, for example, year after year.

Based on the reports at the start of Semester 2, many of our lower school students were performing at level 3 and 4 in their mainstream subjects. Not all these students were achieving independently as they were supported by education assistants. It is still pleasing, however, to see the extent of participation by ESC students.

Upper school students also participate in mainstream classes as appropriate. Students are encouraged to aim for mainstream assessments and most students do achieve a mainstream grade.

Students demonstrate appropriate work habits, effort and values a significant proportion of the time.

PROGRAMS OFFERED

Individual Education Plans: Programs developed in collaboration between teaching staff, parents, students and other stakeholders targeting the individual needs of students. These programs support classroom teaching and address the specific needs of each individual student. Programs cover a wide range of areas and include the following: Social Skills, Health and Personal Hygiene, Community Access, Money Handling, Transition to Work, Working in the Mainstream, Speech, Recreation Skills including Swimming, curriculum based skills (English, Maths, Reading, Writing, Computer, etc.) The IEP document will be developed under five areas. They are: Academics, Independent Living, Interpersonal, Career Development and Health and Recreation. The IEP process has been linked to school planning and school accountability. The ESC will continue to report on IEP goals in 2006

Individual Transition Plans: Individual Transition Plans (ITP), which plans for individual students transition to the post school world. These are developed in collaboration with students, parents and staff and take into account the individuals skills and needs as a member of society. The IEP document will be developed under five areas. They are: Academics, Independent Living, Interpersonal, Career Development and Health and Recreation. The ITP process has been linked to school planning and school accountability. The ESC will report on ITP goals in 2006.

Inclusion in Mainstream (dependent on needs of the individual student): In year 8, students are included in taster units and Physical Education and English, Maths and Society & Environment if appropriate. In year 9 and 10, students are included in Technology, Arts, Physical Education and other elective sub-

jects, and in English, Maths and Society & Environment if appropriate.

In year 11 and 12 students are included in 'electives' in Design & Technology, Home Economics, Business, Art, Drama, Childcare, Physical Education. Students choose areas of interest.

Preparation For Work: Career development was one of the priority areas for 2005 and was included in the development of all IEPs and ITPs. The centre developed an articulated program to be implemented from yr 8 to yr 12. This program will better equip the students to access the work place successfully. In year 9, students will participate in Field Trips and Employer Interviews on fortnightly basis, Job Research and Skills in getting employment. In year 10 students participate in half day weekly Structured Workplace Learning Placement and Job Club. In year 11 and 12 students participate in one day a week (depending on students individual programs and readiness for work). Students achieve generic competencies, which are assessed in the workplace by the student's workplace supervisor. Students access the workplace independently or with appropriate level of support. In Year 12 students may progress to Specific Workplace competencies. School Based Traineeships may also be an option for some students. In Career and Industry Awareness, students learn about the changing workplace, making career decisions, applying for jobs and the interview process.

Vocational Education and Training: Course that prepares students for the workplace. This course also includes Structured Workplace Learning and Career & Industry Awareness. Vocational English and Maths are practical subjects which use the workplace as the focus for all assignments

Camps: In year 8, 9 and 10 students participate in Recreational Camps with objectives in the areas of Community Access, Social Skills and Independent Living Skills. In year 11 and 12 students participate in Career's Camp. Students visit relevant workplaces and explore issues such as Occupational Health and Safety requirements in those areas. Camps also incorporate Social Skills and Independent Living.

Independent Living Skills: This can involve the students in Cooking, Shopping, Money Management, Self Care and Community Access. These sessions form part of the program offered in the ESC and are developed based on individual and/or group needs.

Recreation: As part of the Lower School program students participate in a range of recreational activities. This can include sport, swimming, excursions, games and other planned activities. In upper school students prepare for life after school. The focus is on the importance and diversity of recreational pursuits for a balanced life, opportunities to develop decision-making, negotiation and organisational skills

Social Skills: After the successful implementation of the program, FRIENDS will be implemented again in 2006. This program teaches students how to manage anxiety and stress in everyday situations.

STAFF HEALTH AND WELLBEING

In 2005 one of the areas we looked at was the health and well-being of staff.

Staff were surveyed in terms 1 and 4 and asked a number of questions about the workplace, the level of support they receive, communication and job satisfaction.

Using the information from the Term 1 survey, the ESC administration looked at ways to ensure that areas

where problems were noted were looked at. This included matching staff to jobs that utilized their strengths, identifying opportunities for development and staff recognition.

The results of the Term 4 survey indicate that in most areas the ESC has improved in addressing this area.

It should be noted that even in Term 1, the ESC was

performing highly in meeting the needs of all staff. It is very pleasing that we have been able to build on this area and continue to strive to make the ESC a happy and harmonious workplace.

More information is available on the ESC website



Natasha at work

SURVEYING THE SCHOOL COMMUNITY

In Semester 2 a survey was sent out to all staff, parents and students asking for information on a range of operational issues that are largely within the school's control. The five operational issues are:

- **School environment:** general learning environment and the culture of the school. It includes behaviour management, school pride, security, pastoral care and the general tone of the school.
- **Quality of teaching:** how the school's teachers are perceived
- **Communication:** two-way relationship

between school and community.

- **Curriculum outcomes and responsiveness:** the learning opportunities that are made available to students in the school. It includes opinions about levels of achievement that are typical of the school.
- **Working relationships:** staff opinion about communication and decision making procedures within the school and about how well the staff feel they are supported.

Information collected revealed that as a school we are doing a very good job meeting the needs of students and their fami-

lies.

An area that did come up as needing work is that of Bullying. In 2006 we will be looking more closely at this area and investigating with our students what they understand bullying to be, how to handle bullies, how to not be a bully themselves and different types of bullying.

More information is available on our website

BEHAVIOUR 2006

The behaviour of the students of the Education Support Centre in 2005 has been, on the whole, excellent.

There have been no suspensions recorded this year, although a number of students have completed short in school suspensions as consequences for their behaviour.

The staff choose to use strate-

gies that focus on logical and immediate consequences for all behaviour—both positive and negative.

Discipline needs to be more than 'punishment' - there needs to be a strong educative and positive emphasis, helping students to identify and develop their own skills of self-management.

In 2006, the ESC will be reviewing its Behaviour Management Policy, to ensure compliance with the Department of Education and Training's new policy. Parents will be invited to participate in this process through the School Council.

**No suspensions
in 2005**

UPPER SCHOOL CAMP 2005

All year 11 and 12 students traveled to Perth for our Career's Camp. Workplaces visited included: car detailing at WA Autos; woodworking and metal fabrication plant run by Activ Industries; a plastics factory; kitchens, laundry and room cleaning at Hotel Rendezvous; K-Mart; and a mail delivery centre.

We also had fun each evening with ten pin

bowling, movies and visiting friends. Michael had a great time with his rellies who liked him so much they even came shopping with us the next night. The meal at Sizzlers was fantastic with some making room for three servings of dessert!

With an emphasis on self-care everyone had to manage their own clothing

choices, make their own breakfast and lunch and clean the units each day. Linda was our cooking queen but the most improved camper was Gaelene, although we will have to include retail therapy for her on our next camp.

LOWER SCHOOL CAMP 2005

This year 10 students and 3 staff members went to Albany on the lower school camp. The happy schools campers comprised of 3 boys and 7 girls ranging from year 8 to year 10. The lower school camps are designed and organized to enhance independent living skills in the students. The students are taught the skills during the course of the year and then have an oppor-

tunity to demonstrate these skills while on camp. However, there were also a lot of entertaining activities planned during the camp and the students embraced these activities with enthusiasm and vigour. Some of the skills that were targeted during camp included:

- Interpersonal Skills

- Shopping and Cooking Skills
- Money Handling Skills
- Team Work Skills
- Recreation Skills

Overall, I commend the students on their behaviour and also thank Mr Johnson and Mrs Rose for all their work during the camp.

INDEPENDENT LIVING CAMP: SOME LIKE IT HOT!

Just as well! With temperatures hovering around 38°C each day, the students didn't really mind Mrs Bradley's squirry bottles!

Monday 21st November saw an excited little group pile into the bus. Well, Mrs B and the boys were excited..... Mr Johnson had visions of living for a week at close quarters with these guys, and wasn't too sure....

The purpose of the camp was to assess the students' skills in the area of Independent Living. Upon their arrival in Kalgoorlie, the boys' first task was to perform a budgeting exercise and purchase their toiletries for the week. Each of the students experienced the pleasure of buying their requirements very cheaply, which then left them with cash to spend on prizes for each camp participant.

We returned to our quarters at the Kalgoorlie Accommodation Village where Stuart proceeded to amaze us with his energy and independence! Within the space of half an hour, he had all of the shopping for the week's

camp unloaded into the fridges and cupboards in the men's unit. We soon discovered the truth about Stuart's hollow legs!

Andrew was on roster for dinner that night, but, wearied as he was by the excessive heat, found the task too daunting. Fortunately (for our empty stomachs), we found another great outlet for Stuart's boundless energy and enthusiasm! Throughout the week we made use of Reece and Andrew's experience at making sandwiches and doing dishes, whereas Stuart was our preferred galley slave!

We also managed to fit in lots of exciting and fun-filled adventures. Going underground was a highlight, as was panning for our own specs of gold. We discovered the treasures of the WA Museum of Kalgoorlie-Boulder, we played two-up (don't tell any-

body!), we dined like royalty and we rode camels.

One of the highlights of our week was to have the pleasure of Gaelene's company. Gaelene has relocated to Kalgoorlie to be with her family for the summer, and was able to join in most of our activities. It was lovely to have a female student for company, especially one who is such a responsible and caring person.

Our daily visits to Oasis were a great hit. Everyone worked out in the gym and then cooled off with a swim in one of the fabulous pools. Our instructors even turned on the water slide to give the students a real thrill before we left Kalgoorlie.

All in all, the camp was a great hit with both staff and students. It was wonderful to have the opportunity to spend time in the company of such delightful young people. And, don't worry..... Mr Johnson will get over it!

OFFICE 16

This year we turned Room 16 (the upper school room) into an office. Mrs Gardner had to throw out lots of stuff so that we could fit in more computers and a photocopier. The Manager of the BEC came and talked to us about setting up a business. This made us make exciting plans about having an opening day and getting ready for our customers.

This has been a truly collaborative effort with students and ESC staff fully involved. Everyone participated in creating a name, logo and uni-

form. Students developed ordering forms and planning sheets to help them become independent workers. OH&S has been stressed throughout so that students are careful, productive and safe workers.

Once we opened for business the requests for our Essential Services have not stopped. We have had to stop taking on work because we have become so busy. Students have developed a real appreciation of planning ahead, meeting dead-

lines, working collaboratively and ensuring that only the highest standard of product is given to our customers.

Congratulations to all students involved. The year 10 students have begun to work in Office 16 each week as part of their transition to upper school. We have a mammoth job to keep us busy till the end of the year and we still have to keep up the stocktaking of the photocopying paper!

100 SCHOOLS PROJECT

The 100 schools project is a central office initiative that supports the objective of enhancing the use of Information and Communication Technology in schools. This project forms a part of the strategy in the Plan for Government Schools 2004-2007 and specifically targets Key Objectives 1 & 4.

As part of this project the Centre will receive funding to employ an ICT coordinator for 2006 and 2007. The primary role of the ICT coordinator will be to enhance student engagement in the learning process and to raise student compe-

tence in Information and Communication Technology. This will include creating an awareness of the different technologies and providing staff with the appropriate professional learning to raise competencies and teaching pedagogy.

In 2006 the Education Support Centre will implement the first phase of this project. This will include:

- Development of an ICT plan for the centre
- Appointment of a coordinator

- Re-cabling of rooms 16 and installation of additional data ports in the centre.

- Purchase of new technology (Hardware and Software).

- Facilitate appropriate professional learning for staff.

The ESC has included the 100 Schools Project as part of its priority for next year

JUNIOR CAMPUS

The Esperance SHS Junior Campus will commence in 2006.

Catering for students in Years 8 and 9, the facility aims to promote high quality teaching and learning that is inclusive, challenging and fun.

Education Support Centre students will belong to a Learning Community within the Junior Campus and will engage in many

aspects of school life with their same-age peers such as sharing classrooms, activities and assemblies.

Decisions concerning inclusion will be made on a subject by subject, student by student basis. This means, for every subject we will ask the question 'Does the Education Support Centre class-

room or the Regular Education classroom best suit this child's needs in this subject?'

Please see our website for our policy on Inclusion in the Junior Campus.

WORK EXPERIENCE YEAR 10

In preparation for their year 11 course and as part of the career development program, the year 10 students were required to research and source out work experience placements. The students were required to seek work experience based on 2 criteria: their own interests and availability/opportunity within the town of Esperance. Each student was required to follow a checklist to apply for work and as the year progressed the students were required to complete this task with a greater amount of independence.

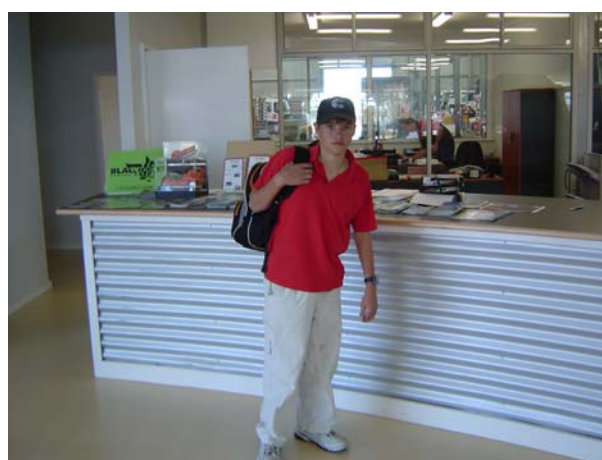
All the year 10 students demonstrated an increased amount of independence in this task. The students were

able to acquire 3 work experience placements in different Industries within the town. All students were supported by job support workers during their first placement. However, as the students became more confident, the support was withdrawn and 5 students were able to attend their work placements without support. The following skills were targeted during this program:

- Interpersonal Skills
- Occupational Safety and Health
- Interview Skills (Telephone)
- Work Skills.

The support from the busi-

ness community within Esperance makes it possible for the students to experience the world of work in an environment that teaches and encourages a professional work ethic. These businesses must be commended for playing a part in the students' development.



STRUCTURED WORKPLACE LEARNING YEARS 11 AND 12

One of the most important parts of each week in upper school is the SWL day. After an induction process, which includes achieving a Work-safe Certificate, students attend a variety of workplaces to develop work competencies. This year some year 12 students also achieved industry specific skills in the areas of hospitality, retail, transport and storage.

It is amazing to see the students develop skills and mature into safe, responsible workers who can contribute to our community. Thank you to all businesses and organizations who take our students and provide them with this very special opportunity - Coventrys, Shire of Esperance, Esperance District Hospital Kitchen, Post Office, Wylie Bay Recycling Facility, Blockbusters, Esperance Pet

Shop, Castletown Primary School Canteen and Preschool, Activ Industries, IXL Bakery, Cubby House, Sunny Side Child Care Centres, Dempster Sporting and Thingz.

PRIORITIES 2006

Based on the data that has been collected through the year, feedback from School Review visits and input from staff, the following areas have been identified as priorities for 2006:

- 100 Schools Project:
- Junior Campus
- Year 10, 11 and 12 Program
- Parent Communication
- Self Efficacy and Bullying

Each priority area has a project leader who is responsible for the development of a strategic plan and budget to guide its implementation. These plans will become part of our 2006 Strategic Plan which will be finalised at the start of 2006.

Parents will be involved in approval of the Strategic Plan and School Budget through the School Advisory Process.



Andrew, Gaelene and Reece—December 2005

INCLUSION IN MAINSTREAM

The Inclusion process is a significant part of the work done at the school and relies on the hard work and commitment of the education support teachers, education assistants and mainstream teachers.

Students are placed in mainstream classes either with or without support based on the belief that the opportunity to participate meaningfully in the mainstream setting is in the best interests of the student. No

student is sent without support unless it has been negotiated previously that this is an appropriate course of action. This year a number of students participated in mainstream classes without any support

Feedback is continually obtained from the education assistants who work with the students in the mainstream. This information helps the centre evaluate

the progress and effectiveness of the program and helps us plan for improvement.

In 2005 we have had all of our students attend mainstream classes. These classes have included the option and taster subjects across all the years. Most students have either received a mainstream grade or a modified grade in these subjects.

STUDENT RECOGNITION 2005: STUDENT LEADERSHIP

The Year 8 students are to be commended on their outstanding leadership skills.

Throughout Term 4 they have coordinated the Transition Program for Year 7 students.

This has involved carefully selecting and preparing activities and teaching skills. The programs have been delivered in a sensi-

tive and encouraging way.

Thank you Sarah and Leighton for preparing our Year 7 students for high school and for making them feel so welcome.



DESTINATIONS

It is always fascinating to find out what has happened to ex students. Congratulations to Andrew Lemon who has gained employment at Activ Industries and will continue working as a volunteer at the Castletown Primary School canteen.

Michael O'Sullivan is working as a trolley boy with Matthew Dace. Shantelle has been doing cleaning work and both Shantelle and Linda are registered as job

seekers with Employment Esperance.

Olivia Hyde is working as a waitress at the Hyatt in Perth and is continuing her TAFE studies in Hospitality in Certificate IV. Joelle Bennett is in Bendigo in Victoria and enrolling in TAFE. Andrew Bowkett was last seen doing amazing things with a fork lift and does a great job in the family Soils business.



INTERVIEW PREPARATION

As part of the upper school course students have to undertake a formal interview for a job. This involves an analysis of personal strengths and how to market yourself to a prospective employer. Another aspect of interview preparation is personal presentation. Mrs Cindy Poole conducted a short course in how to dress appropriately and conduct yourself during an interview. The trip to the Boulevard

was a highlight as they tried on clothes and looked at the range of choices available. As the initial impression at an interview is made within 9 seconds that first impression is vitally important.



Preparing for an interview with Mrs Poole

STUDENT HIGHLIGHTS

Congratulations to Linda Vincent for achieving an "A" in SWL in both years 11 and 12. Linda has had a variety of placements but she has really loved working at the Esperance Hospital in the kitchen. The kitchen staff have helped Linda develop excellent industry skills. Linda has become an essential member of their team who gets on well with

the other ladies. Many thanks to Chris Drew and her team for making Linda's placement such a success.

VISITING THE SHIRE OFFICES.

One of the subjects that students study as part of their Certificate in Business is Mail Delivery. To see how this is done in a very large office we all went to the Shire Offices. Andrew

Fletcher showed us how the Shire deals with the incredible amount of mail that comes in every day. Gaelene works in the Records Department each Wednesday for SWL. She showed us how she sorts, registers, delivers, and files the mail and other records.

VOLUNTEERING BEGINS

Congratulations to Andrew Lemon who has begun working as a volunteer. Glynis Beswick has been supporting Andrew in his Structured Workplace Learning placement as a kitchen hand at the Castle-town Primary School canteen. For the last few weeks Glynis has been training Mrs Nataw Jones as a volunteer mentor. After he leaves school, Mrs Jones will continue working



with Andrew and they will both be registered with the Esperance Volunteer Resource Centre.



SWIMMING PROGRAM 2005

The year started with a few challenges due to timetabling. Once these were settled the swimming started in earnest. The year 8/ 9 were only a small group of 4 to 5 students. The overall aim this year was to trial learning through games and interactive activities. The students that participated well showed steady improvement in skills, water awareness and safety. The students were timed over 25m in most of the standard strokes with improvement in most areas. One student was successful in completing a full stage through this new program, well done.

The year 10's were taken by Ms Henning this year following a similar program. The students worked well with a few disrup-

tions due to bus / bus driver availability. It has been great to see a steady improvement with some students.

The year 11/12 were unable to participate this year in swimming, however with the acquisition of a set of resuscitation manikins we were able to implement a first aid course that included water safety and resuscitation. This was attended by all students with a high level of participation.

There have been an increasing number of students not coming prepared for swimming. This is a concerning trend as Esperance is a water based town and it is

highly likely that students will be either fishing, swimming, working or boating in their life time. The skills we teach them are to help them survive in accidental emersion i.e.: they will be able to survive if they are pushed, fall into or find themselves in a water emergency. There are currently some students that still need these basic skills and these programs will help them.

David Rose

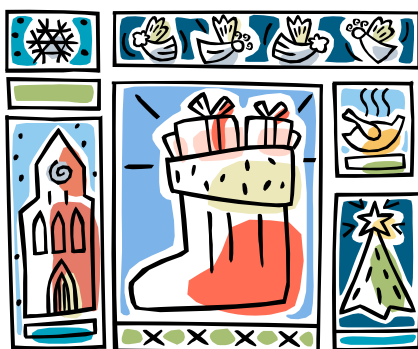
Coordinator

We are on the web

<http://www.myschoolweb.com.au/school/esperanceesc/>

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EDUCATION SUPPORT
CENTRE**

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Merry Christmas and a Happy
New Year from all the Staff at
Esperance SHS Education
Support Centre

THANK YOU TO...

There are so many people to thank for all their work at and with the ESC, so here goes:

To all the students for putting so much effort into their time at school.

Mechelle—for your hard work and dedication in the office.

Bernie—for being a supportive and dedicated registrar.

Pam—for the care and professionalism you demonstrate everyday.

Keenan—for your common sense and willingness to 'go with the flow'.

Andrew—for injecting a spark of new life into the ESC.

Cheryl—for helping me keep my

feet on the ground and remain connected.

Megan—for your support and commitment to the needs of all students.

David—for giving so much of yourself to the work that you do both at the ESC and also the SHS.

Dianne—for the way that you care for each student and continually put yourself out to make sure they have the best chance to succeed.

Julie—for your care and concern for the wellbeing of others.

Teena—for your creativity, enthusiasm and ability to organize anything!

Cathy—for the quiet way that you support students to reach for the best they can do.

Sharon—for showing students what they can do and the greatness they are capable of.

Glynis—for caring about other people and wanting the best for others.

I would like to thank all our relief staff—Cindy, Dimity, Don, Jemma, Janet, Mandy, Sharon, Kylee and Julie for being there when we need them. Apologies to anyone I have forgotten.

Thank you to Ann, Janine, Paul and all the staff at Esperance District Education Office for your help and support.

Thank you to the staff and students of Esperance SHS for working with us to provide the best programs possible for our students.

Thank you to all the parents, carers and families for supporting the work we do here at the ESC.

As always, it is a pleasure to be the principal of Esperance SHS ESC. I look forward to 2006 and continuing to work with you to achieve the best for our students and your children.

Louise Burke