



LEEMING SHS ESC

20

25

ANNUAL
REPORT

Glossary of Terms

PCP	Person Centred Planning	EA	Education Assistant
IEP	Individual Education Plan	ICT	Information and Communications Technology
PL	Professional Learning	QTS	Quality Teaching
VET	Vocational Education and Training	SCSA	School Curriculum and Standards Authority
NDIS	National Disability Insurance Scheme	RTP	Reporting to Parents
AAC	Augmentative and Alternate Communication	PBS	Positive Behaviour Support
PAT	Progressive Achievement Test	AITSL	Australian Institute for Teaching and School Leadership
ABLE-WA	Ability Based Learning Education, Western Australia	WPL	Workplace Learning
TFI	Teaching for Impact	ACSF	Aboriginal Cultural Standards Framework
SEL	Social and Emotional Learning		

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Introduction

At Leeming SHS Education Support Centre, our focus is on teaching every student the social, emotional, behavioural and life skills they need to thrive at school and beyond. The 2025 Annual Report highlights our commitment to social and emotional learning, behaviour support, post-school pathways, and the health and wellbeing of students and staff.

As a Quality Teaching Lead School, we continue to embed evidence-based and inclusive teaching practices through our Instructional Model LEARN. Learning is intentionally designed to build not only academic skills, but also independence, communication, self-regulation and problem-solving, essential foundations for adult life.

Positive Behaviour Support and wellbeing are central to our work. Through consistent, multi-tiered systems, students are explicitly taught the skills to understand emotions, manage behaviour and build positive relationships in a safe and supportive learning environment.

In 2025, we strengthened our commitment to equity and inclusion through the implementation of our Reconciliation Action Plan and the development of culturally responsive practices that recognise and value the diverse identities of our students and families.

Preparing students for life beyond school remains a key priority. Our Transition and Pathways programs support students in developing vocational skills, independence, and community connections, enabling confident and meaningful post-school transitions.

Supporting staff wellbeing and professional learning underpins this work, ensuring a skilled and resilient workforce to meet the complex needs of our students. This report reflects the collective commitment of our staff, students, families and partners in making Leeming SHS ESC a place where every learner is supported to grow and succeed.

Purpose



Building Bright Futures

Our purpose is 'building bright futures' by empowering students to reach their full potential and to become active members of the community.

Vision



A warm welcoming and connected community

Our vision is to be a warm, welcoming, and connected community, recognised for our innovative programs and excellent school-to-community transition.



Mission

Inspiring minds to shine

Our mission is to inspire minds to shine by empowering individuals to find their strengths and build resilience.

Values

USTAR

At Leeming SHS ESC we value:

- U** Unity Self-
- S** Responsibility
- T** Teamwork
- A** Achievement
- R** Respect



School Context

Leeming ESC, established in 1996, is located on the campus of Leeming Senior High School (opened in 1986). Leeming is an attractive residential suburb in the City of Melville. It is located approximately twenty kilometres south of Perth CBD and fifteen kilometres east of the port of Fremantle, in the state of Western Australia. The campus occupies a large site with extensive playing fields together with access to a well-resourced community recreation centre. The buildings are all single-storey and wheelchair accessible. In 2025, the ESC occupied seventeen teaching areas in five separate locations. A greenhouse and garden are available for teaching Certificate I in Horticulture, Enterprise, and Work Skills. Students have access to campus facilities, including the library, technology workshops, home economics, the Trade Training Centre, art facilities, and sports facilities.



Demographics

In 2025, 146 students were enrolled at Leeming ESC from a wide area across the Cities of Melville, Gosnells, Fremantle, Cockburn, and Canning. All students have high educational needs that require significant adjustments to teaching and learning. The students enrolled are from diverse socio-economic and cultural backgrounds. In 2025, six SBS (School Bus Services) buses brought students to and from school, with some parents choosing to transport their child. Local students walked to school, and some students travelled independently using public transport. Student numbers (as at Semester 2 2025) are listed below.

Semester 2					
	2021	2022	2023	2024	2025
Lower Secondary	100	103	101	90	94
Upper Secondary	37	35	47	50	52
Total	137	138	148	140	146

Staff Profile

Teaching staff

The 32 teachers at Leeming ESC have varied experience of teaching students with special educational needs. All teachers are passionate and dedicated to providing the most appropriate programs for their students. Teaching staff have education degrees or postgraduate qualifications with units dedicated to teaching students with special needs. Three teachers have training and assessment qualifications to assess students in their work placements and teach TAFE qualifications. Leeming ESC has two teachers working towards Level 3 teacher status.

Non-teaching staff

Non-teaching staff consisted of a manager of corporate services, 3 full-time school officers, a workplace learning coordinator and two workplace learning school officers. In 2025, there were 76 full-time and part-time education assistants. All non-teaching staff have completed professional learning and induction to ensure they are well-trained and confident in working with a range of students. Several staff have completed a Certificate III or IV in Education Support. Two non-teaching staff members have completed Certificate IV in Training and Assessment. Three non-teaching staff members continued with their external studies to become qualified teachers.

A school psychologist is employed 3 days a week to support student and staff health and wellbeing initiatives and priorities. A technical support officer works 4 days a week, and a full-time school chaplain.

Positions

Promotional positions are a Principal and three Deputy Principals. Leadership roles in the areas of full-time transition and pathways coordinator, and literacy and numeracy coordinators were allocated one day per week to fulfil the requirements of these roles. Additional time is given to Health and Wellbeing, ACSF and PBS coordinators to ensure operational planning is aligned and demonstrates progress towards our school Business Plan.



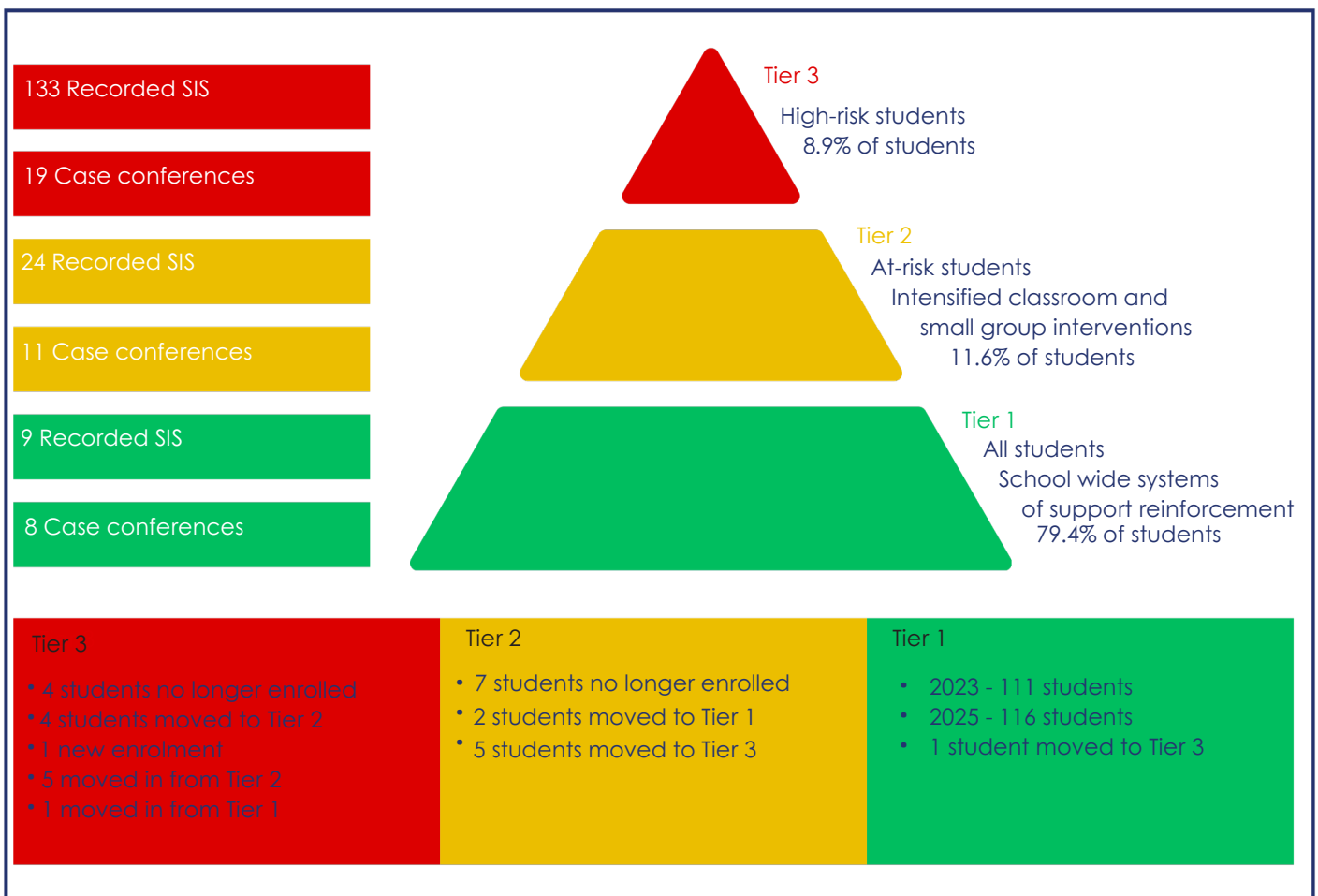
Enrolment, Retention, and Participation

Enrolment numbers remain consistently high. Families and school staff who required support to familiarise themselves with the enrolment process valued the information sessions held twice a term. In 2025, 141 families investigated Leeming ESC. The families, psychologists, primary school administrators, and local area coordinators reported that the information sessions had an impact on their understanding of the enrolment process.

The following table illustrates the growth in student numbers from 2013 to 2025.

2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
65	83	99	112	120	128	138	141	148	149	142	146

Student Behaviour and Engagement

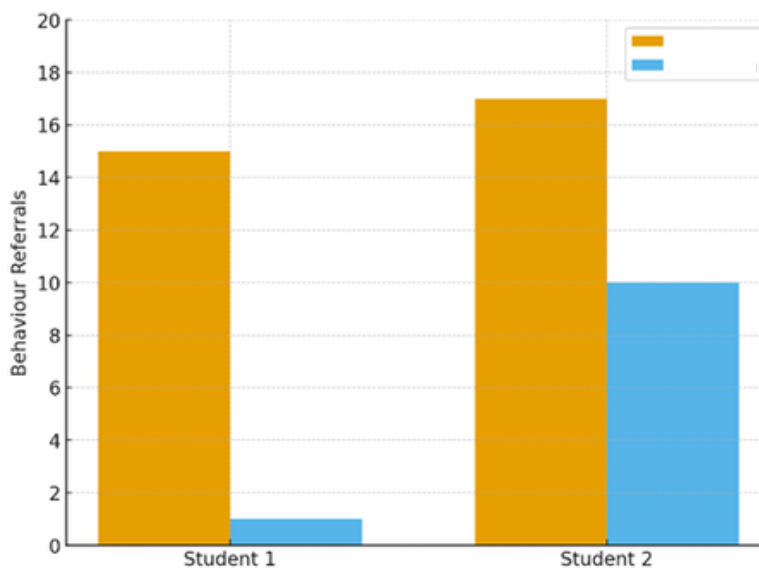


There is a notable increase in case conferences for students in all tiers from 2024 to 2025. In 2024, there were 23 case conferences, compared to 38 in 2025. This is a reflection on the proactive practices and team approach staff at Leeming have with the students and their families. Each case conference allows all stakeholders to effectively discuss the complexity of students' needs and consider strategies to improve students' wellbeing, behaviour, engagement, and achievement.

Between 2023 and 2025, the use of the Multi-Tiered System of Support (MTSS) model has demonstrated positive outcomes in student behavioural development. The proportion of students in Tier 1 (universal support) increased from 72.4% to 79.4%, approaching the school's target of 80%, while the number of Tier 3 (intensive support) students decreased from 9.6% to 8.9%. This reduction in Tier 3 students is reflected in a corresponding decline in recorded SIS incidents, which fell from 210 to 133 over the same period. These improvements can be attributed to consistent teacher language, reinforcement of positive behaviours, and the explicit teaching of social skills that align with the school's values. Overall, these trends indicate that the MTSS framework is effectively supporting students, and the ongoing implementation of these strategies will sustain and further enhance positive behavioural outcomes.







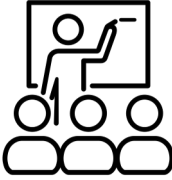

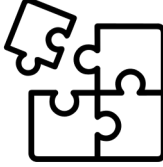

In 2025, the school partnered with clinical psychologist Darin Cairns from the Charles Street Clinic to strengthen classroom and behaviour management practices. He provided targeted training for Education Assistants and whole-staff professional learning focused on classroom consistency, student engagement, wellbeing, and understanding A-motivation and avoidance behaviours. Darin also supported individual staff, students, and families by addressing specific behavioural challenges and implementing tailored strategies. His work with Tier 3 teams, including establishing consistent routines and communication systems, led to a noticeable reduction in high-level behaviours, with behaviour data showing significant improvement for targeted students.

Behaviour Referrals Pre vs Post Intervention



Since implementing targeted behaviour strategies in the classroom, students have demonstrated measurable improvements as reflected in the two student examples in the above graph.

Student	Pre-Referrals	Post-Referrals	Reduction	% Improvement
Student 1	15	1	↓ 14 referrals	93% reduction
Student 2	17	10	↓ 7 referrals	41% reduction

2025 Behaviour Supports		2026 Directions	
	Professional learning and support from an external clinical psychologist on social and emotional learning for students with complex needs		Implementation of a 10-week learning program with clinical psychologist Darin Cairns for EAs.
	Analysis of Behaviour Referral data		Review and implementation of school-wide social and emotional learning curriculum
	Trauma informed practices - FBA		Create a range of posters and visuals for teachers to display in their classrooms on communication and behaviour strategies
	Safety Intervention is regularly scheduled during EA meetings		Develop a school-wide approach to choice-making, using scripts, gestures, and common language.
	Case Management and implementation of a multi-tiered system of support for students with complex needs		Build staff capacity on restorative practices



School Attendance

In 2025, the school sustained strong overall attendance outcomes, with an average attendance rate of 88.5% across the year, based on Semester 1 (88.4%) and Semester 2 (87.6%) data.

Attendance outcomes in 2025 continue to exceed WA Public Schools secondary attendance averages, reflecting the effectiveness of the school's attendance monitoring systems, targeted interventions, and whole-school accountability practices.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	86.7%	null%	84.9%	78.3%	null%	59.2%	86.3%	null%	82.5%
2024	88.7%	null%	84.7%	84.4%	null%	57.6%	88.5%	null%	82.2%
2025	88.5%	null%	84.5%	86.0%	null%	55.6%	88.4%	null%	81.7%

Attendance outcomes for Aboriginal students remained a key strength in 2025, building on the significant gains achieved in 2024. In 2025, Aboriginal student attendance reached 84.4%, exceeding the WA Public Schools percentage. In 2025, Aboriginal student attendance remained consistently high, with attendance patterns indicating ongoing engagement and improved stability throughout the year.

Attendance Trends (2024–2025)

Overall attendance trends demonstrate stability and consolidation of improvement. This trend confirms that attendance improvements are embedded and systemic, rather than reactive.

- 2024 established a high benchmark with an attendance rate of 88.7%
- 2025 maintained this level at 88.5%
- Attendance remained consistent across both semesters in 2025, indicating sustained engagement rather than short-term improvement

Attendance Profile and Risk Categories

Analysis of attendance profiles across 2025 shows a positive distribution of students across attendance categories:

- The majority of students remained within the regular attendance category.
- The proportion of students classified as severe attendance risk remained low.
- Early identification and intervention limited escalation from indicated to moderate or severe risk.
- Compared to 2024, the school continued to reduce the number of students requiring intensive attendance interventions, demonstrating the effectiveness of preventative strategies.

Programs

Students have Individual Education Plans (Year 7 – 9) and Person-Centred Plans ‘My Plan’ (Year 10 – 12) that are designed by their homeroom teacher in consultation with family and therapists as required. The My Plans focus on the academic, social, and work needs of the student in planning for their future.

Middle School Programs

Year 7, 8 and 9 programs have an academic focus and social and emotional development focus through cross-curricular programs. In class, learning continues in the areas of functional reading and functional maths. Teaching and learning are directed towards providing opportunities for the transference, generalisation and maintenance of skills learnt in the classroom.

Middle School Programs	
Core Subjects, English, Mathematics, HASS, Science	Specialist programs, Art, Digital Technology, Design and Teach, Home Economics
CBL Work Capabilities	Bush Rangers, ASDAN
Peaceful kids, Protective Behaviours, Person Centred Planning, Health and Pe	

Senior School Programs

Students in Years 10-12 continue developing functional Literacy and Numeracy skills and Community Based Learning Skills. Students are enrolled with the School Curriculum and Standards Authority (SCSA) in Endorsed Programs, VET (Vocational Educational Training) and Preliminary and Foundation Courses. Students receive Certificates of Achievement from ASDAN UK and Statements of Attainment from SCSA.

Senior School Programs	
Authority Developed Workplace Learning	Bush Rangers
ASDAN Workright	Keys4Life pre-driver education program
ASDAN Towards Independence, Using Transport, Business Enterprise, E-Safety	
Duke of Edinburgh Award	

Preliminary Courses

- English

- Mathematics

- Health and Physical Education

Foundation Courses

- Mathematics

Vocational Education and Training Programs Delivered on site at Leeming SHS ESC

- Certificate I in Horticulture

- Certificate II in Community Health and Wellbeing delivered by AMA

Vocational Education and Training Programs Delivered off-site

• Certificate II Rural Operations Skillset	• Certificate II in Rural Operations
• Certificate II in Automotive Skillset	• Certificate II in Supply Chain Operations
• Certificate III in Early Childhood Education	• Certificate II Painting and Decorating Skillset
• Certificate II in Community Services	• Certificate II in Construction Skillset (Pathway Trades)

Recreation, Leisure, Independent Living, and Community Based Life Skills

• Protective Behaviours - So Safe!	• Life Skills
• Work Skills	• Community Based Learning
• Travel Training	• Independent Living
• Dance, Drama	• Home Economics

Recommendations for 2026:

- Induction process for educating employers about the inclusion of people with disabilities
- Continue providing workshops to families to support post-school pathways
- Continue to refine and develop the Year 9 Career Taster program using resources from the Career Learning Toolkit and school-based programs and resources
- Continue integration of work capabilities across the 7-12 curriculum
- Implementation of Joondalup Mathematics assessment for pre-foundation level students
- Implementation of the school-developed Mathematics Scope and Sequence and alignment to the new WA Curriculum in Mathematics
- Review the impact of social and emotional programs and curriculum, and identify areas for improvement
- Focus on Writing Curriculum
- Review Preliminary English programs to include more writing tasks



Specialist Programs and Mainstream Integration

Leeming ESC students are taught by specialist teachers in several areas. In 2025, the programs were in the learning areas of Physical Education, Music, Art, Drama, Digitech, Home Economics, Health and Social and Emotional Learning. These programs are taught in discrete and small education support groups, which parallel the Leeming SHS programs. Leeming SHS teachers have modified their teaching to meet the needs of our students with a particular emphasis on the skills needed post-school.

Students who would benefit from integrating into mainstream classes are supported and monitored in their selected classes. Our students joined mainstream classes in Maths, Science, English, HASS and PE. Most students attend House Groups with their mainstream peers for 15 minutes each day.

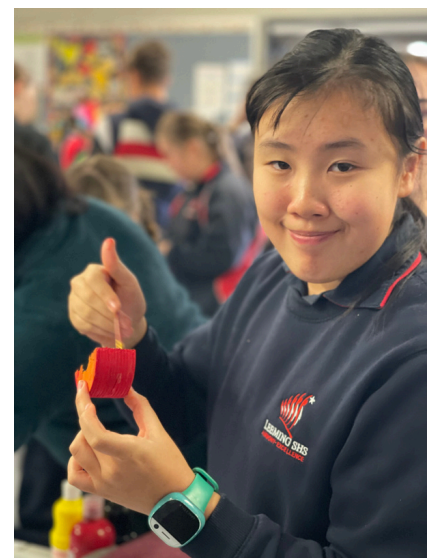


2025 Highlights

New Beginnings to an Old Story

In 2025, as part of our school's ongoing commitment to our Reconciliation Action Plan, we engaged in meaningful learning opportunities that continue to deepen our understanding and appreciation of First Nations cultures.

In Term 2, we proudly celebrated our annual New Beginnings to an Old Story event. This special celebration allowed students to further connect with the rich culture, history, and contributions of Aboriginal and Torres Strait Islander peoples.



Notre Dame University Program

Leeming SHS ESC continued its partnership with Notre Dame University, engaging Year 9 and 10 students in a 10-week program with third-year Health and Physical Education students. This initiative enhanced students' core strength, coordination, and game awareness, with tailored activities and end-of-year progress reports integrated into student assessments.



Sports Carnivals

2025 was another exciting and memorable year for Leeming ESC Sport! Our students shone as athletes, leaders, and organisers across a wide range of programs and events. We proudly competed in interschool carnivals for Basketball, AFL, Soccer, Cricket, Netball, Rugby, and ESSN Athletics, representing Leeming ESC with teamwork, effort, and pride. We also hosted our own annual Soccer Carnival and the much-loved House Athletics Carnival. Alongside these major events, students continued favourites such as the Notre Dame buddy program and Beach Safety at Port Coogee, while enjoying new experiences like Stand Up Paddle Boarding with Perth SUP and Rugby WA clinics and carnivals.



Bush Ranger Cadet Program



This year's Bush Ranger projects showcased our cadets' commitment and care: maintaining three local parks through the Keep Australia Beautiful "Adopt-a-Spot" initiative, supporting turtle habitats at Bibra Lake through weeding efforts, and participating in the Habitats for Wildlife pilot through the Perth Zoo. Our school was proud to be the only education support high school chosen for Perth Zoo's Habitats for Wildlife pilot project with DBCA. Perth Zoo helped our Bush Rangers program survey land and identify local plants, and voted to conserve our quenda population and started research projects about them. We took a two-hour trip to Perth Zoo to explore the penguin exhibit and learn more about conservation. Members of the Perth Zoo visited our school to help us review our findings and plan projects. With support from Nearer to Nature, we built two quenda cabins near the playground and set up night cameras to monitor activity. Our teams now maintain the cabins and raise awareness through posters and camera footage. We presented our findings at the Zoo Showcase and Celebration in November.



Multicultural Day

On Friday, 29th August, we celebrated our vibrant Multicultural Day, which this year had a special birthday theme to mark the festival's 11th year. Students and staff from Leeming SHS ESC and Leeming SHS came together to share traditional clothing, food, and performances. The day was a joyful celebration of our school's cultural diversity and an opportunity to learn from one another, honour traditions, and appreciate the many backgrounds that make our school community unique.

Pop up Shop

Our Annual Pop-Up Shop was held on Friday, June 13th, showcasing products developed by each class as part of their Business Enterprise program. This event provided students with a valuable opportunity to build important work-readiness skills, including creativity, teamwork, planning, problem-solving, and initiative. We were delighted to welcome visitors from West Leeming Primary, local businesses, families, and the wider school community. Funds raised were donated to charities chosen by each class, making the event both a learning experience and a chance to give back.



Special Celebrations and Events

Under the Sea theme Disco provided students with an evening of fun, music, and socialising. EA Appreciation Week and World Teachers Day recognised the invaluable contributions of our incredible Education Assistants and Teachers, celebrating their dedication and support for students.



Bush Ranger Cadets



Camp



Duke of Edinburgh



A special highlight in 2025 was our first year of participation in the Duke of Edinburgh's Award, recognising the outstanding commitment of our students to personal growth, leadership, and community service. Congratulations to Isaac Wee, who achieved Gold Level; Janelle Quek, Sheona Alves da Cunha and Riley Green, who achieved Silver Level; and Katherleen Chen, who achieved Bronze Level. These remarkable accomplishments reflect their ongoing dedication to the Bush Ranger environment and conservation projects, as well as their leadership, skill development and community service throughout their time at Leeming SHS ESC.

New Beginnings to an Old Story



Disco



Ball



Graduation



Phys Ed and Sports Programs



Pop Up Shops



Multicultural Day



Student Achievement



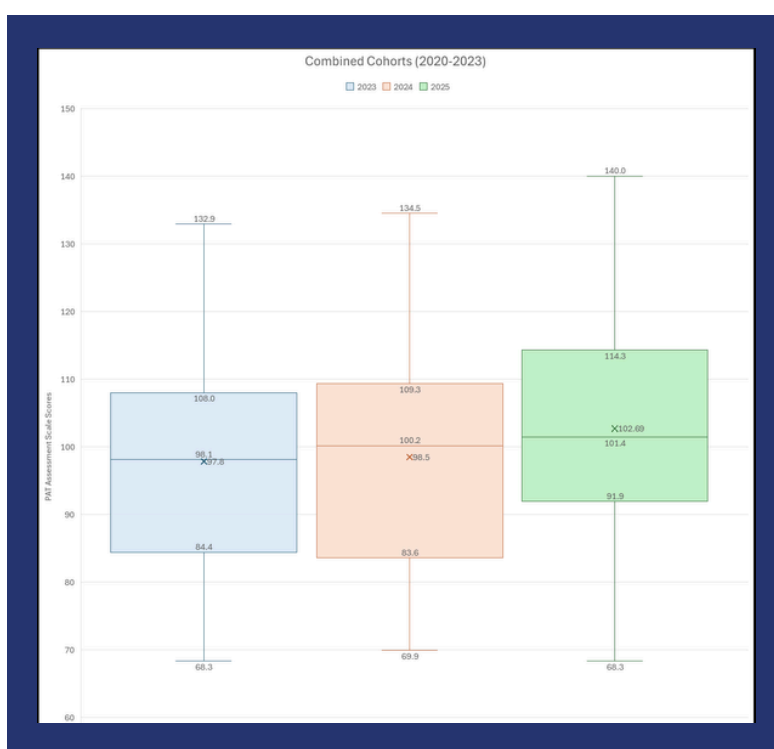
Individual student performance is assessed in relation to student progress each semester. Data on individual student progress includes:

- Student performance in attaining the negotiated IEP goals and My Plan goals that form the basis of semester reporting
- ABLEWA assessment
- Individual checklists related to specific skills. This may include information related to the degree of help or independence of the student
- Anecdotal records particularly, concerning personal development and behaviour management
- SCSA Course and Endorsed Program Achievement
- ASDAN Certification
- Portfolios that provide evidence of student performance e.g., work samples, photographs, and videos
- Case Conference reports
- Literacy and numeracy assessment PAT
- OLNA (Online Literacy and Numeracy Assessment) and NAPLAN (National Assessment Program Literacy and Numeracy) recommendations
- Dynamic AAC Goals Grid (DAGG) assessment
- Writing with All Tools Continuum Moderation
- Direct Instruction Placement Tests

The School Assessment Policy is reviewed every year to ensure assessment timelines are effective in providing teachers with useful information to inform their teaching and learning and curriculum programming.

Student Achievement in Mathematics

Analysis of the combined cohorts from 2023 to 2025 shows a clear upward trajectory in mathematics achievement. Both the median and mean scores have risen steadily each year, indicating consistent improvement across the student cohorts. Notably, the average score increased from 97.8 in 2023 to 102.7 in 2025, while the median climbed from 98.1 to 101.4. High-achieving students also demonstrated continued growth, with the upper performance range extending from 132.9 in 2023 to 140.0 in 2025. The lower-end scores have remained stable, suggesting that gains are concentrated among middle- and top-performing students. Overall, the data indicate steady, sustained improvement in mathematical performance across successive cohorts.



While overall mathematics achievement has shown consistent growth between 2023 and 2025, the lower-bound scores have remained mostly unchanged. This indicates that, although middle- and high-achieving students continue to make strong progress, students at the emergent level would benefit from more targeted support.

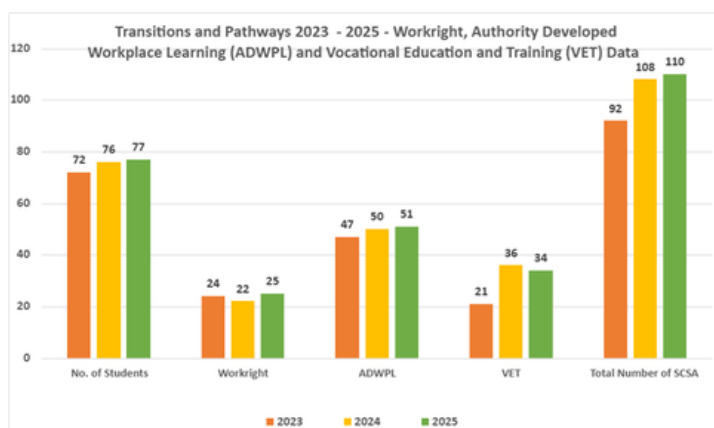
Recommendations 2026:

- Implementation of the Joondalup Mathematics Assessment
- Provide targeted intervention and small-group support to strengthen core numeracy skills.
- Monitor progress longitudinally, ensuring that gains at the lower end of the distribution are captured in future assessments.
- Support teacher professional learning in differentiated instruction and data-informed intervention.

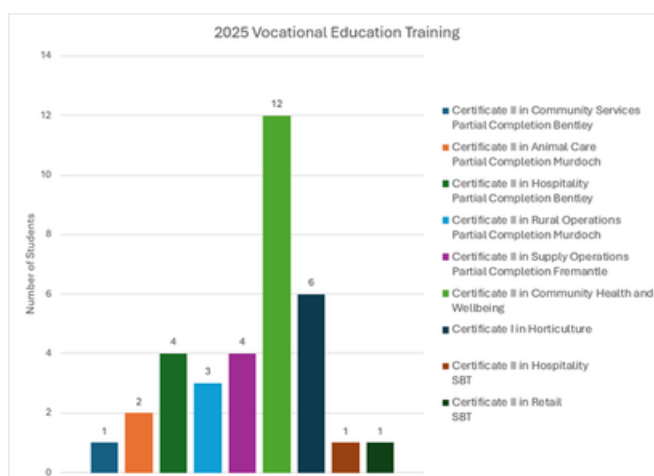
Senior School Achievement Data

The School Curriculum and Standards Authority is responsible for the curriculum, assessment, standards, and reporting for all Western Australian schools. All students at the completion of secondary schooling are issued with a Western Australian Statement of Student Attainment (WASSA). The WASSA provides a formal record of what students have achieved in their school education in Western Australia from years 10- 12.

In 2025, we continued to offer a variety of School Curriculum and Standards Authority programs in senior school. Mathematics Foundation was an option for students meeting the requirements of the course. The below table demonstrates student achievement data for SCSA VET and Endorsed programs in 2025.



Vocational Education and Training programs are important in supporting exposure to the world of work and preparing students for post-school pathways and employment. Through the My Plan process, students identified their skills, attributes, and interests to select a suitable course. The table on the following page demonstrates the number of students enrolled in VET Certificate Courses and School Based Traineeships (SBT's) during 2025.



In collaboration with the Australian Medical Association (AMA), Leeming SHS ESC delivered Certificate II in Community Health and Wellbeing. The collaboration with AMA provided students with an authentic understanding of the health and well-being sector and empowered them to make informed decisions about their future career pathways.

Student Engagement

Student activities

Students have engaged in activities to celebrate Harmony Day, World Down Syndrome Day, and World Autism Day. In their classes, students learned about these days and wore different colours to spread awareness.



Leeming ESC proudly celebrated Mindful May, a month dedicated to promoting student health, happiness, and connection.

To support this initiative, the Health and Wellbeing Committee organised fun and creative lunchtime activities each Friday, encouraging students to take a mindful break and enjoy time together.

During May, we also celebrated GO Rainbow Day (#IDAHOBIT). Staff and students proudly wore rainbow-coloured clothing to take a visible stand against LGBTQIA+ discrimination and to show support for a safe, inclusive, and respectful school environment for all.



School Priorities 2025

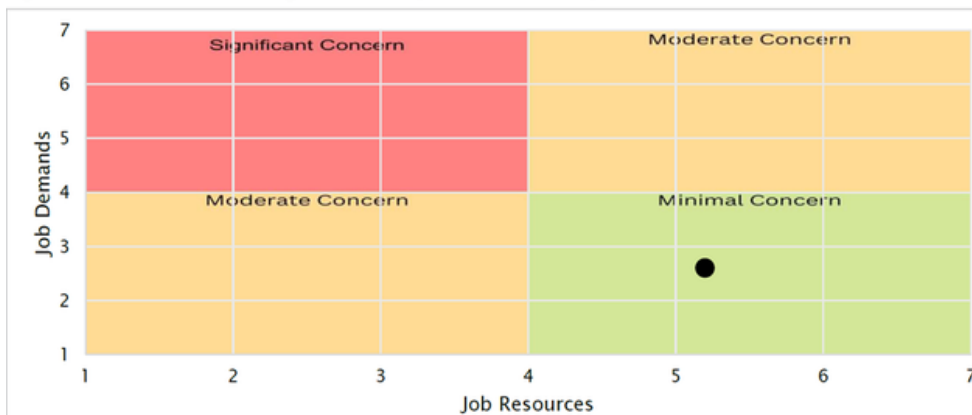
Priority 4 Positive Culture: 4.1 Implement a whole school wellbeing plan using the BeYou Framework

In 2025, Leeming SHS Education Support Centre strengthened its commitment to staff wellbeing through the implementation of a whole-school approach aligned with the Be You Framework. This work was informed by a Psychosocial Hazards Assessment conducted by Altius (PeopleSense) in June 2025, providing an evidence-based foundation for identifying risks, protective factors and priority areas for action.

The assessment found that the school was operating within the minimal concern range for psychosocial risk, indicating that, at an organisational level, job resources were generally well matched to job demands. Benchmarking against comparable organisations confirmed that Leeming SHS ESC is performing positively overall, while also highlighting specific areas for targeted improvement to further strengthen staff wellbeing and organisational sustainability.

The assessment identified key focus areas, including work design, psychological safety, the management of violence and aggression, consultation and communication around change, and staff praise and recognition. In response, the school has commenced developing a structured Psychosocial Risk Action Plan to address these priorities through clear processes, professional learning, and ongoing monitoring.

Figure 2: Overall Results Categorisation for Job Demands and Job Resources

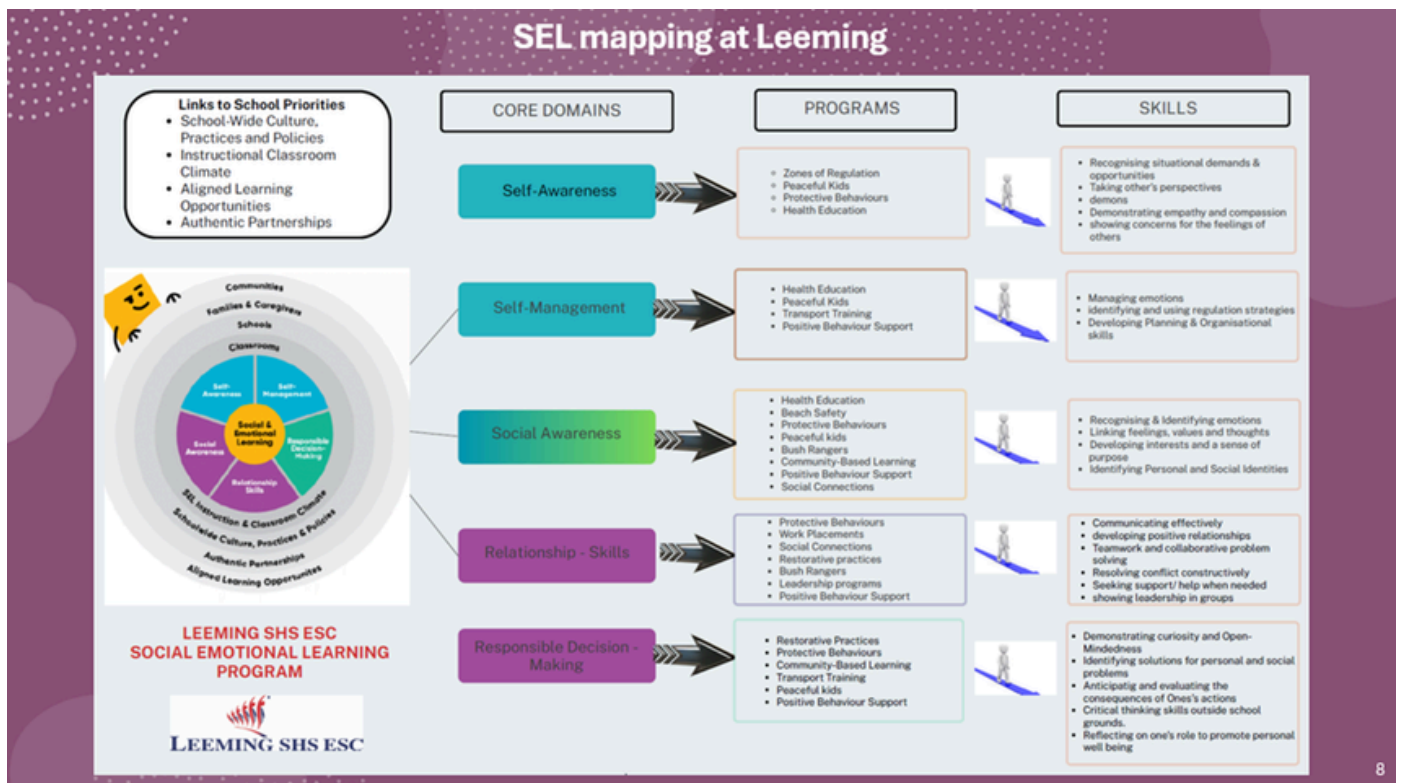


Consistent with the Be You Framework, this work is complemented by a strong focus on evidence-based approaches to student wellbeing and behaviour, including Social and Emotional Learning (SEL) and Positive Behaviour Support (PBS). By strengthening whole-school systems for behaviour, regulation and inclusion, the school is supporting safer, more predictable environments for both students and staff.

Formalising wellbeing processes, improving staff awareness of supports, and increasing recognition of staff contributions are key strategies being embedded to enhance morale, psychological safety and professional satisfaction. Together, these initiatives reflect a proactive and sustainable approach to building a positive workplace culture where staff are supported to perform at their best in meeting the complex needs of students.

Student Wellbeing

Social and Emotional Learning (SEL)



Mapping of Leeming ESC curriculum to the domains of the CASEL Framework. Self-awareness, self-management, social awareness, relationship skills, responsible decision making.

Recommendations 2026:

- Implement, evaluate, and refine the whole school Wellbeing Plan using the Be You Framework
- Support staff in understanding behaviour data and tiered interventions through professional learning with clinical psychologist Darin Cairns, FBA training, and regular reviews of Office Referral Data to drive evidence-based decision-making in a multi-tiered system of support.
- Implementation of a Psychosocial Action Plan focusing on initiatives to reduce individual workload by improving job resources, providing clear roles and responsibilities and developing staff awareness on psychosocial safety and individual praise and recognition of staff.

Priority 4 Positive Culture:

4.3 Culturally responsive practices, acknowledgements, initiatives and understandings are guided by the Reconciliation Action Plan

In 2025, Leeming SHS Education Support Centre continued to strengthen its commitment to reconciliation through the implementation of its Reconciliation Action Plan (RAP), guided by the Department of Education Aboriginal Cultural Standards Framework. The RAP provides a whole-school approach to building respect, understanding and culturally responsive practices that support Aboriginal and Torres Strait Islander students, families and communities.

The school's RAP vision focuses on creating a culturally responsive learning community that values diversity, fosters equity and strengthens student identity, belonging and aspiration. This vision is embedded across classroom practice, school events, staff professional learning and community engagement.

A key achievement in 2025 was the strengthening of relationships with Aboriginal and Torres Strait Islander community members and organisations. The school worked in partnership with Belinda Cox, Djirily Dreaming, Liz Narkle, Bilya Booladarlung and Whadjuk artist Julianne Wade, who supported learning programs, school events and cultural experiences. Families and community members were invited to participate in New Beginnings to an Old Story (NB2OS), NAIDOC Week and National Reconciliation Week, providing students with authentic cultural learning experiences.

Staff cultural capability continued to grow through professional learning and access to high-quality resources. In 2025, 66% of permanent and fixed-term staff completed the Aboriginal and Torres Strait Islander Cultural Awareness Course, with a target of 100% completion in 2026. Resources to support culturally responsive teaching were shared centrally via the school's shared drive and Microsoft Teams, and staff engaged in professional learning on cultural safety, culturally responsive pedagogies, and local Whadjuk history.

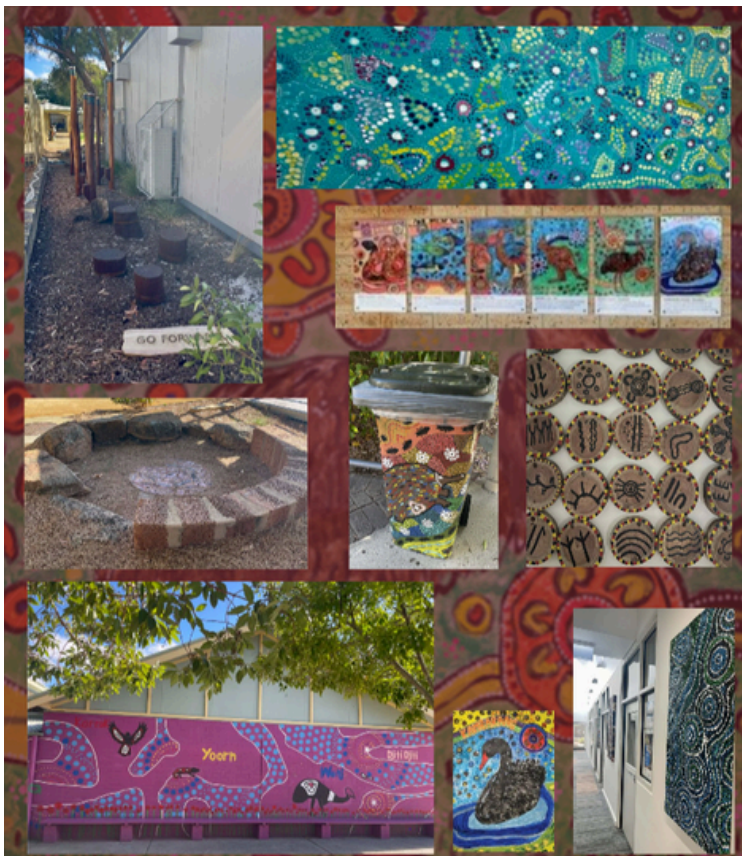
The school also embedded reconciliation across the curriculum and student learning. Students participated in whole-school Reconciliation and NAIDOC activities, including a Reconciliation poster competition, six seasons art projects, word walls, stories and songs, and the inclusion of Noongar language at assemblies. Home Economics classes used native ingredients such as kangaroo meat and bush tucker to connect cultural learning to practical life skills.

2026 Recommendations:

- The ACSF Committee will lead targeted professional learning to strengthen staff understanding of the Aboriginal Cultural Standards Framework,
- Professional learning on the cultural significance of the Leeming school site and Bibra Lake Wetlands.
- Dedicated time will be provided for a whole-school planning session to align ACSF priorities with policy and embed them into daily classroom practice.
- Partnerships in community, professional learning term 2.

This work will build staff knowledge, ensuring culturally responsive approaches are consistently reflected across teaching and learning programs.

Six Seasons Artwork created by students in 2025



School Artworks and projects aligned to Reconciliation Action Plan

Parent, Student and Teacher Satisfaction



Parent Survey

Parent satisfaction data indicate consistent positive perceptions of the school, with particularly strong endorsement in the 2025 survey. In 2025, 86% of parents either agreed or strongly agreed that they were satisfied with the overall standard of education, a notable increase from 2022. While there is a slight rise in neutral responses (14%), no negative responses have been reported, suggesting a solid baseline of satisfaction.

Similarly, willingness to recommend the school remains high. In 2025, 96% of parents indicated they would recommend the school, with strong agreement (72%) returning to levels comparable with earlier years. Overall, the data reflect sustained confidence in the school, with a steady upward trend in 2025.

18. I am satisfied with the overall standard of education achieved at this school

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	N/A
2016	63%	30%		7%		
2018	59%	36%			5%	
2020	53%	36%	7%	2%		2%
2022	39%	51%	10%			
2025	66%	20%	14%			

19. I would recommend this school to others

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	N/A
2016	74%	15%	11%			
2018	74%	21%			5%	
2020	73%	22%		2%		2%
2022	56%	41%	2%			
2025	72%	24%	4%			

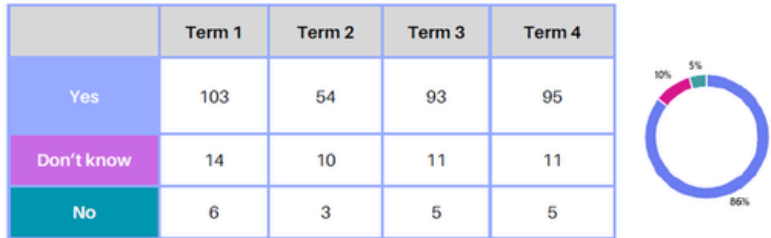
In response to the statement “This school is well led,” the majority of families have consistently reported positive perceptions across survey cycles. In 2025, 92% of respondents either agreed or strongly agreed that the school is well led. This represents an increase from 2022, Similarly, responses to the statement “This school looks for ways to improve” demonstrate that families recognise the school’s strong commitment to continuous improvement. In 2025, 86% of respondents agreed or strongly agreed with this statement. This indicates that the school’s improvement processes are visible and valued by the community.

Student Survey

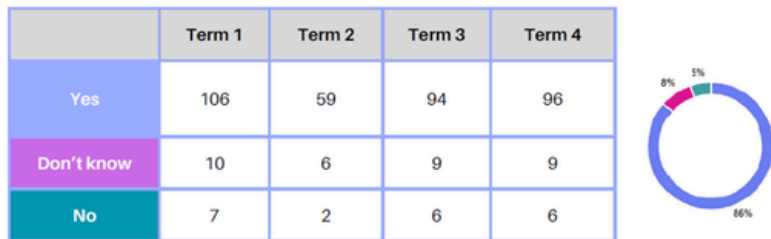
Students complete a pulse survey every term as part of their PBS lesson to gauge wellbeing. The results are monitored by the PBS Committee

2025 Student Pulse Survey Results

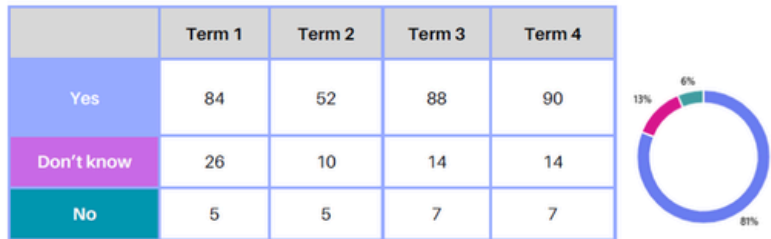
UNITY - I AM HAPPY AT SCHOOL



CONNECTED - I ASK TEACHERS FOR HELP WHEN I NEED IT



CONNECTED - PEOPLE AT SCHOOL LIKE ME



The 2025 Student Pulse Survey results show consistently positive student perceptions across all three areas, with strong outcomes in wellbeing and connectedness.

A large majority of students report being happy at school, with “Yes” responses remaining high across all terms and peaking again in Terms 3 and 4 after a dip in Term 2. Similarly, students feel well supported by staff, with high agreement that they ask teachers for help when needed, indicating strong relationships and trust between students and teachers.

Students also report a strong sense of belonging, with most agreeing that people at school like them. While this area shows slightly lower agreement compared to the others, it still reflects a positive overall trend, with improvements from Term 2 through to Term 4.

RECOMMENDATIONS for 2026:

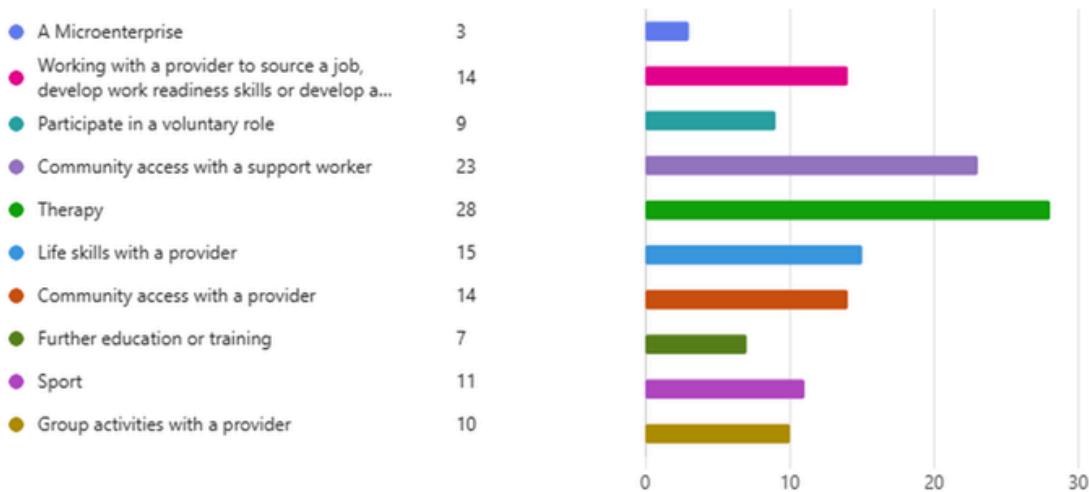
- Embed SEL: Strengthen and consistently deliver the social and emotional learning curriculum across the school.
- Amplify Student Voice: Build staff capacity to engage all students, particularly those using AAC, in meaningful feedback and decision-making.



Post School Destination

Post-school destination data is collected annually by surveying the families of students who graduated in the previous 3-year cycle (2022-2025). This data assists in reviewing existing programs and improving school processes to develop work capabilities and skills to promote future successful post-school pathways. Students at Leeming ESC experience a range of workplace learning environments in senior school. These placements are sourced by the workplace learning team using student input during My Plan meetings. Feedback from families indicates that the programs offered at Leeming ESC support students in developing their work readiness for employment post-school. Families like the range of work experience placements that help to guide post-school pathways. The graph below provides an overview of how students are engaging in work, further education, therapy and community participation post school. From the survey, 77% of this cohort have remained connected with students and families post school.

3. Does your child engage in (click all that apply):



7. What did you find most beneficial in supporting your child post school (list in order of preference by hovering over the text - then use the arrows on the right-hand side to move them up or down. 1 being most beneficial) [More details](#)



Future Directions

In 2026, Leeming SHS ESC will progress its Strategic Roadmap through a strong focus on quality teaching, purposeful curriculum, effective leadership, positive culture, and community connections. The school will continue embedding the LEARN model and micro-skills, alongside completing an Instructional Guide aligned to the Teaching for Impact framework. Curriculum will be strengthened through updated scope and sequence documents aligned to the WA Curriculum and the implementation of Joondalup Assessments.

Leadership development will prioritise building the capacity of Middle Leaders in line with the AITSL Standards. A positive school culture will be enhanced through whole-school implementation of the BeYou framework, social and emotional learning, restorative practices, and culturally responsive approaches aligned with the ACSF. Stronger community connections will be fostered through consistent communication practices and expanded industry and career taster programs to support student pathways and future readiness.



Resourcing Directions for 2026

Leadership & Staff Development

- Expanded mentoring and professional learning for graduate and new teachers
- Professional learning in Teaching for Impact, and social and emotional learning
- Creation and training of a SEL Lead Team
- Developing Middle leaders through professional learning and support
- Increasing leadership roles within the school
- Building the capacity of Student Services through the RAFT program
- Instructional Coach

Wellbeing & Behaviour Support

- Full-time school chaplain hours to enhance pastoral care and wellbeing for staff and students
- Training for new PBS committee members, with advanced coaching for the PBS Coach and Leader
- Employment of a clinical psychologist to build staff capacity in social and emotional learning and strengthen a multi-tiered system of support
- Relief for staff to engage in wellbeing check-ins
- Staffing a Student Services Team
- Professional learning and implementation of Restorative Practice

Student Learning & Pathways

- Resourcing dedicated coordinator time for Literacy, Numeracy, Transition, and Pathways Coordinators
- Additional FTE for Committee Coordinators in Health and Wellbeing, ACSF, Communication and PBS
- Resourcing a Therapy Coordinator to ensure therapy in school is coordinated and aligned with meeting individual student IEP goals
- AAC Professional Learning and support
- Professional learning and resourcing - writing curriculum

Infrastructure & Operational Support

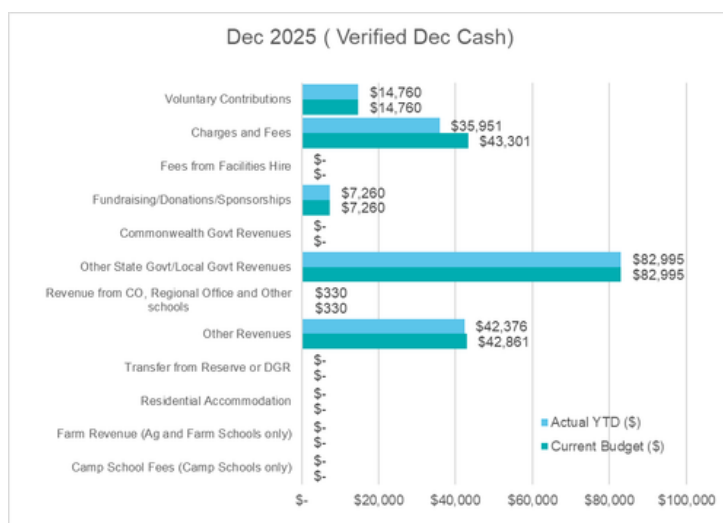
- Additional School Officer time to support administrative efficiency
- Application for an additional classroom to accommodate school growth
- Whole site infrastructure planning with partner school - DOE/Melville
- Disabled toilet

Finance

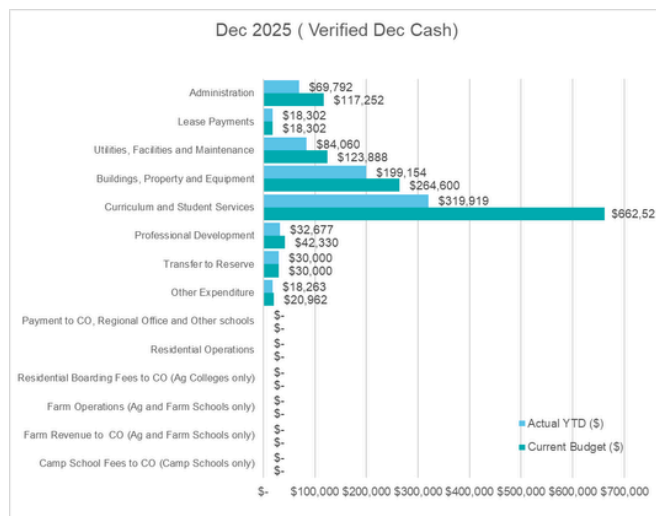
Leeming SHS ESC - Financial Summary as at December 2025

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	470,932	470,932
Carry Forward (Salary):	4,129,975	4,129,975
INCOME		
Student-Centred Funding (including Transfers & Adjustments)	9,081,572	9,081,572
Locally Raised Funds:	191,507	183,671
Total Funds:	13,873,985	13,866,150
EXPENDITURE		
Salaries:	7,884,171	7,884,171
Goods and Services (Cash):	1,279,855	772,166
Total Expenditure:	9,164,025	8,656,336

Locally Generated Revenue - Budget v Actual



Goods and Services Expenditure



In 2025, the school ensured that its budget was aligned with the priorities outlined in the Business Plan, enabling financial resources to directly support core goals. A significant proportion of funding was allocated to curriculum development and student services, reflecting a strong commitment to delivering a purposeful and engaging curriculum while promoting student health and wellbeing. This targeted investment supported the enhancement of teaching and learning programs, strengthened staff professional development opportunities, and ensured that services effectively met the diverse academic, social, and emotional needs of our students.

In 2026, the school will further strengthen its financial management processes by continuing to refine budget structures and enhance accountability at the cost centre level. A key focus will be on deepening differentiation within budgets, enabling cost centre managers to more precisely allocate and monitor expenditure across salaries, professional learning, and curriculum resourcing. This will support increasingly strategic and transparent decision-making aligned with Business Plan priorities.

To enhance financial oversight, all cost centre managers will continue to use budget-tracking tools to monitor expenditure in real time and ensure adherence to allocated budgets. This will promote more targeted and effective use of resources.



LEEMING SHS ESC

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