

ESPERANCE EDUCATION SUPPORT CENTRE

VISION

Young people, empowered by choice, participating in and contributing to their community



PURPOSE

We work in partnership with our community to empower our students with the necessary skills to live productive and fulfilling lives, through an individually focused and supportive curriculum

ANNUAL REPORT 2024

ANNUAL REPORT 2024

Young people, empowered by choice, participating in and contributing to their community.

This statement, our school vision, is the essence of us. It is what matters most. As you read the 2024 Annual Report, we hope that you will find evidence of our vision in all that we do - in our planning, in our curriculum delivery, and in our students and in our self-assessment.

Introduction

Esperance Education Support Centre is a specialist secondary school for students with additional learning needs. Our rigorous learning programs cater for the individual needs of our students. Our school prides itself on its diverse curriculum consisting of accredited academic and holistic programs. We work in close partnership with Esperance Senior High School and the community to achieve student outcomes. We value, respect and welcome all students, and understand that behaviour is a form of communication.

Esperance Education Support Centre is a secondary school catering for students with intellectual disability and / or Autism with higher educational need.

Our school vision is 'young people, empowered by choice, participating in and contributing to their community' and this vision is reflected across our school curriculum. The curriculum is guided by the Individual Education Plans and Individual Transition Plans of our students. These plans are negotiated by teaching staff with parents and carers, and in the case of the transition plans, with students.

Our diverse and purposeful learning programs are referenced to formal curriculum through ABLEWA, the K-10 Curriculum, ASDAN Modules and Preliminary Courses of Study. Our rigorous academic program is complimented by holistic programs including community access, work experience, swimming, drumming, independent living skills, social and emotional programs, camps and excursions. These programs are carefully selected and developed to ensure our students gain the academic, personal, social, independent and work related skills they require to be young people, empowered by choice, participating in and contributing to their community.

Our behaviour management beliefs and practices are strong, clearly articulated and positive. We view behaviour as a form of communication and as a teaching point. Our relationship with our partner school, Esperance Senior High School, allows our students to benefit from an inclusive education.



Our relationship with our partner school, Esperance Senior High School, allows our students to benefit from an inclusive education. Our students have access to many mainstream classes, enjoying a differentiated curriculum well supported by Education Support Centre staff. We enjoy strong interagency and community support to assist in the achievement of outcomes and, like a classroom, the community is considered a valuable place in which to learn and demonstrate outcomes.

HIGHLIGHTS OF THE 2024 SCHOOL YEAR

We publish our highlights each year, as testament to our vision of young people, empowered by choice, participating in and contributing to their community. You will see below the rich and diverse range of holistic activities delivered in partnership with our community that occur in addition to, or embedded in, our core curriculum.

Sensory Garden

The ESC sensory garden is an extension of our classroom and a big part of our school program. Our students and staff have put in a lot of time and effort into making the sensory garden a beautiful and enjoyable space. The garden harvest also produces fresh and abundant ingredients for our cooking programs. Unfortunately, at the start of the school year there was a big fire in the Demo block. This fire caused extensive damage to our sensory garden and made the area unusable for a period. However, through this adversity, our students demonstrated great resilience and hard work to get the garden up and running. Midway through Term 3, with the assistance and help from the community, the garden was once again accessible and producing the abundant harvest we have come to expect from this space. The plants are flourishing and the students can enjoy the garden as a sensory space to learn and chill out.



Eastwinds

The awesome musicians of Musica Viva Australia, EASTWINDS, visited Esperance Education Support Centre and treated our school community to the wonderful performance of "The Morning Song." The audience was delighted to hear the didgeridoo, flute, and Persian singing that transported all into a world of musical storytelling.

Students and staff had the opportunity to not only listen but also to join in, playing an array of percussion instruments. From homemade creations fashioned out of bottles and plastic gloves to the inventive use of drainpipes, each instrument added its own unique sound to the performance.

Rugby Workshop

The students in the ESC love their sport. As a school we provide our students an opportunity to participate in different sports that are available in Esperance. Last year we had Nephi Baker from Try Rugby visit our school. It was good to see our staff and students so engaged in the fun and challenging activities that were organised. The student thoroughly enjoyed being outdoors, playfully tackling each other and running around with staff. It was a great experience all round!



Spare Parts Puppet Company

The Spare Parts Puppet Theatre brought the heart-warming story of Wilfred Gordan McDonald Partridge to life with the help of some seniors from our community. What made the experience even more meaningful is that five of these seniors were selected to portray residents of the Old Folks' Home in the play itself. The play underscored the power of storytelling and the invaluable wisdom of our seniors.

Later in the afternoon the students were excited to join a puppet making workshop and were thrilled to make their own puppets to take home.

We thank all of our wonderful seniors for joining us, Horizon Power and the wonderful, dedicated actors from Spare Parts Puppet Theatre! It was a special day with many beautiful memories created!



Horticultural and Bunnings Excursion

The senior school students have been learning about indoor plants in their *ASDAN Towards Independence: Horticulture* lessons. As part of this course, the students embarked on a trip to Bunnings. Tasked with a \$10 budget, they navigated the store, carefully selecting indoor plants to nurture through Terms 3 and 4.



This initiative aims to cultivate responsibility and community access, ensuring students not only choose and care for their plants but also gain valuable life skills outside the classroom. The students also worked hard in the sensory garden to regrow and renew the space after the fire that happened in Term 1. All students were proactive and driven to make the garden a thriving space once more! Well done, to all students contributing to the garden!

Oz and Tripple M Radio

In Week 3, MPR students welcomed "Oz for Breakfast," a Triple M Radio announcer, to their classroom. The students were thrilled to learn about the diverse roles in radio and Oz's career journey. His insights left them inspired and excited to expand their understanding of the industry.

Thanks, Oz, for an enlightening session! One student from year 10 did a work placement at Triple M radio and learned the ropes from Steven Ozanne. He got to see how they do things behind the scenes, like advertising and making shows. The student thoroughly enjoyed it!



RUOK DAY

Emotional and mental wellbeing is a big part of our school and is imbedded in our curriculum. As a school we provide our community with opportunity to participate in and demonstrate their skills in a variety of settings. The high school (ESHS) and the Education Support Centre recognised RUOK Day on Thursday 12th September. RUOK Day is about encouraging people to check in on their friends and loved ones, promoting mental health and well-being. The day focuses on starting meaningful conversations and providing support to those who might be struggling. Students participated in activities on the quad and create a gratitude tree outside our Centre. Ask RUOK? any day – check out the 4 steps!



RAC Road Smart Excursion

Some of our senior students went to the RAC Road Smart workshop at the Civic Centre. It was a targeted activity for this year group in preparation for their approaching transition to life after school. Students learned about the importance of being road smart and the seriousness of what the repercussions of being unsafe on the road can look like. The emergency services were also onsite to give students information and tours of equipment that can be used in the event of a roadside emergency.



iNSTRUCKTA!

iNSTRUCKTA! Incursion highlighted safety around trucks and long vehicles on our roads.



Public School Review

We had our Public School Review in Term 3, 2024. It was a timely opportunity for us to assess how we perform as a school and have those assessments validated by the school review team. It was a successful review for our school and a great effort by our school team. The full report has been uploaded to Schools Online.

School Council

We are very thankful to our school council members for supporting our school in such a productive and positive manner. Your input has been invaluable during the 2024 school year. Our school council member are:

Claire Mitchell
Debbie Black
Danielle Kidd
Keenan Rodericks
Roisin Keiley

Stop Motion Fun!

This term we had a workshop run by Kim Maslin. She taught us different Stop Motion skills which we used in our Stop Motion clip. We had 6 sessions which we found interesting and fun. Kim was wonderful to work with and we hope we can continue with more sessions next year!



The School Ball

Our senior school students attended the Esperance Senior High School Ball. The Pre-Ball party was held in our Independent Living Centre where the students had some photos taken and a bite to eat before heading to the Civic Centre. The students all relished the opportunity to dress up in their finest and attend the ball. This was the highlight of the school year for our senior students, all of whom took the opportunity to create some lasting memories at the ball.



St John Ambulance Incursion

We were lucky enough to have a visit from Veronika who is a St John Ambulance volunteer. The students learned lots of different things such as how to treat a bee sting, how to bandage a snake bite and how to treat a cut. They learned how to call 000 using fake phones and how to store our information on cards for the fridge. It was interesting to learn that our important medical information should be stored on the fridge as ambulance officers often look there. Towards the end Veronika let the students have a tour of the ambulance.



TNT Fitness Program



Senior School Woolworths Weekly Excursion

ESC Students went from strength to strength on their weekly excursion to Woolworths, demonstrating a good understanding of the value of their \$30.00 budget, transacting money and demonstrating excellent behaviours in the community.



Cannery Arts Centre – Wildflower Project

Our students visited the Cannery Arts Centre to create our Wildflower Festival art. The 2024 theme for this year's artwork was 'Granite Species and Environments' where, with the help of artist Krystal Obschonka, students created Mandaboornup art works using clay. Once the shape of the iconic peak was made students used natural materials (stones, gum nuts, sticks and flowers) to press in their impressions and leave texture on their artwork to tell the story of the environment. The boys won "individual student awards" presented as part of the school's category of the Esperance Wildflower Festival Art Competition & Exhibition. These are sponsored by Headspace Esperance and Hope Community Services.



Waste Audit

Esperance Education Support Centre teamed up with the Esperance Shire to do a waste audit with our school. The student participated in this project enthusiastically and put on gloves, emptied our bins and sorted the rubbish into separate groups. They weighed and counted the rubbish and then talked about what could have been recycled or reused. Our goal is to reduce our waste as much as possible in our school community!



Community Access Programs



THE SEAMLESS TRANSITION

We aim for a seamless transition. A seamless transition is putting support and work in place during the years of schooling that will continue on into adult life. This means, when a Year 12 student finishes school, other supports and arrangements remain in place and continue on. The first year of adult life does not appear very different from the last year of school. A seamless transition is supportive of wellbeing and assists our former students to thrive as young adults. All students exit with a 'Final Transition Plan'.

The plan steps out the strategies in place for the student in the following domains –

- Relationships (Family and Friends)
- Fitness and Recreation
- Hobbies
- Community Access
- Work / Volunteering
- Finance
- Transport
- Living Arrangements
- Health / Medical
- NDIS
- Key People

We did not have any year 12 students exit our school in 2024.



The following employers supported Esperance Education Support Centre students to develop work skills in 2024 –

- A Taste of Home Catering Services
- Bandy Creek Fish Shop
- Bread Local
- Esperance Bird and Animal Park
- Esperance Pet Shop
- Esperance Senior High School Library
- Mermaid Leather
- Pink Lake IGA
- Setven Ozanne, Tripple M Esperance Breakfast Announcer



Swimming Lessons



Jurrassic Park Camp Week Snapshot





KEY FOCUS AREAS – TARGETS AND ACHIEVEMENT

Community

At Esperance Education Support Centre, our vision is ‘young people, empowered by choice, participating in and contributing to their community’. Our curriculum is driven by this vision – community settings are viewed as classrooms, community members are viewed as teachers.

100% of students are provided with an opportunity to demonstrate educational outcomes in a community setting.

Achieved

All students were provided with a variety of opportunities to demonstrate educational outcomes in the community in activities such as camps, excursions, work experience and volunteering.

In Senior School, 100% of students are linked to agencies that can support their engagement in the community and their transition to adult life.

Achieved

We did not have any students in year 12 in 2024. Hence, no final transition plans were developed. All students in year 11 were supported to connect to agencies. The support agencies will be part of the Final Transition Plan for the students in 2025.

80% of students in Years 10 to 13 will engage in a work placement.

Achieved

100% of students participated in a work placement external to the school for at least one term.

100% of students in Years 10 to 13 will engage in work skills.

Achieved

100% of students in this target group engaged in the development of work skills

All students with regular attendance engaged in the development of work skills

Students will experience a greater breadth of work placements in Year 10 than in senior school years.

Not Achieved

Our Year 11 students required the opportunity to explore a range of work placements in order to identify work placements that could potentially be the right placement for transition to adult life. Due to an unforeseen situation with an employer, a year 10 student was not able to attend their placement.

75% of students will convert work experience to paid work in the year they transition from school to adult life.

Students not able to convert work experience to paid work in their final year will have a plan for volunteering and / or micro-enterprise and / or further education in their Final Transition Plan.

Achieved

Not Applicable. We did not have any year 12 students transition to adult life in 2024.

100% of students will participate in a volunteering program in Year 9.

Achieved.

Due to the students’ needs these volunteering activities took place within the school campus.

70% of former students will be engaged in paid / volunteer work two years post-graduation.

Not Achieved

80% of former students will be receiving community support two years post-graduation.

Achieved

100% of students are involved in the community and access agencies in the community for support.



Quality Teaching

Our staff are committed to lifelong learning, continuous improvement, ongoing reflection and personal goal setting. We work within a highly collaborative and supportive team of professionals. We value feedback from our colleagues and we seek to learn from one another.

100% of teaching staff will engage in a performance management process referenced to AITSL standards and Growth Coaching.

Achieved

All teachers engaged in and completed the Performance Management Process.

80% of teaching staff performance management goals will be achieved.

Achieved

All teachers achieved or made satisfactory progress against their Performance Management Goals in 2024.

100% of Education Assistants will engage in a performance management process linked to the Competency Framework for Education Assistants (Special Needs).

Achieved

100% of teaching staff will engage in classroom observation and feedback, linked to research and implementation of teaching and learning strategies and skills.

Achieved

This process was revised and aligned to the Quality Teaching Strategy.

Teachers design and implement Individual Education Plans / Individual Transition Plans for 100% of students in the school.

Achieved

In 2024 an IEP or ITP was created for every student, regardless of parent engagement and student attendance.

Principals will articulate links between Leadership Institute Initiatives and School Improvement to the school community in the Annual Report (policy and leadership development).

Achieved

Our school was part of Leading Cultures of Teaching Excellence in 2024-2025. Learning from this program will guide our plans moving forward.





Student Achievement

At the Esperance Education Support Centre, we believe in the ability of each and every student to achieve great things. High student achievement derives from high expectations and personal accountability. Our staff work in consultation with parents and carers to set individual learning goals in the Individual Education and Transition Plans of students.

80% of students will have an attendance rate of 90% or above.

Not achieved

Semester 1 Attendance rate was 63.9%

14.3% of students had an attendance rate of 90% or above.

Semester 2 Attendance rate was 59.9%

7.7% of students had an attendance rate of 90% or greater.

As a small school, our statistics are easily skewed by individual student attendance. Our focus remains on the case management of each individual student with attendance concerns.

80% of Individual Education and Transition Plan goals will be achieved at a 'No Help' level.

Not Achieved

73% Individual Education Plan Goals achieved at 'No Help' level. The data is impacted by the school attendance. Students with regular school attendance usually achieve their goals with no help.

80% of students will achieve an ASDAN qualification within a two-year period.

Achieved

All students with regular attendance achieved. 100% of students achieved an ASDAN qualification (or endorsed qualification) within a two year period.

2024 ASDAN Course Completion

Number of Students

Towards Independence Coping with People	5
Towards Independence Horticulture	5
Towards Independence Engaging with the World Around Me	1
Transition Challenge	4

2024 ASDAN Course Enrolment Breakdown

Year 7	No Enrolments
Year 8	No Enrolments
Year 9	100% (2 of 2)
Year 10	100% (3 of 3)
Year 11	100% (4 of 4)
Year 12	N/A (Student enrolled in a 2 year program)
Year 13	No Enrolments



School Culture

The Esperance Education Support Centre prides itself on its positive school culture. All behaviour is viewed as communication and as an opportunity to learn. Love and Logic, Team Teach, Restorative Justice and Positive Behaviour Supports provide us with the framework to preserve our school culture and support our students to be responsible and kind school community members. Our school is highly inclusive. We value distributed leadership and input into decision making from our students, parents, council members, community partners and staff.

100% of staff will be trained in Love and Logic.

Achieved

All staff had participated in training in Love and Logic

80% of students in Years 7 to 10 will demonstrate progress against the achievement of ABLEWA goals in the area of Personal and Social Capability (PSC).

Not Achieved

79% of students achieved their Personal and Social Capability goals. Data analysis was conducted for students in Years 7 to 11 (students enrolled for full year). Data is impacted by students' attendance in some year groups

100% of teaching and education assistant staff will receive Team Teach training.

Achieved

All staff qualified in Intermediate Team Teach training in 2023. Requalification for all staff will be done again in 2026.

90% of Online Incident Notification System reports related to behavioural escalation will describe the application of Team Teach, PBS and / or Love and Logic principles.

Achieved 100%

Online reporting clearly demonstrated the implementation of current Risk Management Plan and Team Teach

The school will average 4+ in the National School Opinion Survey (the highest score being 5).

School Culture Survey administered at the end of 2024 and in Term 1, 2024 was analysed for Leading Cultures of Teaching Excellence in 2024 and for our Public School Review.

50% of families of indigenous students will provide feedback to the school on inclusive practices in reference to the Aboriginal Cultural Standards Framework.

Not Achieved



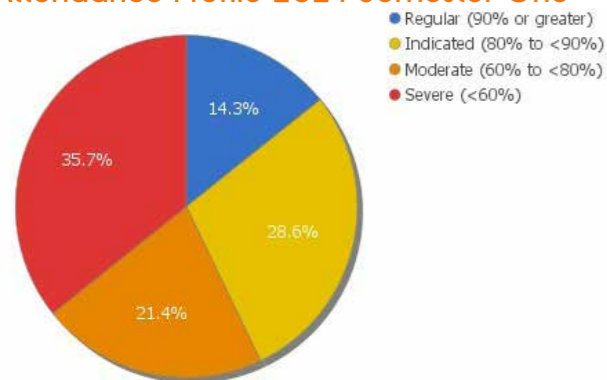
ATTENDANCE

Attendance continues to be a serious concern for students at our school.

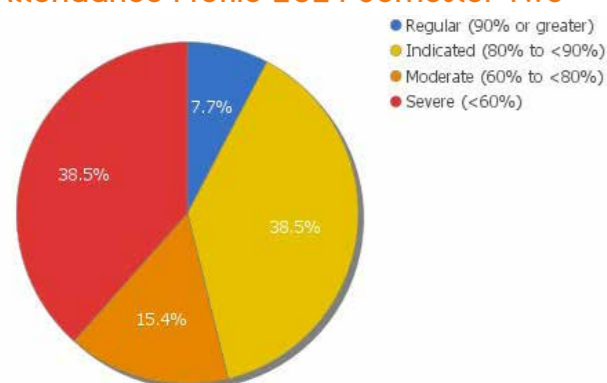
The school is proactive and collaborative in its effort to develop, implement and refine whole-school and individualised approaches to enhance student attendance.

We recognise that our data is skewed by a small student population. However, attendance is a legitimate and ongoing concern.

Attendance Profile 2024 Semester One



Attendance Profile 2024 Semester Two



ATTENDANCE
MATTERS

Prevention and Encouragement

Attendance Monitoring Periods: Students were responsible for monitoring and accounting for their personal attendance for a two-week period in every term. Those who are present or who have provided an explanation for a reasonable absence are rewarded.

Attendance Stars: Students who attend regularly are awarded at each Term Assembly.

Attendance Interviews: Students set personal goals for attendance at a 2-minute interview held with their classroom teacher each term.



Intervention

Initial follow up by the classroom teacher to the families of students of concern, where practicable. This is supported by the principal daily, where practicable. Daily absentee text messages are also sent home from the office.

Individual scrutiny and team planning for intervention at Collaboration Meetings once per term. As a team we commit to 'thinking outside of the square' to come up with creative solutions to attendance that are individually focused.

Intensive Intervention (modified timetable, Individual Attendance Plans, Badged Attendance Officer intervention for students at risk and Department of Communities).

BEHAVIOUR

At Esperance Education Support Centre, we believe that behaviour is a form of communication. In many circumstances, the answer to behaviour modification lies not in consequences and rewards, but in assisting the student to learn to communicate their need or want in a socially productive manner. For our students who do not use the spoken word, the onus is on us to find an alternative way for the student to communicate their needs and wants. We strongly believe that behaviour is as important as any other skill that we teach. We analyse the behaviours that we observe using evidence based reference materials, and plan to teach replacement behaviours as we would plan to teach any other skill or understanding. We are not focused on a punitive response to behaviour.

Our key strategies are:

- **Love and Logic** – When it comes to behaviour, we share control and decision making with our students. We empower our students to take responsibility for their actions, to exercise choice and to maintain or strengthen relationships. We facilitate a process whereby our students can resolve issues, including social issues, for themselves.
- **Team Teach** – We have the skills to support young people with challenging behaviour using de-escalation and positive handling techniques which promote positive relationships.
- **Positive Behaviour Strategies** – We recognise that behaviour occurs when a student needs to get, or get away from something (sensory input, an object or an activity, a person). We consider antecedents and consequences of behaviour to identify what this is. We identify a 'Stop' and 'Start' behaviour and actively teach the 'start' behaviour as we would any other skill, knowledge or understanding.



Suspension Data

Total Number of Students Suspended	2 16%
Total Suspensions	5
Total Days of Suspension	6
Physical Aggression	3 60% of suspensions
Abuse, Threats, Harassment of Staff	1 20% of suspensions
Abuse, Threats, Harassment of Students	1 20% of Suspensions

Suspensions are generally applied for safety concerns and out of respect for the right of members of our school community to feel safe all of the time, in keeping with our beliefs around protective behaviours.

The period of suspension allows school community members to feel safe again and allows school personnel to manage risks and design and implement Individual Behaviour Management Plans.

All students who are considered likely to demonstrate behaviour that has an impact on the right of another to feel safe such as physical or verbal aggression, have an individual behaviour management plan based on the Phases of Escalation.

There was a reduction in the number of suspensions in 2024.



ACHIEVEMENT DATA

We use ASDAN levels of Support to assess student achievement. The levels of support are as follows:

Achieved with No Help

Achieved with Spoken or Signed Help

Achieved with Gestural Help

Achieved with Physical Help

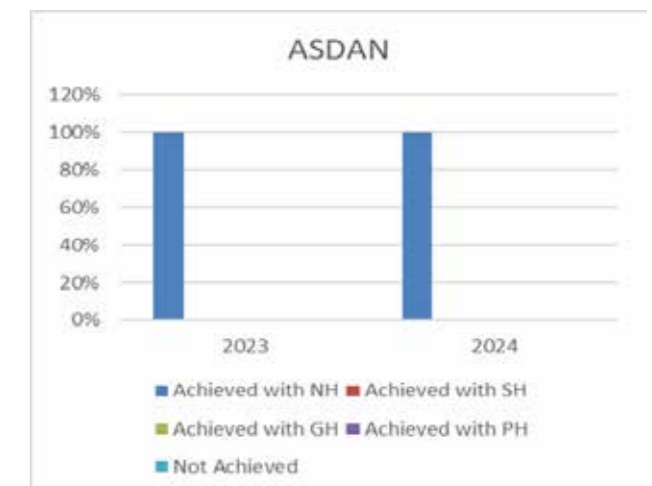
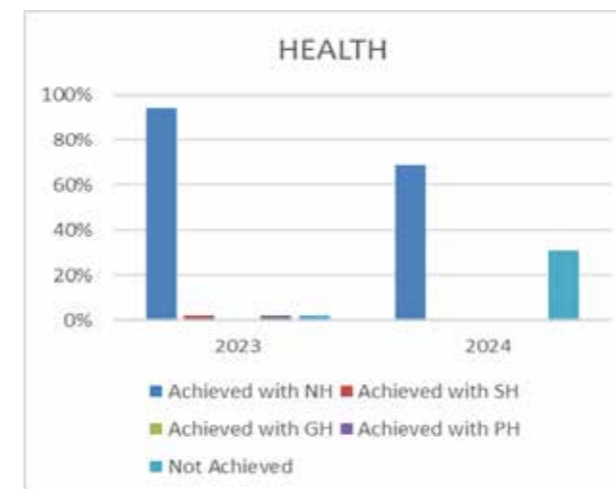
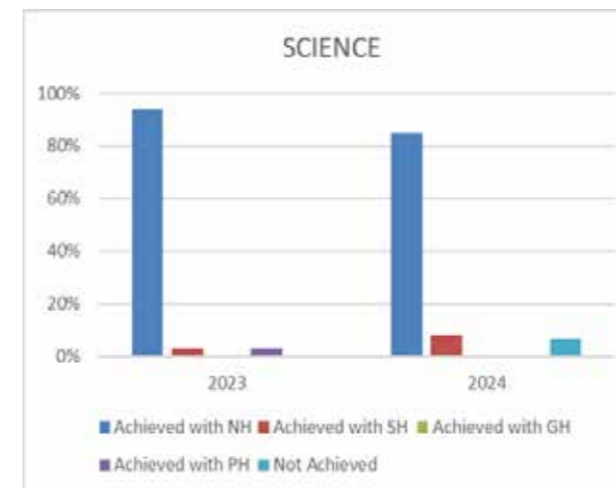
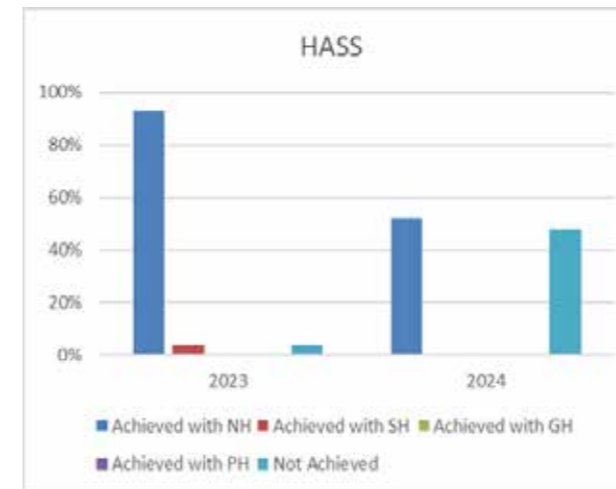
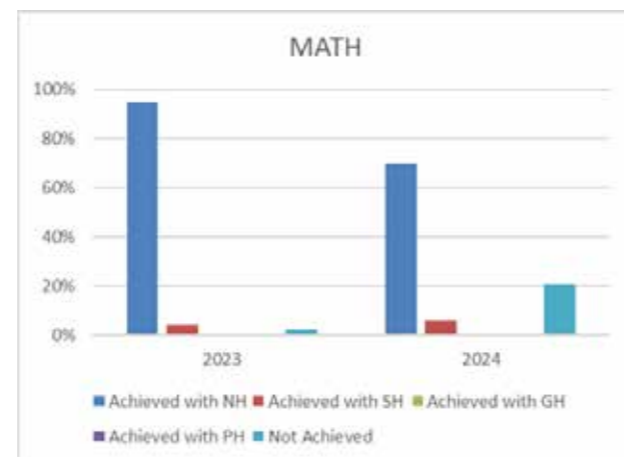
Not Achieved

A student is considered to have achieved their goal even when support has been provided. Our expectation is that students will achieve their IEP goals with no help. Teachers always aim to develop goals that are achievable for students within the IEP cycle (school year).

During the 2024 academic year, teachers developed student IEPs with overall teaching and learning objectives for each subject/focus area. Teachers then developed short term goals for each objective and targeted these goals during semester 1 and 2. The student was said to have achieved an objective if they were able to achieve all the goals for that objective. Achievement of Objectives are reflected in the levels of support required to achieve that objective. As indicated earlier, the expectation is that students would achieve their objectives with “No Help.”

The following graphs illustrate comparative achievement data of students across the Junior and Middle school (years 7 to 10) in 2023 and 2024. The data highlights student achievement of the objectives in their IEP in each of the subject areas. The data is cumulative, in that, it represents achievement across the whole year as opposed to each semester separately. It should also be noted that there were fewer students enrolled at Esperance Education Support Centre in 2024. This reduced number of students particularly impacts data for Junior and Middle school. Additionally, achievement data were further impacted as the year progressed due to transiency and very poor attendance of some students.

The data clearly indicate that students across the Junior and Middle schools are achieving most of their objectives with No Help. This achievement is observed across all learning areas. Data for 2024 indicate that student achievement in all areas is slightly less than what it was in 2023. As noted earlier, the data set was smaller in 2024. There is an increase in the number of Not Achieved in 2024. This section is entirely represented by students who have had limited attendance across the year.





Achievement Data Continued

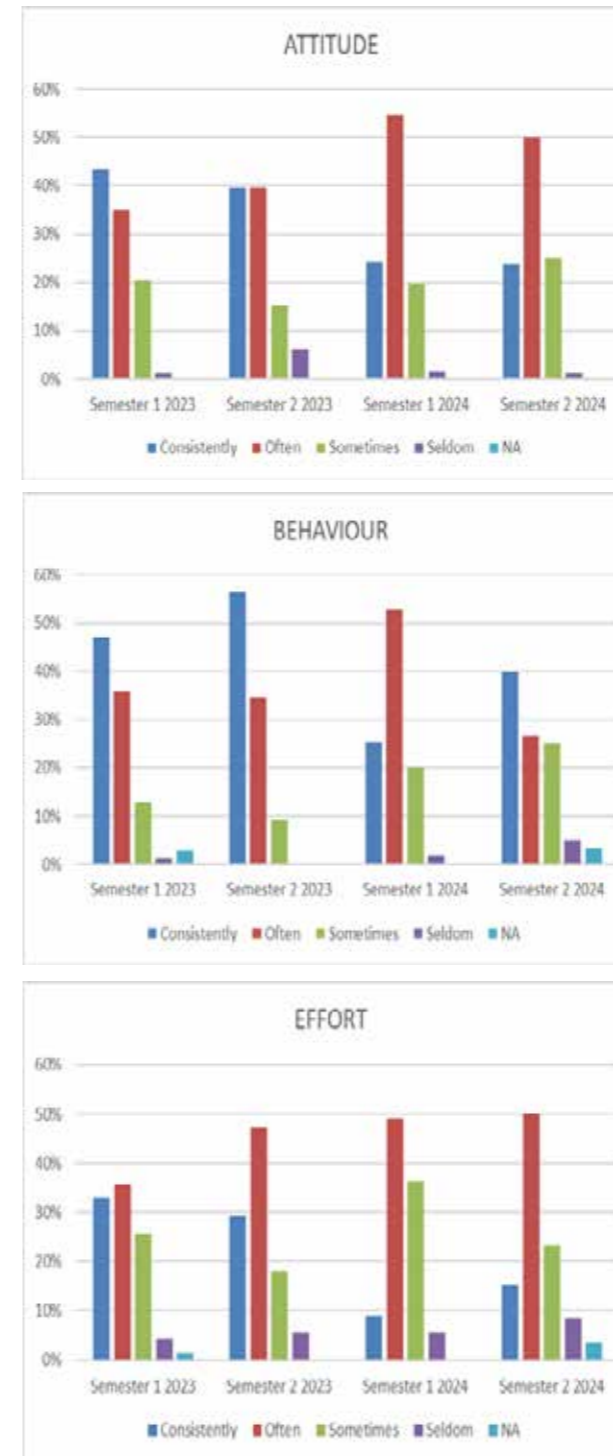


Senior School achievement in Courses of Study and Endorsed programs are presented below.

Year	ASDAN Towards Independence. Coping with People	ASDAN Towards Independence. Horticulture	ASDAN Towards Independence. Engaging with the World around us	COS English P1	COS Math P1
Yr 11	SH	SH		Achieved	Achieved
Yr 11	SH	SH		Achieved	Achieved
Yr 10	SH	SH		Achieved	Achieved
Yr 11	SH	SH		Achieved	Achieved
Yr 11	Withdrawn	Withdrawn		Not Achieved	Not Achieved
Yr 12	N/A	N/A	Withdrawn	N/A	N/A
Yr 11	SH	SH		Achieved	Achieved

ITP Achievement 2024	Self management		Independent living		Career development		Personal	
	Set	Ach	Set	Ach	Set	Ach	Set	Ach
Yr 12	4	4	7	6	2	1	3	3
Yr 11	14	12	14	13	17	7	10	10
Yr 11	16	12	13	10	17	6	10	7
Yr 10	16	11	14	8	17	4	12	6
Yr 11	17	11	15	10	16	7	12	6
Yr 11	12	3	12	6	9	1	7	1
Yr 11	14	11	14	10	17	8	10	7
% of goals achieved by year 12s	100%		85%		50%		100%	

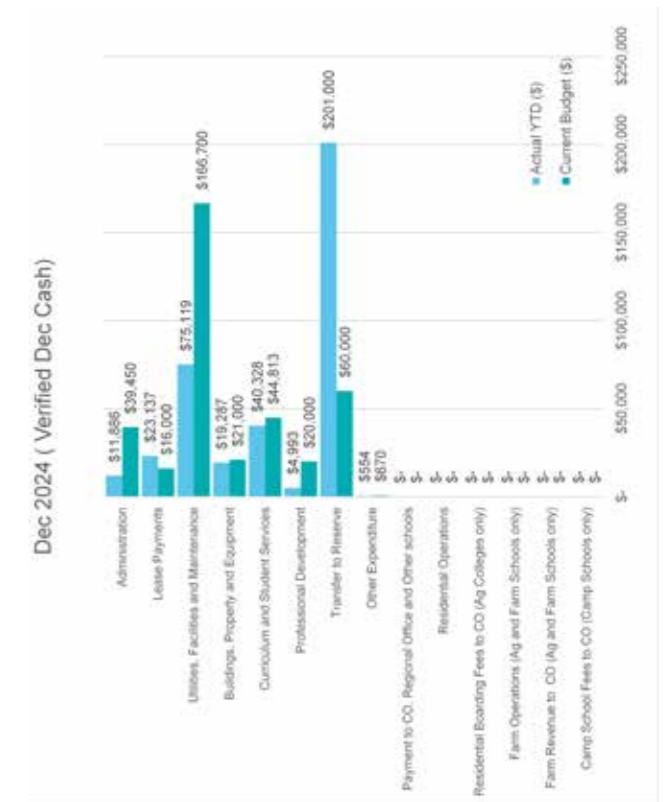
Affective Data All Students (Attitude, Behaviour and Effort)



Students at the Education Support Centre generally have a positive attitude to learning and this is reflected consistently in the data. Data is collected about all students from all their classes, including mainstream classes and is consistent across all the students. Overall, the students demonstrate a positive attitude, are willing to work through their behaviour when poor choices are made and always work to the best of their ability.

FINANCIAL SUMMARY 2024

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	105,399	105,399
Carry Forward (Salary):	285,691	285,691
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	1,351,549	1,351,549
Locally Raised Funds:	2,115	35,852
Total Funds:	1,744,754	1,778,491
EXPENDITURE		
Salaries:	987,280	987,280
Goods and Services (Cash):	368,633	376,302
Total Expenditure:	1,355,913	1,363,582
VARIANCE:	388,841	414,909



This page has been left intentionally blank.