

# **East Victoria Park Education Support Centre**



## **Annual Report 2024**

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**East Victoria Park Education Support Centre (ESC)** is proudly located on Whadjuk Noongar Country, at 30 Beatty Avenue, East Victoria Park.

Our Centre fosters a supportive and inclusive learning environment tailored to the needs of neurodiverse students. We work in partnership with students, families, carers, external agencies, and the local school community to create sustainable conditions where everyone—students, staff and families—can grow and thrive.

Our learning programs are engaging, relevant and tailored to meet each student's individual needs, abilities and learning styles. We place a strong emphasis on functional literacy and numeracy, fostering essential skills in communication, independence and protective behaviours. Students participate in evidence-based teaching practices, play-based learning and community access programs. Additionally, integration opportunities allow students to engage in specialist subjects such as Science, Music, Physical Education and Japanese alongside their peers from the Primary School.

Our dedicated teaching and support staff bring a wealth of experience in Special Needs education. With a high staff-to-student ratio, we provide personalised one-on-one and small-group instruction to support student learning. Our well-resourced and spacious classrooms are complemented by excellent facilities, including a functional kitchen, a Multi-Purpose Room, a Sensory Room, a garden and an Undercover Area. Our early childhood playground is designed to be both engaging and safe.

As part of the East Victoria Park Primary School campus, we share access to the school's library, undercover area and playgrounds, further enhancing the learning experience for our students.

It is our pleasure to present the **2024 Annual Report** for East Victoria Park Education Support Centre.

*Christina Maunick-Sallie*  
Principal

## Student Numbers (as at 2024 Semester 2)

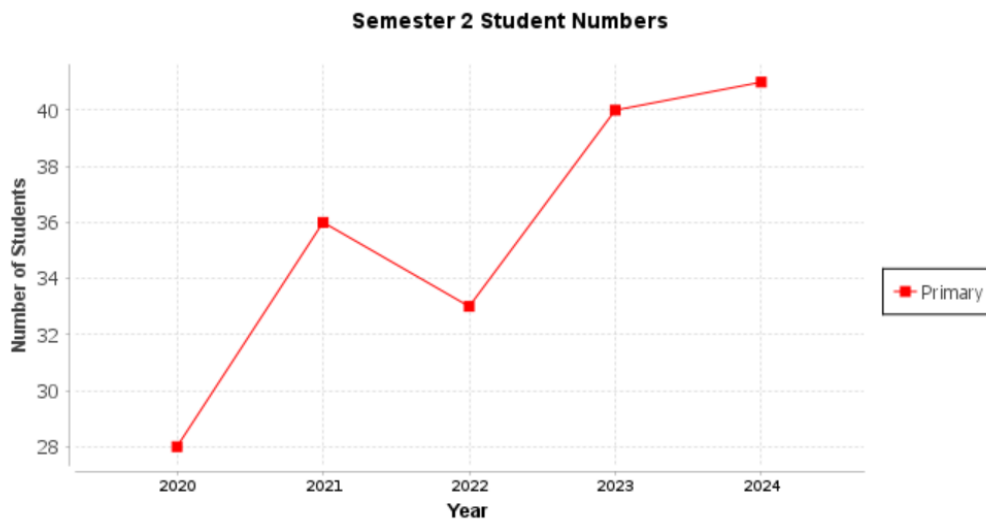
Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(3)	6	4	8	8	6	7	2	44
Part Time	5								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	4	4	26		34
Female	1	2	9		12
Total	5	6	35		46

## Student Numbers - Trends



Semester 2	2020	2021	2022	2023	2024
Primary (Excluding Kin)	28	36	33	40	41

#### Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	2	0	\$10,936.00
Pre-primary	6	0	\$57,000.00
Year 1	4	0	\$38,000.00
Year 2	8	0	\$76,000.00
Year 3	9	0	\$85,500.00
Year 4	6	0	\$47,628.00
Year 5	7	0	\$55,566.00
Year 6	2	0	\$15,876.00
Total	44	0	\$386,506.00

#### Student and School Characteristics Funding - At Census

Funded Student FTE		Amount
Student Characteristics		
Aboriginality	2.00	\$4,568.00
Disability	44.00	\$1,948,572.00
English as an Additional Language or Dialect	14.00	\$44,416.00
Social Disadvantage	7.77	\$6,987.53
Sub Total		\$2,004,543.53
School Characteristics		
Enrolment-Linked Base		\$488,727.00
Locality		\$0.00
Sub Total		\$488,727.00
Total		\$2,493,270.53

#### Comments:

- Student enrolment numbers remained consistent in 2024 with 46 students (including Kindergarten students) enrolled at the end of the academic year. All classes were at capacity and the Centre was not able to accommodate any further enrolments.
- The addition of an early childhood transportable classroom at the commencement of 2025 will enable the Centre to welcome early childhood students.
- Completing Disability Resourcing Checklists for new students and reviewing the funding levels allocated to students to ensure that the level of funding was representative of the of adjustments and modifications made for students to access the curriculum continued to be a priority. This resulted in increased levels of funding for numerous students.
- Graduating Year 6 students transitioned to Cannington Community College Education Support Centre to commence their high school career.



## Staff Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
<b>Total Administration Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Other Teaching Staff	9	7.4	0
<b>Total Teaching Staff</b>	<b>9</b>	<b>7.4</b>	<b>0</b>
<b>Allied Professionals</b>			
Clerical / Administrative	2	2.0	0
Other Allied Professionals	23	19.8	0
<b>Total Allied Professionals</b>	<b>25</b>	<b>21.8</b>	<b>0</b>
<b>Total</b>	<b>36</b>	<b>31.2</b>	<b>0</b>

### Comments:

- A Level 1 School Officer 1.0 FTE was appointed permanently from Term 2 2024. The School Officer managed therapy coordination at the school, approximately 75 therapists provided therapy services to students onsite, including physiotherapy, speech, occupational therapy and behaviour support.
- The Centre's recruitment pools for Special Needs Education Assistants and Teachers were kept active to attract and retain staff, particularly staff with education support qualifications and/or experience.
- Special Needs Education Assistant and Pre-Service Teacher Practicum placements from colleges and universities are accommodated where appropriate. Many of whom later demonstrate interest in opportunities as relief education assistants or in applying to secure a fixed term/permanent position.





## Attendance

### Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	77.9%	86.6%
2023	84.8%	88.9%
2024	84.9%	89.4%

### Describe your analysis and impact of evidence

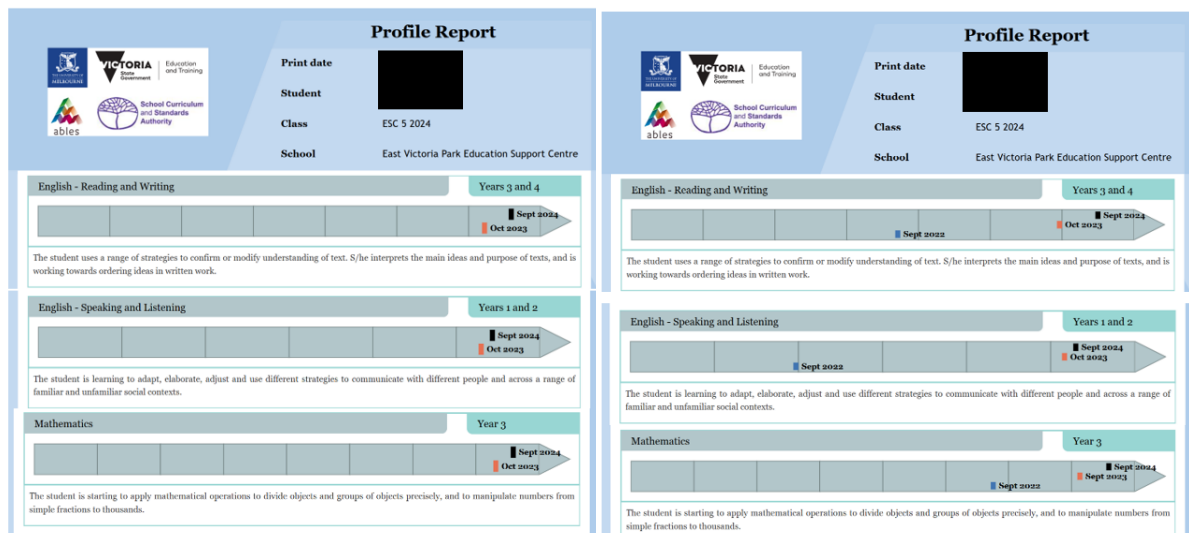
- In recent years, East Victoria Park Education Support Centre has demonstrated a positive trend in student attendance. The school's attendance rates have improved, although they remain slightly below the WA public school average, reflecting the unique challenges faced by our student population.
- The school remains committed to fostering an inclusive and supportive environment that encourages regular attendance, ensuring all students have access to consistent learning opportunities.

### Describe how non-attendance is managed by the school

- A formal attendance plan was developed and implemented in Term 3, 2022 in efforts to lift and maintain student attendance rates across the Centre.
- Staff have developed positive rapport with students and nurture relationships with families.
- Regular review of student attendance (every 3 weeks) led by the Administration Team with a concerted effort to follow up on absences between teachers and front office staff via SMS, email, phone calls, letters, Class Dojo and case conferences.
- Ongoing communication between the class teacher and the parent/carer regarding the importance of attendance and a discussion about the programs and learning that the student is missing out on due to non-attendance.
- The implementation of a process for provision of onsite therapy has contributed to an increase in regular attendance as students are no longer taking days off to attend therapy.

## ABLEWA

At East Victoria Park Education Support Centre, we use ABLEWA (Abilities Based Learning and Education Western Australia) data to track students' longitudinal progress across key learning areas such as English and Mathematics. The data provides a clear developmental continuum that allows us to monitor individual student growth over time. By comparing assessment points across different years, we can identify progress, emerging strengths, and areas requiring targeted support. This ongoing tracking informs our teaching by enabling staff to personalise learning programs and adjust instructional strategies to suit each student's current stage of development. It also supports collaborative planning with families and allied professionals, ensuring that teaching and learning remain responsive, evidence-based, and student-centred.



## Phonics

This is the second year of adopting the Letters and Sounds Program across the Centre. Letters and Sounds was chosen as it is evidenced based and easier to differentiate and adjust so that all students are catered to. The Letters and Sounds Assessment is administered twice a year. This supports teachers to confirm the Phase that the student is working on and develop IEP English goals as well as create learning experiences. In 2025, the goal will be to assess all students and stream them into their Phases for explicit phonics instruction.

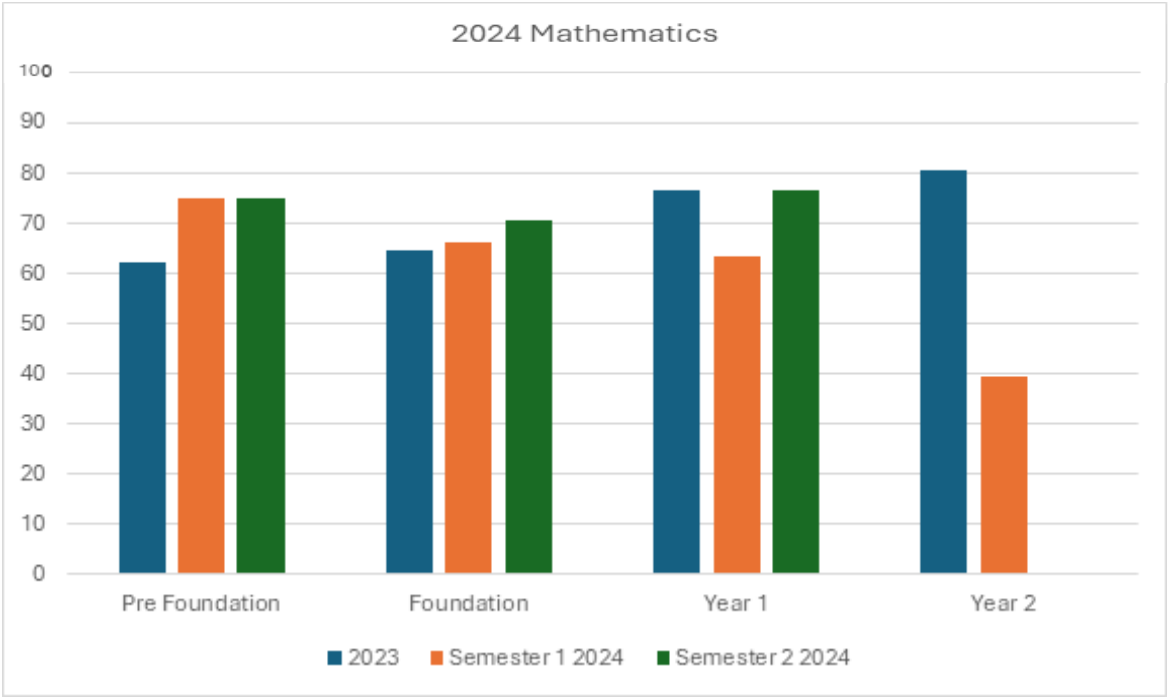


**Math Assessment**

The Mathematics Assessment, sourced from Joondalup Education Support Centre, has been implemented to align with ABLEWA Mathematics outcomes. This initiative marks a significant advancement in our ability to collect both longitudinal and comparative data, offering valuable insights over time.

The assessment provides both short-term and long-term benefits for students and the wider Centre. It enhances educational planning, informs targeted resource allocation, strengthens reporting practices and improves overall accountability, ultimately supporting improved student outcomes in Mathematics. Students who work above the Year 2 Curriculum are assessed using the PAT Test for Mathematics.

*Average Student Percentage Scores for Math Assessment*



*Number of Students in Each Stage of Math Assessment*

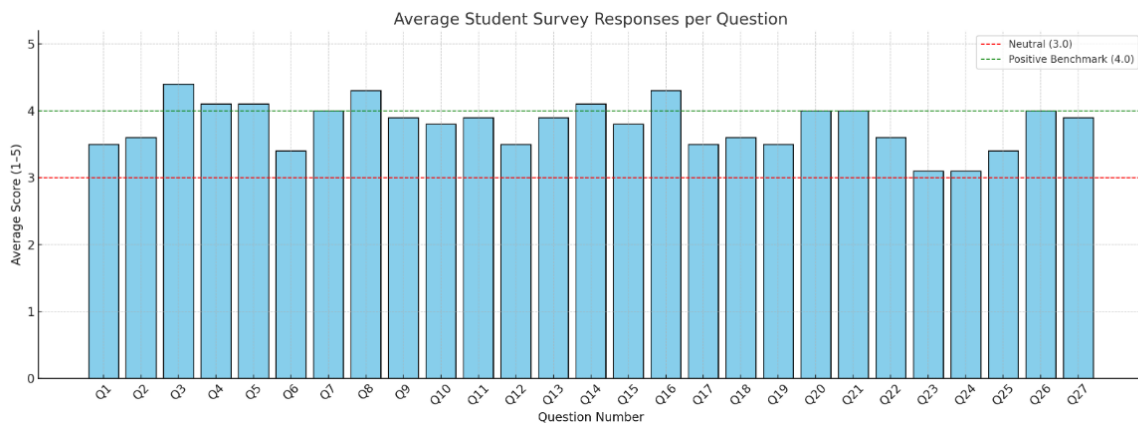
Stage	Semester 1 2023	Semester 2 2023	Semester 1 2024	Semester 2 2024
Pre-Foundation	12	0	14	4
Foundation	0	5	7	4
Year 1	8	0	5	2
Year 2	2	0	1	0 (moved to PAT)

In 2024, the Centre continued to use mathematics assessments to monitor student progress across key stages, supporting targeted instruction and resource allocation. The data highlights both growth and areas for improvement.

- Pre Foundation students maintained consistent performance across both semesters, with an average of 75%, reflecting stable early learning outcomes.
- Year 1 students showed the most significant improvement, increasing from 63.3% in Semester 1 to 76.66% in Semester 2.
- Of the 2 Year 2 students, one moved to PAT testing and the other is no longer attending.

Overall, the mathematics assessment process in 2024 provided valuable insights into student learning, informing teaching practices and enabling evidence-based decision-making to support improved outcomes.





Bar graph showing the average student survey responses per question (Q1–Q27).

- Y-axis represents the average score on a 5-point Likert scale:
  - 5 = Strongly Agree
  - 4 = Agree
  - 3 = Neither agree nor disagree
  - 2 = Disagree
  - 1 = Strongly Disagree
- Green line (4.0) = Positive benchmark
- Red line (3.0) = Neutral response

### Survey Questions

#### Teaching and Learning

1. My teachers help me get better at the things I am good at.
2. My teachers try different ways to help me understand and learn.
3. I know what I am supposed to be learning in each lesson.
4. My teachers show me examples of what my work should look like.
5. My teachers help me to set learning goals.
6. My teachers let me know when I am on track with my learning.

#### Student Voice and Engagement

7. My school listens to my ideas.
8. I feel comfortable talking to my teachers about my learning.
9. My teachers listen to me when I have a problem.
10. My teachers care about me.
11. Aboriginal culture is respected in my school.
12. I feel welcome in my school.

#### Belonging and Relationships

13. Staff at this school are respectful to each other.
14. My teachers respect me.
15. My family is told when I do good work or when I need extra help.
16. My teachers are friendly.
17. My teacher lets me know when they are pleased with my work.
18. My teachers think that I can learn.

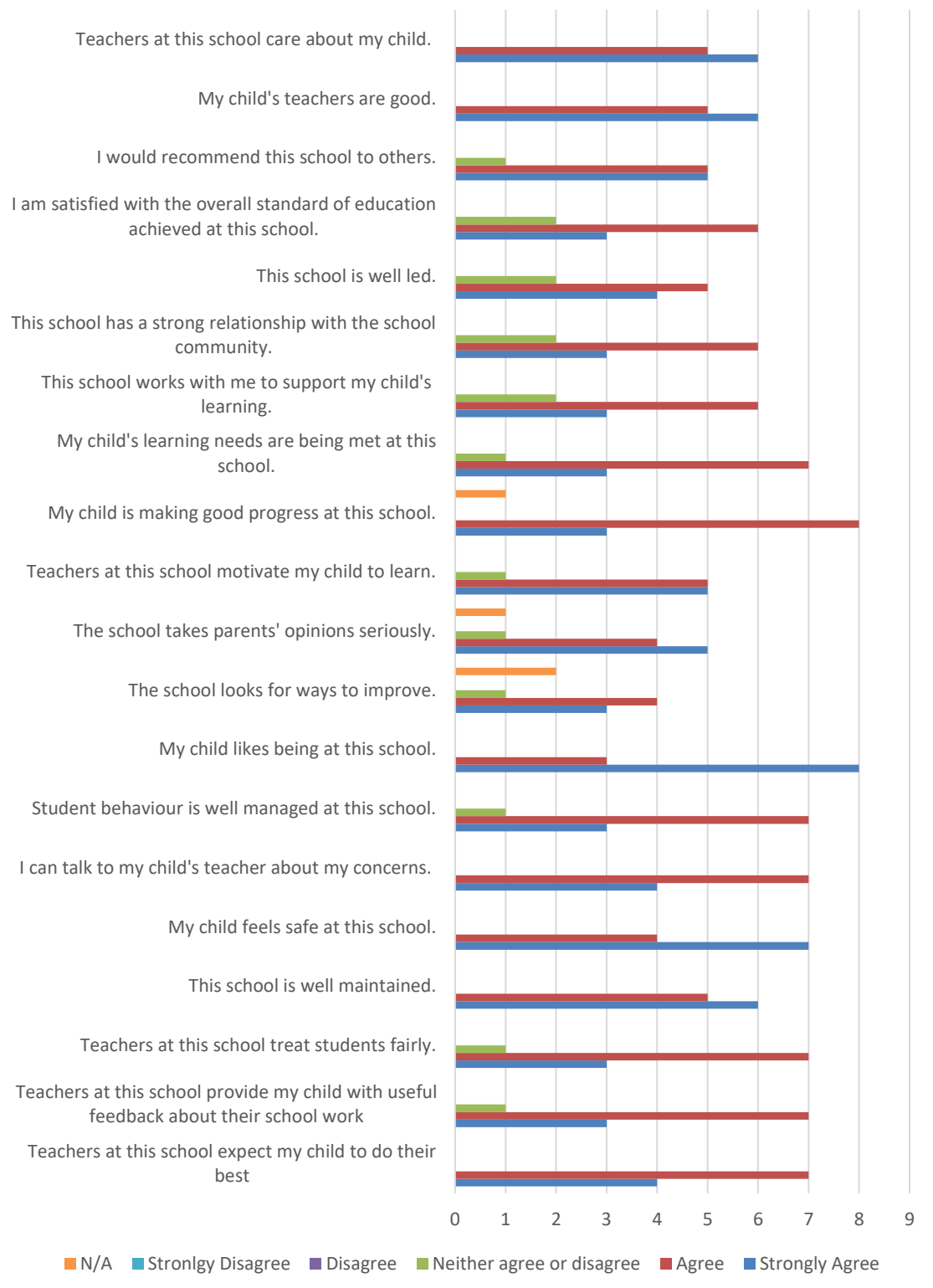
#### Safety and Wellbeing

19. I feel safe to have a go in my classes, even if I get it wrong.
20. My teachers make learning interesting.
21. I feel safe at school.
22. My teachers know me.
23. I can get help at school if I have a problem or if I feel unhappy.

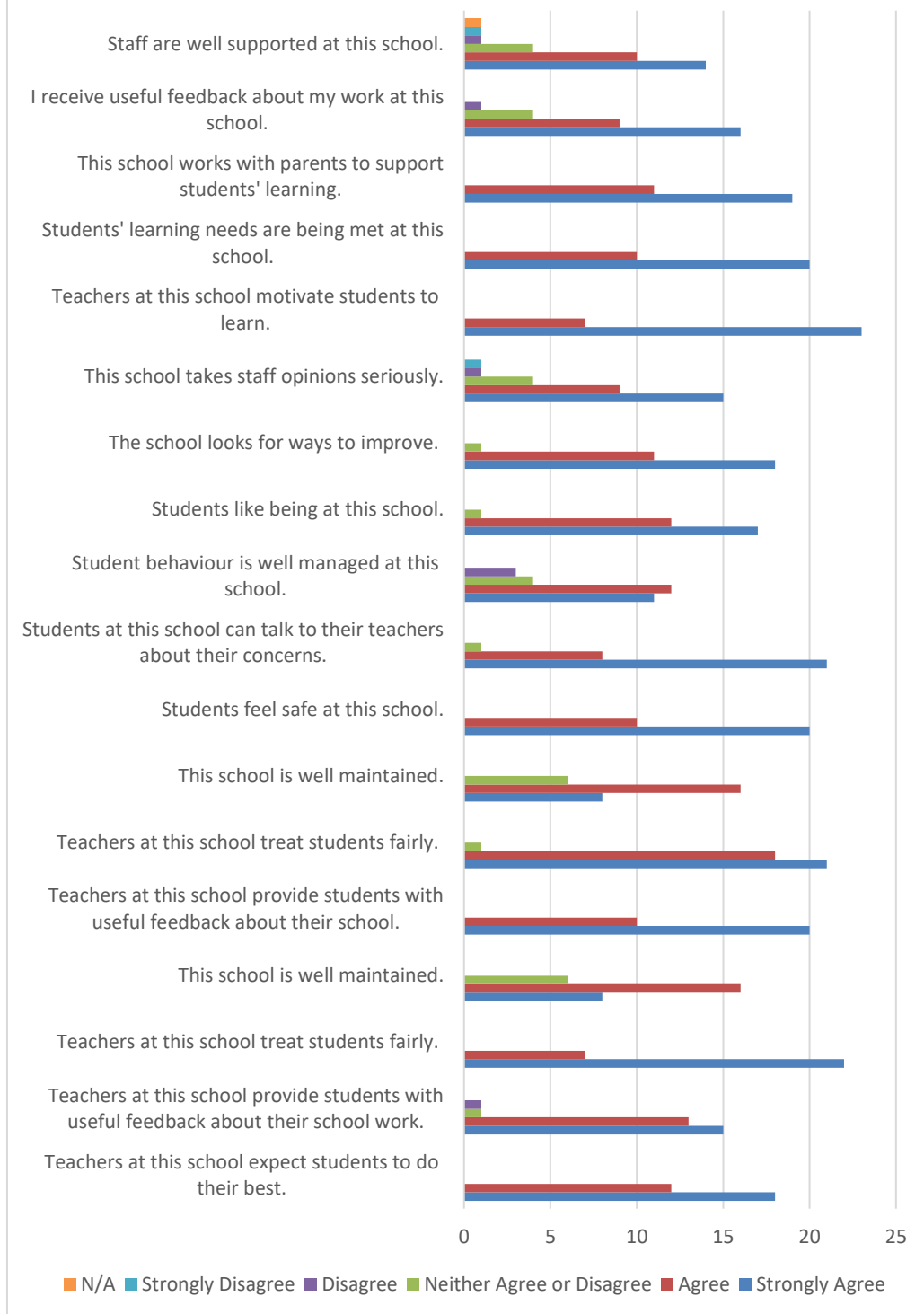
#### Environment and Resources

24. My teachers and classrooms are well organised.
25. I know what behaviour is expected of me at school.
26. My teachers teach and encourage positive student behaviour.
27. My teachers act when students behave inappropriately.

## Parent/Carer Survey Results from 11 participants



## Staff Survey Results from 30 Participants



### **Student Survey Analysis**

Eight students from year 3-6 participated in the survey. Overall, students feel respected, supported, and proud of their school. Areas for growth relate to Aboriginal culture, and student voice. Students see learning as purposeful and structured but might want more practice or clarity on what success looks like.

### **Parent Survey Analysis**

Eleven parents/carers at the Centre participated in the survey. The survey shows high satisfaction and trust. Majority of parents strongly agreed that teachers care about their children and treat them fairly, with strong support also shown for school leadership, safety, and overall satisfaction with education quality. Most parents/carers who completed the survey felt the school maintains strong relationships with the community and supports parents/carers in their child's learning, indicating successful partnership approaches. Areas for continued focus in 2025 include feedback on student work and student behaviour management.

### **Staff Survey Analysis**

Thirty staff members (casual, fixed term and permanent) participated in the survey. The survey indicates that the Centre has a positive school culture. Most staff agreed or strongly agreed that students feel safe, enjoy school, and can talk to teachers about concerns, highlighting a strong culture of care and student wellbeing. Staff reported positively on the school's efforts to work with parents and meet student learning needs, and most felt they were treated fairly and expected to uphold high standards. Areas for continues focus staff wellbeing and feedback.



## School Income by Funding Source (DATA) (Source: Schools Resourcing System)

### One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 45,166	45,166	0
Carry Forward (Salary):	\$ 235,908	235,908	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 2,942,694	2,942,694	0
Locally Raised Funds:	\$ 53,845	54,238	-393
<b>Total Funds:</b>	<b>\$ 3,277,613</b>	<b>3,278,006</b>	<b>-393</b>
<b>EXPENDITURE</b>			
Salaries:	\$ 2,662,798	2,662,798	0
Goods and Services (Cash):	\$ 263,003	262,189	814
<b>Total Expenditure:</b>	<b>\$ 2,925,801</b>	<b>2,924,987</b>	<b>814</b>
<b>Variance:</b>	<b>\$ 351,812</b>	<b>353,019</b>	<b>-1,207</b>

Verified December 2024

### Describe your analysis and impact of evidence

- Leadership Team manages resources in a targeted manner, maximising the learning outcomes for all students. Staff engage in systems and practices relating to financial and resource management by contributing to school-wide decision making. Supplementary funding provided to the school is used to underpin targeted support learning programs and required teaching and learning adjustments.
- Carry Forward Cash indicates the amount of cash carried forward to 2025.
- Year to date income matched budgeted amounts indicating the funding amount was as expected.
- Funds were allocated to school priority areas and spent to benefit students enrolled at the Centre in 2024.
- Spending of funds as per the Funding Agreement, Schedule A and B.