

Joondalup Education Support Centre Annual Report 2023



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Principal's Message

2023 was a very busy and productive year. Our school began to return to pre-COVID operations, and it was lovely to have students able to interact with each other, go on excursions, welcome incursions, and engage in learning experiences without disruption.

Consistent, trained staff remained a challenge throughout the year, to ensure that all classrooms had the expertise and consistent staff needed, to maximise support. We added an additional education assistant to our support team, who has come out of the classroom to support all classes with literacy, AAC and classroom resources. They have also organised our whole school resources and classrooms are able to have the resources they need to support learning in classrooms.

Our School Board nominated the school for a Western Australian Education Award – Disability and Inclusion category. Our school won this category, and we feel very privileged to be the first school to win this award.

We are in the middle of our Business Plan cycle and have long standing whole school literacy and numeracy approaches across the school which were consolidated throughout the year. Literacy and numeracy specialists provided ongoing training to staff and led whole staff moderation sessions. Streamed literacy sessions recommenced (after COVID) for all students aged Pre-primary and older, and students have welcomed the opportunity to learn this way with peers.

Our foundational skills assessment continued to provide direction for students who are learning at a foundation level. Our school psychologist, psychology consultant, and teacher leading this area have worked closely with staff to ensure that we are providing a sequential, robust program to our beginning learners.

Our Business Plan focus areas remain:

- Most Viable Curriculum
- Collaboration
- Shared Language
- Attendance

School Board

Joondalup Education Support Centre (Joondalup ESC) has an active, well-functioning School Board who met face to face and online throughout the 2023 school year. Our Board Chair Hwee Peng Tan led each meeting including Board self-reflection surveys and interpreting the school and community surveys.

I would like to thank the School Board for their outstanding effort and commitment throughout 2023. Chaired by Hwee, our Board continued to operate effectively and ensured sound governance of school operations. I would like to also recognise Hwee for nominating our school in the Western Australian Education Awards, which we won in the category of Disability and Inclusion.

P&C

Joondalup ESC and Joondalup Primary School have a combined P&C. This inclusive group work together on behalf of all students at Joondalup Schools. As an active P&C they run events every year including raffles, Mothers and Fathers Day stalls, sausage sizzles and the colour run. They have also purchased many resources to support our literacy and sustainability program, as well resources for the Primary School – and whole items. Throughout the 2023 year the P&C had several people change roles, and I would like to thank the P&C executive team for filling these roles throughout the year. We will be entering the 2024 year with all positions filled.



Student Information

Student numbers have remained steady over the past couple of years, and this is because we are at capacity with our current infrastructure. Student numbers may fluctuate slightly depending on individual student needs. We have quite a transient population at our school, with many students leaving and enrolling throughout the year.

Student numbers at Semester Two Census 2023

Semester 1	2019	2020	2021	2022	2023
Primary (Excluding Kin)	72	94	95	101	109
Semester 2	2019	2020	2021	2022	2023
Primary (Excluding Kin)	76	97	97	104	113

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(4)	25	12	15	18	16	7	20	117
Part Time	8								

Graduating students transitioned to Belridge Secondary Education Support Centre, Wanneroo Secondary High School, Butler College, Gladys Newton School and John Butler College.



Business Plan Focus Area One: Most Viable Curriculum

2023 was a time to get back to pre-covid learning strategies and collaboration. Specialist staff and support staff were able to refocus whole school priorities, provide training, and continue to implement our pillars of this area:

- Resilient, healthy students
- Active and engaged students
- Progressing students
- Regular attendance for all students

Wrap around, case management style support was introduced for a number of students and families who were at risk in one or more of the areas mentioned above. Relationships were built with families and a number of attendance plans, transition to school plans, support plans, and health plans were created for students and reviewed often with families and key stakeholders.

Our Alternative and Augmentative Communication (AAC) initiatives and programs continued, and we introduced a second AAC co-ordinator throughout 2023. Together the co-ordinators were able to support students, staff, and families, working in classrooms, developing resources and delivering training to ensure a co-ordinated, planned approach to supporting and developing the communication and language of our students. PODD books continue to be our low-tech communication strategy with the school making the commitment to every staff member wearing and using one each.

Streamed literacy (Initialit) recommenced throughout the year with students returning to learning with peers across classrooms. Writing moderation also recommenced, and staff felt confident that consistent judgements were being made for student writing progression.



Academic Targets

Literacy

In 2023, our literacy team concentrated on creating comprehensive school-wide assessments based on the Initialit programs to address specific weaknesses identified across our school. These assessments cover key literacy components including phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. We plan to roll out these new assessments in the first semester of 2024, with the aim of collecting and analysing long-term data for school-wide use.

Our existing Streamed Literacy programs and assessments build upon basic literacy skills beginning at a foundational level and are then introduced through Initialit (part of the MultiLit program), PLD, and Cars and Stars. Our school wide literacy approach encompasses the Talk for Writing framework and the use of the Writing Developmental Scale to track progress in writing.

At the start of every school year, teachers evaluate their students using screening tools to decide the appropriate literacy group placement for Streamed Literacy. This arrangement, which involves three targeted literacy sessions each week, enables personalised literacy support tailored to each student's level and needs. Within the classroom, teachers incorporate specific literacy program strategies into personalised learning plans.

The Talk for Writing framework is employed across all grades to teach writing, offering benefits to students of varying abilities and backgrounds. This approach emphasises communication skills, vocabulary, and promotes an engaging, hands-on method for learning different types of texts. Teachers collaborate to design engaging and inspiring units of work.



Streamed Literacy Programs	Focus	Assessment
Communication group	Pre-curriculum foundational skills with a focus on emerging verbal and nonverbal communication skills.	Progress monitoring / tracking sheets (fortnightly)
Initialit	Covers our students working at a curriculum level from Pre-primary – Year 2. The program covers phonics (basic/advanced alphabetic code), vocabulary, oral language, listening/reading comprehension, spelling, grammar, and fluency.	Continual progress monitoring and cumulative reviews throughout the program. Whole school assessment each semester.
PLD/Cars & Stars	Spelling and comprehension strategies.	PLD – Spelling tests (Completed each semester). Cars & Stars – Post tests (Completed each semester).
Whole School Classroom Literacy	Focus	Assessment
Talk for Writing	Allows students to orally learn the language needed for a particular topic or text, before reading it and recreating it in their own writing.	<ul style="list-style-type: none"> ○ Pre assessments to determine what students know and can independently do in the form of a cold task. ○ Formative assessment to underpin unit planning. ○ Summative assessments in the form of a hot task to determine overall student learning and growth.
Developmental writing scale	Staff work collaboratively together to share and develop their understanding of what learning looks like by examining examples of different levels and quality of students' work.	Whole school writing moderation completed twice yearly in Semester 1 and Semester 2.

Moving forward, our new assessment tools and programs are being utilised school wide with the goal of providing staff with more accurate, up to date information they can use to inform teaching practice. These tools will enable us to obtain in-depth data of our students' abilities and needs. Staff will then be able to identify specific problems and inform appropriate interventions.

Numeracy

In 2023, we continued to implement the Foundational Skills program with great success. This means we are assessing students who are working at a pre-curriculum (Pre-Kindergarten curriculum) on an assessment that shows their progress as they work on skills appropriate for their development.

Within numeracy, each assessment group made significant progress against set targets, with Year 3 being the only cohort not meeting the target percentage. Through analysis of the data results, as a teaching team we evaluated that students working on the PAT tests appeared to make smaller progress on their data due to be assessed on a smaller sample size of only 35 multiple choice questions, compared to our Year 2 assessment which is scored out of 91.

2023 was the first year that we have used our updated Year 2 assessment. The changes in this included reducing the number of times a student would have to present their knowledge of particular skills. This impacted the total score students would be assessed against, reduced from 106 to 91.

It was clear that we have students progressing along the curriculum, with students accessing the Year 5 PAT testing for the first time ever.

Assessment Level	Curriculum Grade	Target average student improvement each year	Target met/ not Average %	Number of students as of Semester 2, 2023
Group One-Conceptual	No longer used- Foundational Skills replaced for this cohort			
Pre- Foundation	Kindergarten Curriculum Guidelines ABLEWA C/D	15%	Target met Average 18%	6 students
Foundation	Pre-Primary Curriculum	15%	Target met Average 15%	13 students
Year One	Year One Curriculum	15%	Target met Average 20%	14 students
Year Two	Year Two Curriculum	15%	Target met Average 15%	14 students
PAT- Year Three	Year Three Curriculum	15%	Target not met Average 5% improvement	17 students
PAT- Year Four	Year Four Curriculum	No target set in 2022	Average progress 3%	4 students
PAT- Year Five	Year Five Curriculum	No target set in 2022	Average progress 4%	2 students

There were no targets set for the Year Four or Year Five Curriculum as in previous years we did not have any students who were working on this level.

Business Plan Focus Area Two: Collaboration

Joondalup ESC continued to work with families and therapists to be able to provide onsite therapy for those families who requested it. Our family Liaison Officer lead this and oversaw over 130 therapy sessions per week. This was highly successful, and procedures continued to be refined throughout the year, so therapy value added to student curriculum.

In 2024 we will refine our practices further and have our Liaison Officer together with therapists, so the day is seamless for therapists and students.

Our school psychologist and psychologist consultant worked with staff, families and students to implement the foundational skills program into classrooms for students working at that level. Classes sought advice, support and mentoring and had weekly sessions to see practice modelled, refined and improved. The foundational skills program also underwent review and adaptations were created for students with physical disabilities.

Together with Joondalup Primary School a number of joint initiatives recommenced and continued such as Harmony Day, Ride to School Day, P&C initiated events, fancy dress events and fundraisers and assemblies.

The two schools continued to be committed in working together as two schools one campus, and a joint administration meeting was held each week with Principals, Associates and Managers of Corporate Services all continuing members of these meetings. Part of the work included changes to school uniform, scheduling of carnivals and joint days, school operations and the hand over of the canteen from the P&C back to the schools.

Throughout 2023 the school continued to build relationships with families and gained further understanding into the country and culture our students are from, and how school can further support individuals and their families. Home visits were common with some families as this approach worked for them.



Business Plan Focus Area Three: Shared Language

Our school went through a self-reflection process, and we sought feedback from staff, parents and the Board about how we operate, areas of strength and opportunities for growth. We identified that our links with the community were weaker than we would have hoped for. We believe COVID and changes to operations during COVID have impacted this. It is a priority in 2024 to explore ways to improve in this area.

Our literacy committee led by our co-ordinators completed the review commenced in 2022 and the school had a solid whole school direction for literacy. Writing moderation, Talk for Writing, Initialit, PODD and literacy assessments with ongoing tracking ensured a pathway for every student.

Comprehension was identified as an area needing improvement and in 2023 a team started to put together some training materials for staff to use in classrooms with students. With a focus on identifying nouns and verbs we are beginning to bridge this gap in the learning of many of our students.

Business Plan Focus Area Four: Attendance

Throughout 2023 we focused on building relationships to understand why some students were not attending regularly. We had a large focus on working with families to learn why students were not attending school, even if they had very good attendance. We reduced our unauthorised absences to 2.3% in Semester 2 which is the lowest it has been ever, a fantastic achievement.

Individual students presenting at severe risk had authorised reasons for absences, including spending much time in hospital, engaging in transition to school plans or attendance plans. These students and their families received wrap around support and we expect that in 2024 these students will attend school more and more.

Attendance is a priority at Joondalup ESC and we continue to strive for improvement whilst supporting the needs of our students and families. Joondalup ESC will continue to drive improvement through parent communication and case management for complex cases.

Attendance Rate

Note that the Absences are proportions of half days in each category.

Collection Period	2020 Sem 1*	2020 Sem 2	2021 Sem 1	2021 Sem 2	2022 Sem 1	2022 Sem 2	2023 Sem 1	2023 Sem 2
Attendance Rate	81.3%	89.9%	89.3%	89.2%	85.6%	85.6%	84.2%	83.6%
Regular Attendance	23.0%	60.6%	58.2%	61%	48.5%	48.1%	54.5%	47.2%
Authorised Absence	90.3%	80.1%	87.9%	83%	85.2%	85.1%	98.3%	97.7%
Unauthorised Absence	9.7%	19.9%	12.1%	17%	14.8%	14.9%	1.7%	2.3%

Attendance Risk Category

Note that percentage shows the proportion of students in each category, not their attendance rates.

Collection Period	2020 Sem 1*	2020 Sem 2	2021 Sem 1	2021 Sem 2	2022 Sem 1	2022 Sem 2	2023 Sem 1	2023 Sem 2
Regular Attendance	23.0%	60.6%	58.2%	61%	48.5%	48.1%	54.5%	47.2%
Indicated Risk	43.0%	27.3%	30.6%	24%	32.0%	31.7%	25%	37.2%
Moderate Risk	29.0%	7.1%	8.2%	11%	14.6%	15.4%	9.8%	8.2%
Severe Risk	5.0%	5.1%	3.1%	2%	4.9%	4.8%	10.7%	7.4%



Finance

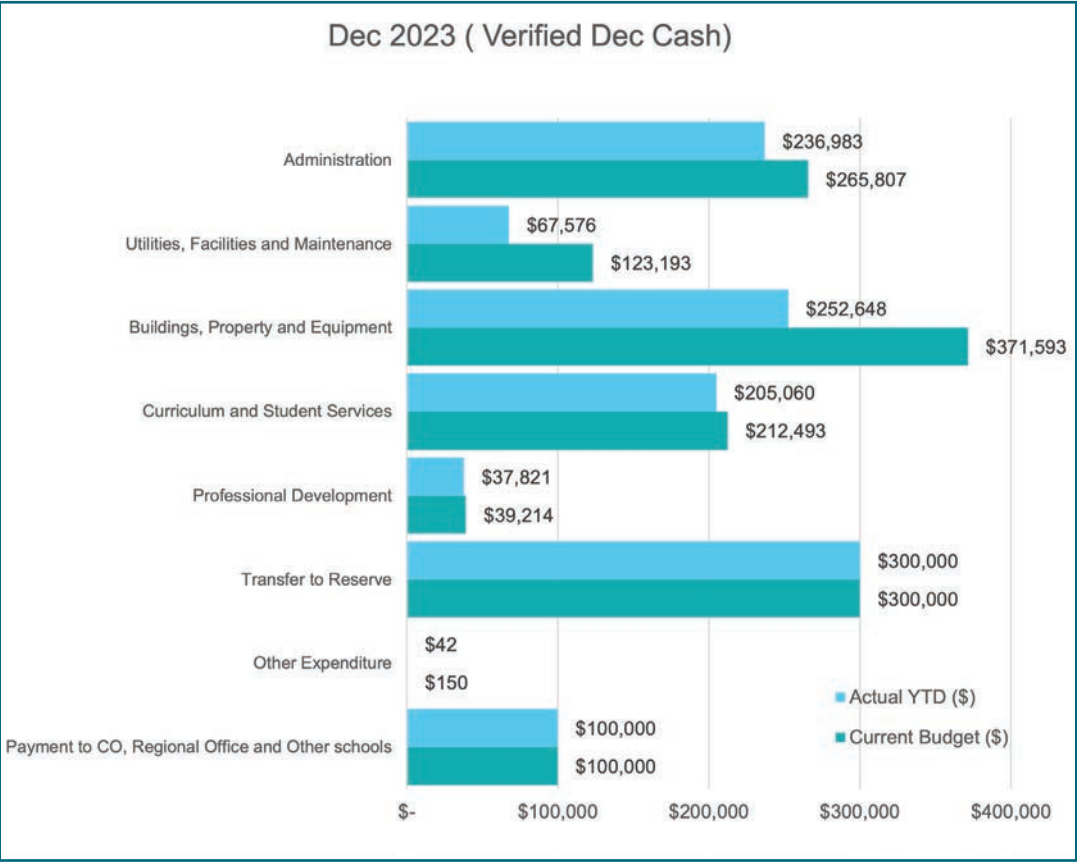
This year we experienced an underspend in our utilities, facilities and maintenance, and buildings, property and equipment. We had committed these funds in 2023 with the anticipation to spend these funds, however due to a lack of workforce and materials a few projects have not started or finished by the end of 2023.

We foresee a much larger spend in 2024 as 2023 projects are realised. Completed and ongoing projects include; Nature playground in the junior area, the creation of an external classroom, a garden orchard, additional fencing in the garden area and replacement of old fencing, a break out space in B Block, and the creation of an additional play area on the oval for students with limited mobility.

We increased investment into building capacity and upskilling our workforce, which included all staff receiving training in treating asthma, anaphylaxis, and epilepsy. Staff also completed Level 2 Team Teach training. A number of staff also travelled interstate to conferences and to see practice in action in other schools.

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	279,340	279,340
Carry Forward (Salary):	162,244	162,244
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,769,324	6,769,324
Locally Raised Funds:	107,406	107,399
Total Funds:	7,318,315	7,318,307
EXPENDITURE		
Salaries:	5,618,504	5,618,504
Goods and Services (Cash):	1,412,450	1,200,129
Total Expenditure:	7,030,954	6,818,633
VARIANCE:	287,360	499,673

Finance



JOONDALUP EDUCATION SUPPORT CENTRE ANNUAL REPORT

The Joondalup Education Support Centre
School Board has endorsed the 2023 Annual Report.

Natalie Hatton
Principal

Hwee Peng Tan
Chair Person

