

Wirrabirra 2025

# ANNUAL REPORT



Learn Grow Care



 92346850

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WIRABIRVA  
SCHOOL  
Learn Grow Care

THIRD

# Table of Contents



<b>Vision</b>	<b>1</b>
<b>Profile</b>	<b>2</b>
<b>Inclusive Practices</b>	<b>3</b>
<b>2025 Highlights</b>	<b>4</b>
<b>Student Profile</b>	<b>5</b>
<b>2025 Features of Learning Program</b>	<b>6-7</b>
<b>Evaluation of Priorities</b>	<b>8</b>
<b>Evaluation of business plan targets</b>	<b>9-16</b>
<b>Professional Learning</b>	<b>14</b>
<b>2024 Financial Summary</b>	<b>17-18</b>

# Our Vision

To establish an inclusive and positive learning environment where each student is empowered to explore their distinct capabilities, fostering the acquisition of essential skills, attributes, and knowledge vital for their success to thrive in an evolving society.



## LEARN

- Engagement
- Effort
- Excellence



## GROW

- Courage
- Resilience
- Persistence



## CARE

- Respect
- Responsibility
- Citizenship



## Our Belief

At Wirrabirra ESC, we are committed to delivering engaging and individualised learning programs informed by data and responsive to each student's needs. We promote an inclusive school culture that values diversity, respects individual backgrounds, and supports the development of independence.

Through ongoing staff development and open, transparent communication, we continually work to strengthen teaching practice and improve student outcomes. We celebrate student progress and achievements, while equipping learners with the skills they need to participate confidently and meaningfully in their community.

Our focus remains on creating a supportive and nurturing environment where every student is empowered to reach their full potential and experience success.

## Our Context

Wirrabirra Education Support Centre (ESC) is an Independent Public School located in Gosnells, Perth, supporting primary-aged students with disabilities. The school shares its campus with Wirrabirra Primary School, creating a highly inclusive environment where students learn and connect together. This partnership is reflected in shared uniforms, common break times, joint assemblies, excursions and incursions, as well as a combined Parents and Citizens Association and School Board. Opportunities for integration are embedded across the school, with Education Support students accessing mainstream classes, and primary students participating in ESC programs, strengthening collaboration and inclusion for all.

Every student at Wirrabirra ESC is supported through an Individual Education Plan (IEP) tailored to their unique academic, social, and emotional needs. These plans are developed in partnership with families and key stakeholders to ensure a personalised and meaningful approach to learning. The school is committed to inclusive practices, with staff working collaboratively to provide targeted support and specialist programs. A strong emphasis is placed on communication, with a range of Augmentative and Alternative Communication (AAC) systems used to ensure every student can express themselves effectively. As an active member of the Education Support South Network (ESSN) and local partnerships, Wirrabirra ESC shares knowledge, resources, and expertise to enhance outcomes for both students and staff.

# Our Profile

In 2025 the Wirrabirra ESC had six classrooms with 66 students enrolled. We had nine teachers (5 fulltime and 4 part time) and 37 (15 Fulltime and 22 part time) Education Assistants. The Centre has a fulltime Principal, fulltime Deputy Principal, fulltime Manager of Corporate Services and 0.2FTE (one day) School Officer. The school also has a permanent School Psychologist 0.2FTE which equates to one day a week.

The Education Support Centre is an integral part of Wirrabirra School, the two facilities share whole school programs and shared values. The Education Support students are integrated in with mainstream students many joining their mainstream peers for music, physical education, PBS buddy classes and individualised class activities. Mainstream students with identified needs also participate in some programs within the education support classes. Primary staff liaise with ESC staff for support and to access resources and upskill their strategies and knowledge in the area of disability. The sensory playground located behind B4/5 is a shared resource to assist meeting the needs of all students on our site. A new senior sensory area was completed between B6 and TLC at the beginning of the year to support the needs with age appropriate equipment for our older students.

Various Therapy providers provide Occupational, Physio and Speech Therapy programs to identified students. In addition, one of our EAs is the school Speech Coordinator who screens, devises, and implements speech program for individuals, works one on one with the students and coordinates their individual speech program to be implemented throughout the week. She also runs sessions to upskill staff within the area of Speech and the use of Alternative communication methods.

The school also has an Information Technology (IT) coordinator role that coordinates and maintains the running of the iPads, computers, and Interactive whiteboards. Similar to the Speech Coordinator role the IT coordinator works with the staff and students and coordinates parts of their IT program to be implemented throughout the week. She also runs sessions to upskill staff within the area of IT.

Our Marketing and Media Liaison plays a vital role in capturing and sharing the life of the school. She ensures key events and everyday moments are documented and communicated through our Facebook page, maintains an up-to-date school website, and manages content for the electronic school sign. In addition, she supports the development and publication of school documents, helping ensure clear, consistent, and engaging communication with our community.

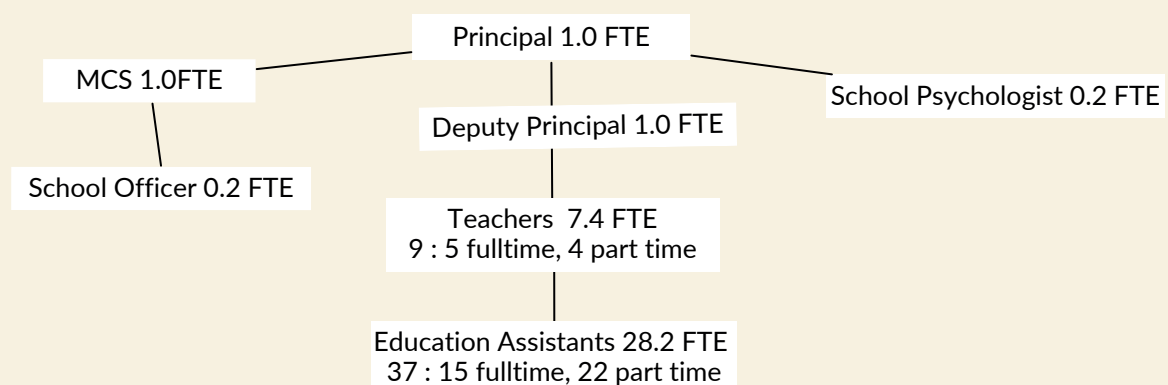
Our School psychologist completes mandatory testing as required by the department, presents professional learning to staff along with supporting staff and students in the centre.

We believe:

***'If a child cannot learn the way we teach... we must teach in a way the child can learn'***

**Ivar Lovass**

## Map of the Staff profile



# Campus Inclusive Practices

Rationale: To support students with disabilities through inclusive practice, enabling participation in curriculum and school activities with appropriate differentiation. Success relies on strong collaboration between the two schools, the Education Support Teacher and the Mainstream Classroom Teacher working together as an effective team.

In 2025, we continued to strive for a collaborative teaching community at Wirrabirra School.

Opportunities for inclusive activities for both ESC and PS students were tailored to meet group and specific needs. Wirrabirra ESC staff collaborated with Primary School staff to share knowledge and resources, building capacity and supporting the effective implementation of programs for students with difficulties and disabilities in their classrooms.

Throughout the year, various classes partnered with mainstream classrooms for buddy sessions, where students from both schools collaborated in shared learning experiences. Selected Wirrabirra Primary School students participated in Education Support classes for selected sessions to support needs. All Year 6 students engaged in senior sport, and every student took part in campus-wide events, including the sports carnival, PBS Assembly, Celebration Days, Book Week activities, dress-up days, incursions and the Presentation Assembly. These integrated events strengthened the sense of community across both schools.

Selected students joined in with interschool sporting events. Four year six students attended the year 6 camp and integrated fully for a whole week at Fairbridge School Camp. The school continued to have one year six graduation ceremony.

One student represented the Education Support Centre as a student councillor, actively participating in all councillor activities.

Throughout 2025, Education Support classes thrived, supported by a collaborative Teaching and Learning Team

## ***Whole School Inclusive Practices Implemented***

- Combined assemblies including PBS assemblies
- Newsletters
- Professional Development
- Policies
- Graduation
- Facilities and resources
- Incursions and excursions
- Duty rosters
- Committees and staff meetings
- Classroom Management Strategies
- Positive Behaviour Support program - including new whole school practices and rewards
- Sharing of expertise between staff
- Allergy friendly school
- Music and Physical Education
- Whole school swimming lessons
- Faction Carnival
- Participation in sporting carnivals
- Good Standing Days/ Celebration Days
- Book Week Activities including dress up day with a parade.
- Sun Smart School
- P&C events and whole school fundraising
- Coucillor excursions including Parliament House
- Community Breakfast

# 2025 Highlights



All students participated in many school events such as school discos, Celebration days/PBS Rewards, Year six camp, Sport Carnivals, Assemblies, swimming lessons and graduation.

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Infinite Limits Dance</li> <li>• Celebration Day</li> <li>• Community Access</li> <li>• Free drees themed day</li> <li>• Wheelcats incursion</li> </ul> 	<ul style="list-style-type: none"> <li>• Community Access</li> <li>• Free dress themed days</li> <li>• Mother's Day stall</li> <li>• Celebration Day</li> <li>• Lakeside Rec Centre Basketball excursion</li> <li>• Constable Care incursion</li> </ul> 	<ul style="list-style-type: none"> <li>• Bowling</li> <li>• Jungle Gym excursion</li> <li>• Book Week celebrations</li> <li>• Starkick All Abilities Carnival</li> <li>• Community Access</li> <li>• Free dress themed days</li> <li>• Father's Day Stall</li> <li>• Education by nature -Tinkering incursion</li> <li>• Wildcats Basketball Cramival</li> <li>• Boogie Bounce incursion</li> <li>• RU OK Day</li> </ul>	<ul style="list-style-type: none"> <li>• Faction Carnival</li> <li>• ESSN Soccer Carnival</li> <li>• Yr 6 Camp</li> <li>• Swimming</li> <li>• Malibu Markets</li> <li>• GPS Inclusive carnival</li> <li>• Community Access</li> <li>• Free dress themed days</li> <li>• Yr 6 graduation</li> <li>• Presentation Assembly</li> </ul> 

# Student Profile

In 2025 we had 66 Students enrolled at Wirrabirra ESC

Year Level	Kindy	Pre Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number	4	7	11	11	11	9	7	6

## Destination of Students

Two of our year 6 students went to Armadale ESC, one went to Kenwick School, one to Yule Brook College, one to CanningVale College and one to Southern River College

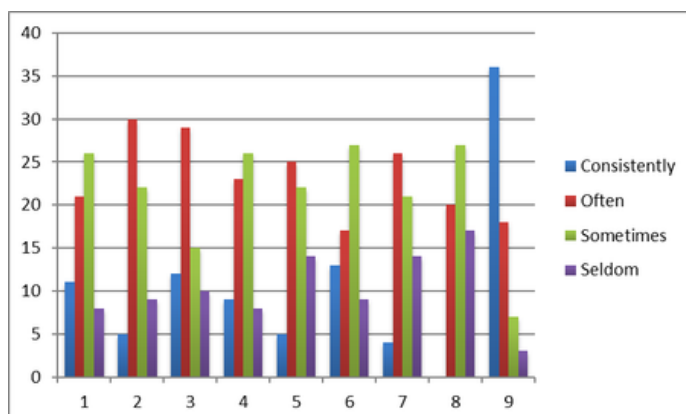
## Student Attendance

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	87.2%		90.3%	89.6%		74.3%	87.4%		88.9%
2024	86.2%		91.0%	70.3%		74.3%	84.4%		89.4%
2025	85.3%		90.7%	48.2%		73.2%	81.7%		89.1%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	48.0%	34.0%	16.0%	2.0%
2024	36.5%	33.3%	22.2%	7.9%
2025	38.7%	32.3%	21.0%	8.1%
Like Schools 2025				
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

## 2024 Baseline Data for Attitude, Behaviour and Effort

1. Works to the best of their ability
2. Shows respect towards others
3. Takes care of their belongings
4. Participates responsibly in activities
5. Plays co-operatively with others, takes turns and shares
6. Is enthusiastic about learning
7. Shows confidence in making appropriate choices
8. Perseveres when faced with challenges
9. Comes prepared to school



# 2025 Features of Learning Program

Our four priorities outlined in our business plan are Communication, Regulation, Consistency and Data-Informed Practice. Improvement and progress focus for the school were aligned with the department strategic plan and categorised under the headings of the school motto of Learn, Grow and Care

## **Language Development & Social Skills**

Communication is at the heart of all learning. We support a range of communication approaches—including signing, visual supports and verbal language—to give all students the best opportunity to express themselves. Classrooms are rich in visual tools such as TouchChat, Aided Language boards and electronic communication systems. Our 0.6 FTE Speech Coordinator undertakes assessments and provides daily support for individualised communication programs.

## **Literacy & Numeracy**

The Diana Rigg Promoting Literacy Development program provides baseline assessments, a structured learning continuum, and consistent, standardised resources. Ongoing data collection and analysis inform teaching and track progress. In 2025, whole-school mathematics programs were researched and investigated, leading to the selection of Top Ten Maths for implementation in 2026. Core literacy and numeracy are delivered each morning through the TEACCH approach, with students rotating through structured, timed stations targeting specific skills.

## **Social Skills & Sensory Support**

Social development is a key focus, particularly for students with disabilities. Sensory diets are embedded into daily routines, with planned sensory breaks to support regulation and improve access to learning. After success in 2024, the school continued to engage with Behaviour Therapist Kelly Oldfield to strengthen consistent, standardised documentation and data collection practices. Termly professional learning sessions supported in building staff capacity in effective interventions to reduce challenging behaviours and increase students' engagement in learning. The majority of staff are also trained in Team Teach, with a strong emphasis on redirection and de-escalation strategies.

## **STEAM & Science**

In 2025, a science reporting schedule was introduced. Science/STEAM are delivered across the school in cluster groups, with teachers leading specific topics for a different group each semester, ensuring a broad and varied range of learning experiences.

## **Technology Integration**

We prioritise the use of technology to enhance learning, particularly in communication. A 0.6 FTE IT Learning Coordinator supports this focus across the school. Our one-to-one iPad program provides students with individual devices aligned to their education plans, while staff are also equipped with iPads to support teaching and learning. Staff devices are used to document student progress and streamline reporting. Older iPads are repurposed as dedicated TouchChat devices, ensuring consistent and uninterrupted access to communication.

# 2024 Features of Learning Program

## **Cooking**

All classes participate in a weekly cooking program in which students prepare their own lunch. This program supports the development of key life skills, including hygiene, communication, teamwork, fine motor coordination, and the ability to follow instructions. It also reinforces skills such as setting the table, using utensils appropriately, demonstrating good table manners, and engaging in positive mealtime conversations. Students are taught to prepare simple meals that they can confidently recreate at home for themselves and their families.

## **Reporting**

Wirrabirra ESC continued to use the Special Education Needs (SEN) planning tool via the Reporting to Parents platform to develop Individual Education Plans (IEPs). Student goals were documented within IEPs and reviewed at the end of each semester. Teachers used ABLEWA assessments to monitor student progress and ensure alignment with ABLEWA and the Western Australian Curriculum. Photographic evidence remained an important component of reporting. Report comments were once again streamlined to a single general comment.

## **Gardening**

Our gardening tubs were reinstalled in a new designated area alongside the B6 classroom as part of the grounds upgrade and were used by classes to incorporate gardening into the science program. The two junior classes used standalone tubs within the junior sensory playground area. Many classes use produce for either their cooking program or sensory program



# Evaluation of Priorities

1

## Communication

Communication remains our central focus and highest priority. In 2025, there was a marked increase in the use of Key Word Signing (KWS), with both class-specific and whole-school initiatives, along with more videos produced to showcase staff and students actively using KWS. The decision to discontinue PODD was made, as staff preferred electronic talkers for communication. Aided language boards, core visual cards, and other targeted visual supports continue to be prioritised and widely used across the school, both inside and outside the classroom.

2

## Regulation

The school continued to work closely with Behaviour Therapist Kelly Oldfield to support students displaying challenging behaviours and to build staff expertise. Several students were placed on behaviour trackers to better understand the underlying causes of their behaviours and inform individualised program adjustments that promote regulation and increased time engaged in learning. The school continues to ensure the majority of staff are trained in Team Teach, with de-escalation and redirection forming the core of their practice. A strong emphasis on consistency, including the use of common language, was maintained to support positive outcomes for all students.

3

## Consistency

The school continued to refine and standardise a range of forms, documents and processes to promote consistency and clarity across all operations. The use of common language remained a key focus, reinforced through professional learning sessions and regular communication in Wirra Week. PLD continued to underpin a consistent whole-school approach to literacy, and a decision was made to implement Top Ten Maths in 2026 to strengthen consistency in numeracy. Support from Behaviour Therapist Kelly Oldfield ensured a consistent approach to behaviour data collection and tracking, enabling targeted support for identified students. The introduction of a partnership with High Performing Teams (HPT) further strengthened whole-school practices, with the implementation of structured meeting agendas, team-based achievement strategies, and the initial rollout of classroom data walls.

4

## Data Informed Practice

The Data Coordinator continued to refine data collection processes, including the ongoing development of spreadsheets and support for staff in administering assessments. A Foundation Skills Assessment was introduced to meet the needs of students in the lower cohort who are unable to access standardised testing. Data collected through tracking tools was regularly analysed and used to inform adjustments to teaching practices, ensuring students were better supported to access the curriculum. Analysis also highlighted that some students were not yet ready for learning, leading to the introduction of errorless learning approaches to build readiness and support engagement.

# Provide every student with a pathway to a successful future

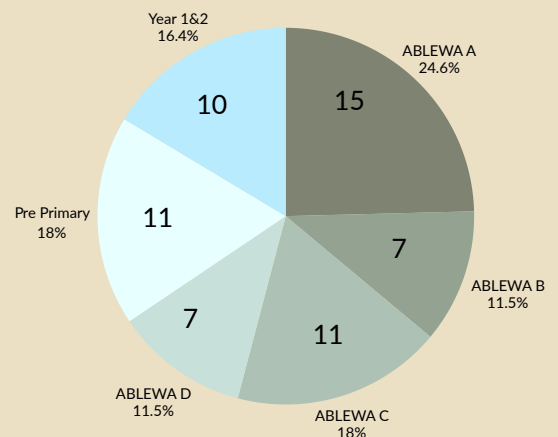


## Students show improvement and progress in communicating their needs and wants

- The Realize app was trialled to track TouchChat data usage by the class speech liaisons. The Department of Education have restricted us from using this app as it did not meet their third party specifications.
- Articulation goals were clearly reported within IEPs.
- Speech liaison roles continued in each class, enabling consistent implementation of targeted strategies. Dedicated meeting times supported staff upskilling and whole-school consistency.
- AAC and visual supports were consistently used across all classrooms throughout the day.
- Several videos were developed incorporating Key Word Signing.

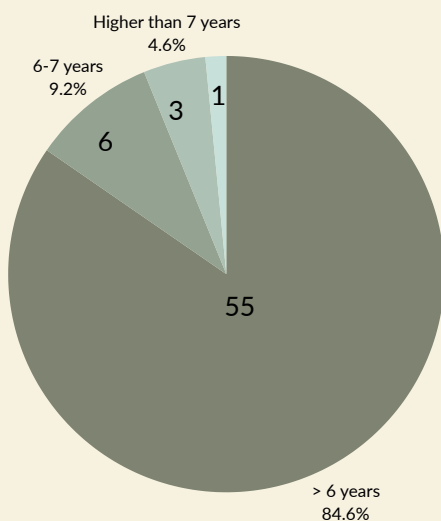
## ABLEWA Speaking and Listening

65.5% of our student cohort have a speaking and listening level below pre primary curriculum level. This is 11.9% improvement from 2024 where we had 77.4% below pre-primary level. Many supports are put in place to support students to be able to communicate effectively. 33 students showed progress while 3 showed some form of regression, this is significantly improved from 2024 where 17 students regressed. 56% of the students stayed in the same level. ABLEWA data is subjective and often discrepancies can be seen between various teacher making judgements.



## Students show progress and improvements within English learning area

- PLD remained the core reading program for curriculum delivery.
- Station rotations continued to support individualised learning and targeted skill development.
- Standardised testing showed improved outcomes, with most students progressing in spelling and reading.
- A Functional Skills Assessment was introduced for students unable to access standardised tests.



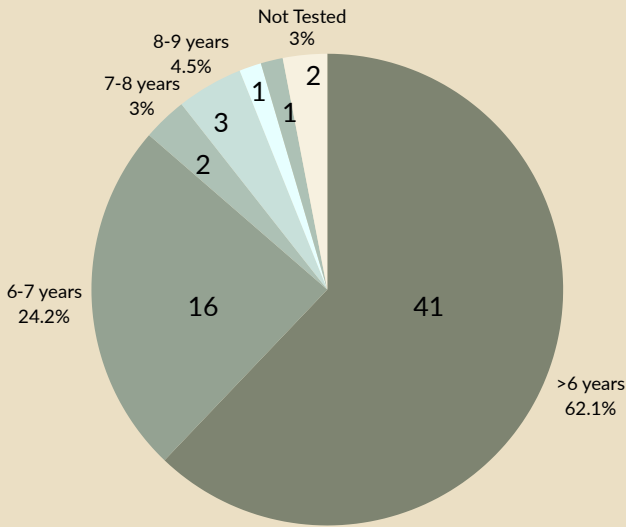
## SA Spelling Standardised test

55 of the 65 students analysed had a spelling score lower than 6 years. These students either sat the test or were deemed too low to complete the assessment. All students assessed either remained below 6 years or showed an improvement on their score from the previous year. Over 84.5% of our students have a spelling age below 6 years. Our programs and the bulk of our resources reflect pre spelling and the early years learning stages.

The foundation skills assessment was introduced for the students unable to access the standardised assessment. No comparative data is available for this cohort of students yet.



# Provide every student with a pathway to a successful future



## Waddington Reading Standardised Test

43 Students or 65% have a reading age lower than 6 years. This group of students were either deemed too low to sit the test or scored. Those who did not sit the test attempted the foundation skills assessment. No comparison data is available yet.

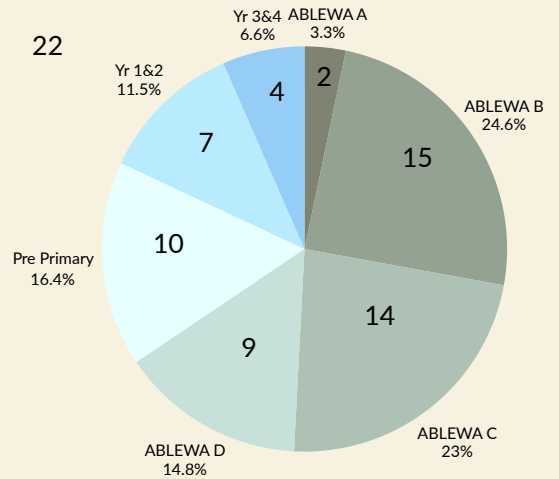
18 students who sat the assessment progressed in their reading age, 10 regressed and 14 stayed the same. 22 students had no data to compare.

Our programs and resources reflect the levels of learning with the majority of resources at pre reading and early reading.

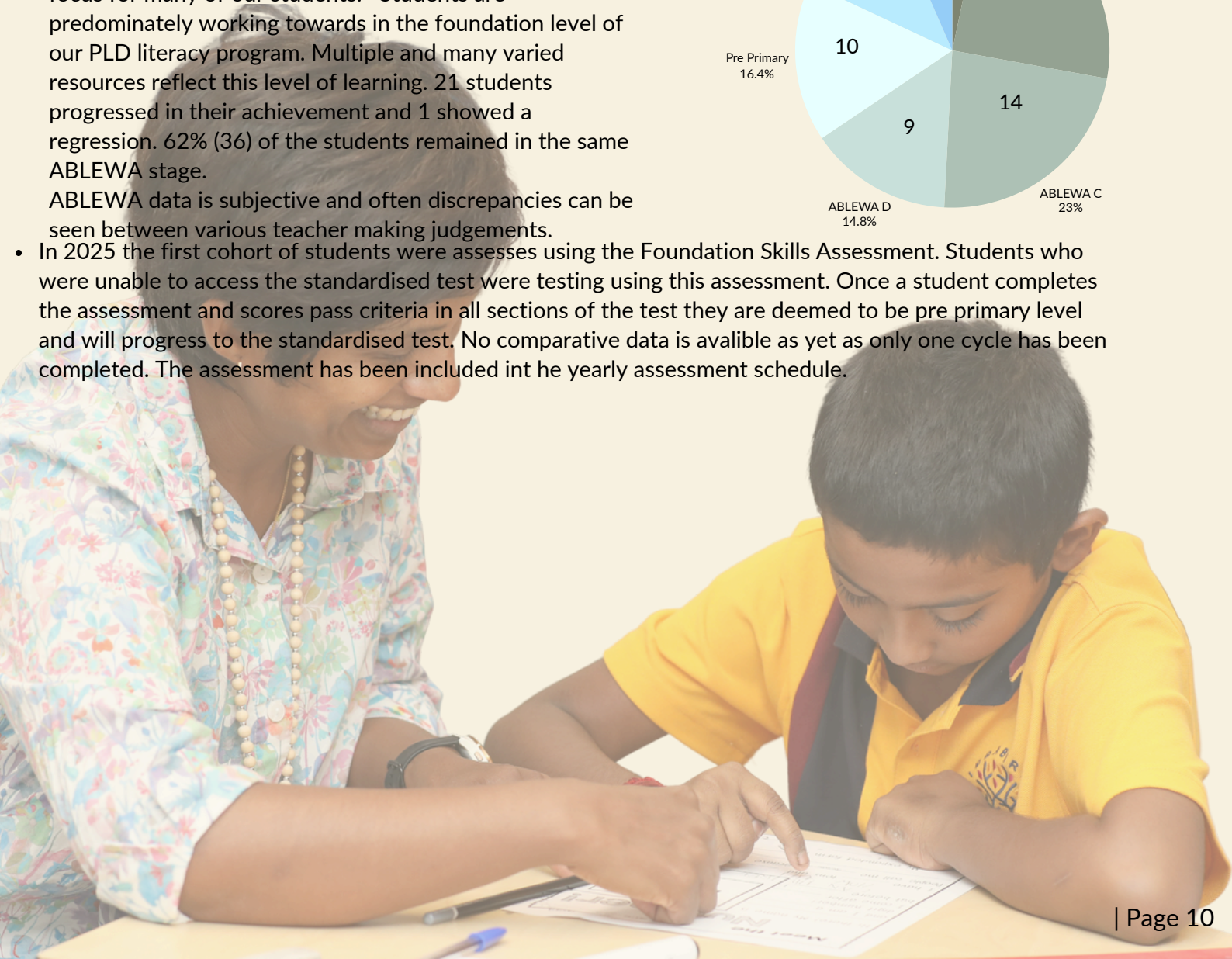
## ABLEWA Reading and Writing data

65.5% of students have a reading and writing level below the Pre Primary curriculum. Pre reading and writing is a focus for many of our students. Students are predominately working towards in the foundation level of our PLD literacy program. Multiple and many varied resources reflect this level of learning. 21 students progressed in their achievement and 1 showed a regression. 62% (36) of the students remained in the same ABLEWA stage.

ABLEWA data is subjective and often discrepancies can be seen between various teacher making judgements.



- In 2025 the first cohort of students were assessed using the Foundation Skills Assessment. Students who were unable to access the standardised test were testing using this assessment. Once a student completes the assessment and scores pass criteria in all sections of the test they are deemed to be pre primary level and will progress to the standardised test. No comparative data is available as yet as only one cycle has been completed. The assessment has been included in the yearly assessment schedule.

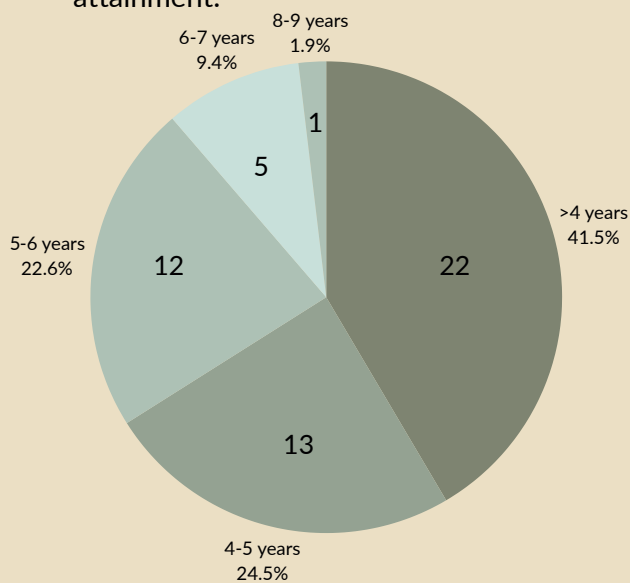


# Provide every student with a pathway to a successful future



## Students show progress and improvements within the Mathematics learning Area

- Whole-school mathematics programs were reviewed, with Top Ten Maths selected for implementation in 2026.
- Planning commenced with the Maths Coordinator to develop a sequential roadmap of developmental goals.
- Mathematics continued to be delivered through station rotations to support individualised learning and goal attainment.



## Sandwell Maths Standardised Test

53 students were tested using the Sandwell Maths Standardised test. 32 students progressed, 11 students regressed and 13 stayed in the same level. 4 students had no data to compare with.

66% of our students are operating below a 5 year old level, with 83% below 6 years.

Our programs and resources reflect this level with being pre maths skills and early maths learning. Concrete materials are heavily used and where possible everyday life maths is incorporated as a priority

## ABLEWA Maths Data

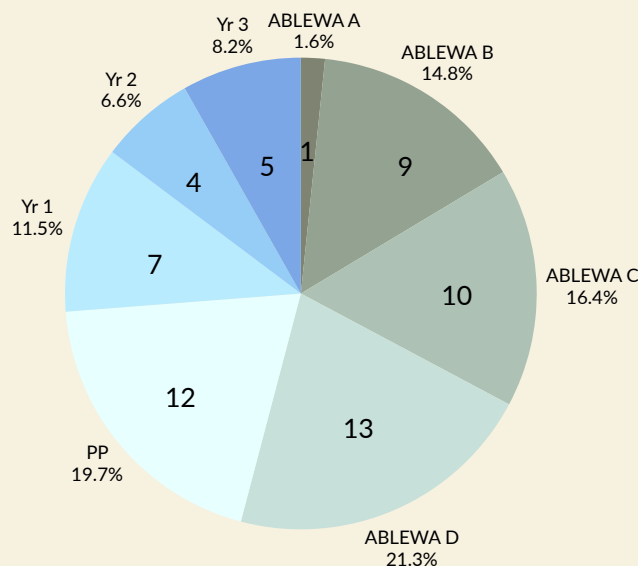
54% of our cohort have a maths level lower than pre primary. Concrete and real life relevant maths is a large focus on our curriculum including counting, working with concrete objects and money. Multiple and many varied resources reflect this level of learning.

23 students progressed in their achievement and 2 showed a regression 53% (33) of the students remained in the same ABLEWA stage.

The ABLEWA data reflects the same results and levels as the Sandwell Maths Data with the majority of our students operating lower than Preprimary level.

ABLEWA data is subjective and often discrepancies can be seen between various teacher making judgements.

Moderation needs to happen within this area



# Provide every student with a pathway to a successful future



## Students spend greater time regulated, focused on learning and accessing their differentiated curriculum

- The school continued working with Behaviour Therapist Kelly Oldfield to track data and refine interventions, supporting student regulation and engagement. Errorless learning was trialled with one student, with further implementation planned for 2026 for other identified students.
- Students were classified into Tiers 1, 2, and 3, with targeted interventions implemented accordingly. Tier 3 students were case managed by administration, and clear definitions for each tier were established.
- Escalation profiles were refined and a standard process for checks and edits. Dates for completion were entered on the yearly assessment schedule.
- Selected staff who were not trained achieved their Team Teach accreditation.
- Wednesday afternoon training continued to have sessions focusing on behaviour support, regulation and curriculum access.
- In 2025, Significant Incident Reports processes were transitioned to a digital format. This streamlined collation and improved staff access via iPads.
- Crash Bang Smash continued to be program of choice for fitness to ensure students were in an optimum state for learning. Two groups were implemented a sensory and regular level group.
- Sensory breaks and equipment were strongly encouraged to be used to support students in staying regulated.
- Weekly focus' and tips were communicated in the behaviour support section in Wirra Week.
- All students have an Individual Education Plan devised.
- A behaviour support person was offline 2 days a week to collate behaviour data and support classes with documentation and behaviours and staff Professional learning.



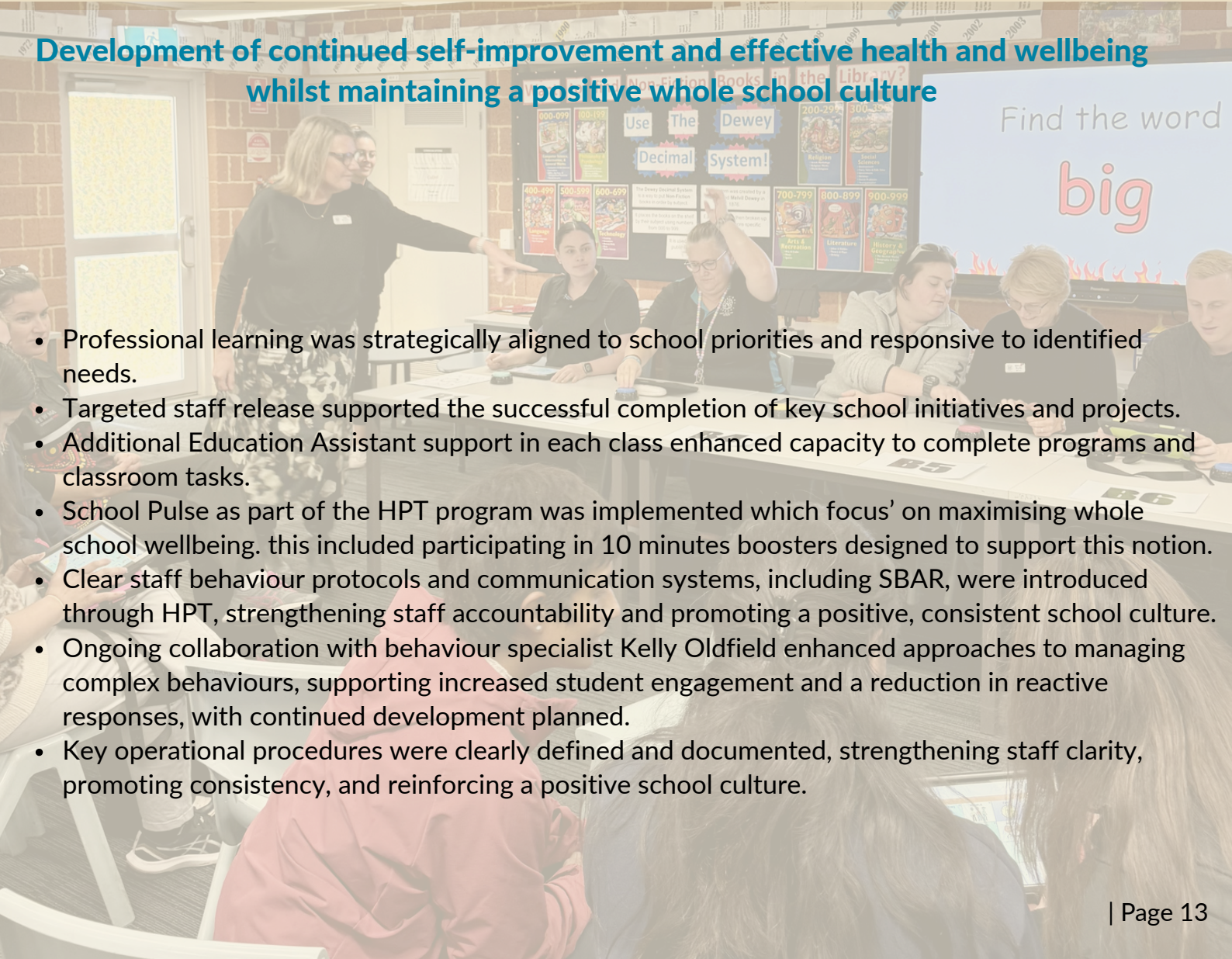
# Strengthen Support for teaching and learning excellence in every classroom



## Consistent Approaches embedded across the school

- PLD remained the school's core literacy program, with semester assessments effectively guiding student placement and targeted instruction.
- Assessment processes were strengthened through updated staff cheat sheets and refinement of the master assessment file, led by the Deputy and Data Coordinator.
- Continued focus is required to strengthen consistency in moderation practices and ABLEWA checklist judgements.
- School documentation was streamlined, with forms regularly reviewed and updated to ensure consistency across staff.
- Wednesday early close professional learning sessions supported the implementation of consistent whole-school practices, expectations, and processes.
- The school partnered with the HPT team to build high-performing teams, embedding consistent systems and processes that support staff effectiveness and student success.
- Steps towards implementing a whole school maths program aiming for consistency across the school took place ready for implementation in 2026
- Key operational procedures were clearly defined and documented, strengthening staff understanding of expectations and ensuring consistent practice across the school.

## Development of continued self-improvement and effective health and wellbeing whilst maintaining a positive whole school culture

- 
- Professional learning was strategically aligned to school priorities and responsive to identified needs.
  - Targeted staff release supported the successful completion of key school initiatives and projects.
  - Additional Education Assistant support in each class enhanced capacity to complete programs and classroom tasks.
  - School Pulse as part of the HPT program was implemented which focus' on maximising whole school wellbeing. this included participating in 10 minutes boosters designed to support this notion.
  - Clear staff behaviour protocols and communication systems, including SBAR, were introduced through HPT, strengthening staff accountability and promoting a positive, consistent school culture.
  - Ongoing collaboration with behaviour specialist Kelly Oldfield enhanced approaches to managing complex behaviours, supporting increased student engagement and a reduction in reactive responses, with continued development planned.
  - Key operational procedures were clearly defined and documented, strengthening staff clarity, promoting consistency, and reinforcing a positive school culture.

# Build the Capacity of our Principals, our teachers and our allied professionals



## Staff working with students have the skills needed in an appropriate environment to deliver the best possible program to students

- Staff maintained or achieved Team Teach accreditation, strengthening a consistent, skilled approach to behaviour support.
- An HPT leadership team was established, participated in targeted Professional learning building leadership capacity to drive whole-school implementation.
- Staff engaged in targeted professional learning across School Development Days and Wednesday sessions, strengthening practice.
- The school sustained its partnership with the ESSN and WAESPAA, with staff actively participating in professional learning and collegiate networks.
- Staff strengths were strategically utilised to enhance role allocation and maximise effectiveness across the school.
- ESC staff contributed to whole-campus committees, including PBS, strengthening collaboration and shared practice.
- Ongoing collaboration between the ESC and Primary School enhanced inclusive practices and expanded integration opportunities for students.
- Shared resourcing across both schools strengthened learning opportunities and outcomes for all students.

### Staff Professional Learning

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• IT training through WATSSA</li> <li>• Behaviour Therapy with Kelly Oldfield</li> <li>• Kaartidijin Training</li> <li>• High Performing Teams (HPT)</li> <li>• Compass Attendance training</li> <li>• WA education summit 2025 - Solutions IT</li> <li>• ESSN Literacy and Numeracy Network</li> <li>• Eliza Dodson ADHD with me</li> <li>• AI in school's webinar</li> <li>• EA mandatory union induction</li> <li>• HPT C.A.R.D communication</li> <li>• ESSN: Challenging behaviours in the classroom with confidence</li> <li>• ESSN: Empowered leadership and reflections in classroom practice</li> <li>• ICT Microsoft Co Pilot (AI)</li> <li>• Kelly Oldfield - Behaviour Management training</li> <li>• First Aid Certificate</li> <li>• HPT coaching</li> </ul> | <ul style="list-style-type: none"> <li>• HPT with Danielle Stebins</li> <li>• Team Teach Trainer accreditation</li> <li>• Team teach intermediate accreditation</li> <li>• WHS HSR refresher course</li> <li>• Compass Chronicle training</li> <li>• Behaviour tracking and data with Kelly Oldfield</li> <li>• Mandatory Department online learning</li> <li>• ICT with Marie O'Connor</li> <li>• Speech with Jo Sutton</li> <li>• Non speaking Autism PD</li> <li>• Above and below the line behaviours</li> <li>• ESSN Conference</li> <li>• Various HPT PL session</li> <li>• ESSN MCS Network</li> <li>• ESSN Network Meetings</li> <li>• WAESPAA Connection Days and Conference</li> <li>• School Board training</li> <li>• Personal Attributes for leadership</li> </ul> |
|---|---|



# Build the Capacity of our Principals, our teachers and our allied professionals

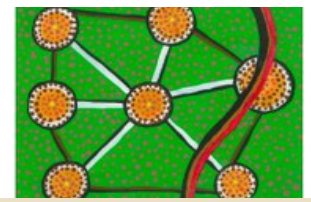


## Embed Culturally Responsive Practices across the school

- Multicultural perspectives were embedded across the curriculum, strengthening student awareness and inclusion.
- Classroom programs authentically reflected and celebrated the diverse cultural backgrounds of students.
- Interpreter services supported effective communication with families, strengthening engagement and partnerships.
- NAIDOC week and day was acknowledged and related activities embedded into the curriculum.
- Harmony Day was celebrated and related activities embedded into the curriculum.
- Inclusive, integrative events were prioritised, enhancing a sense of belonging for all students.
- Staff-led cultural celebrations further enriched the school's inclusive and respectful culture.



# Support increased autonomy within a connected and unified public school system



## Prioritise transparent and effective allocation of resources

- Staffing and resources were fully funded, ensuring all classes were appropriately supported.
- Reserve funds were strategically allocated for equipment replacement, maintaining long-term sustainability.
- The iPad program for staff and students was successfully maintained.
- The school remained in a strong financial position and kept the Board informed, though the minimum spend requirement was not fully met.
- Sporting School Grants enabled access to specialist coaches, enhancing the physical education program.
- Collaborative funding with the Primary School supported shared, inclusive learning opportunities and programs.
- To address parking challenges, a long-awaited staff overflow bitumised car park was established, funded through contributions from the Local Member of Parliament and the ESC.



## Use evidence to drive decision making at all levels

### Data is used to inform decisions, set goals, evaluate and refine practice

- The assessment schedule was refined to align with the school's whole-school consistency focus.
- Collaboration with behaviour specialist Kelly Oldfield supported the implementation of structured processes for data collection to inform practice and analysis to enhance student engagement.
- Standardised behaviour data collection sheets were continually refined and consistently applied.
- The Data Coordinator efficiently collated and analysed data to inform practice and decision-making.
- Clear timelines ensured timely submission of standardised data, with all results accurately recorded in relevant spreadsheets.
- Assessment cheat sheets were updated and staff received targeted training to ensure consistent and accurate test administration.

# Partner with families, communities and agencies to support educational engagement of every student



## All staff and key stakeholders work collaborately to improve student outcomes

### Parent Involvement:

- Parents contributed to their child's Individual Education Plan in Term 1 and Term 3.
- Attended class celebrations, ESC Christmas concert, assembly and presentation assembly.
- Fundraising & P&C Collaboration:
- ESC parents, students, and staff worked with the campus P&C.
- Organised raffles, and fundraising.

### Community Engagement:

- Senior students participated in the Community Access Program.
- Continued partnership with the Child and Parent Centre.
- School principal served on the committee for the Child and Parent Centre.
- Promoted Centre events on Facebook and in school and newsletters.
- Partnership with South Metro Regional Tafe
- Hosted pre service teachers for practical placement from universities
- Hosted Cert III and Cert IV students to complete their 100 hours of practical placement from various providers

### Political Engagement:

- Maintained relationships with State and Federal Politicians Terry Healy, Chris Tallentire/Colleen Egan and Matt Keogh
- Received book award donations from politicians.
- Local members attended significant school events like graduation.
- Local MP Terry Healy donated funds towards the overflow carpark
- Student Councillors toured Parliament House with Terry Healy.

### School Support Programs:

- Renewed FoodBank membership for breakfast club and cooking program.
- Weekly fruit box supported 'Crunch and Sip' program.

### Education Support & Sporting Engagement:

- Collaborated with other ESCs in the Education Support South Network (ESSN).
- Participated in the ESSN All Abilities Starkick Football Carnival and soccer carnival.
- Engaged community sporting coaches through the Sporting Schools Grant.
- Participated in all Abilities Basketball with Wildcats
- Ten Pin bowling at Zone Bowling Cannington
- Jungle Gym

### Therapy

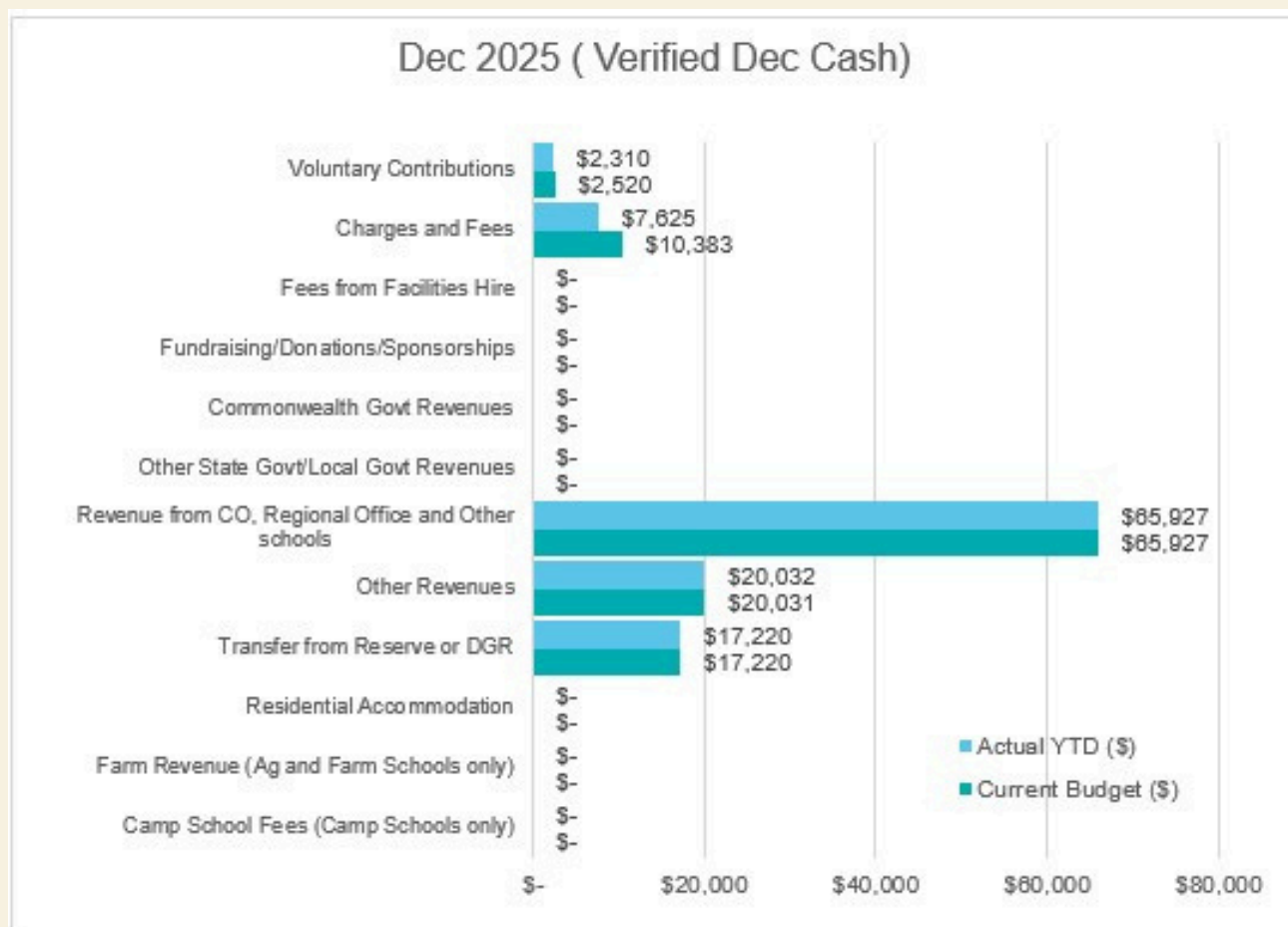
- Partnered with a variety of therapy providers for student support.
- Therapy carried out in school hours both on site and off site.
- Engagement and partnership with Kely Oldfield



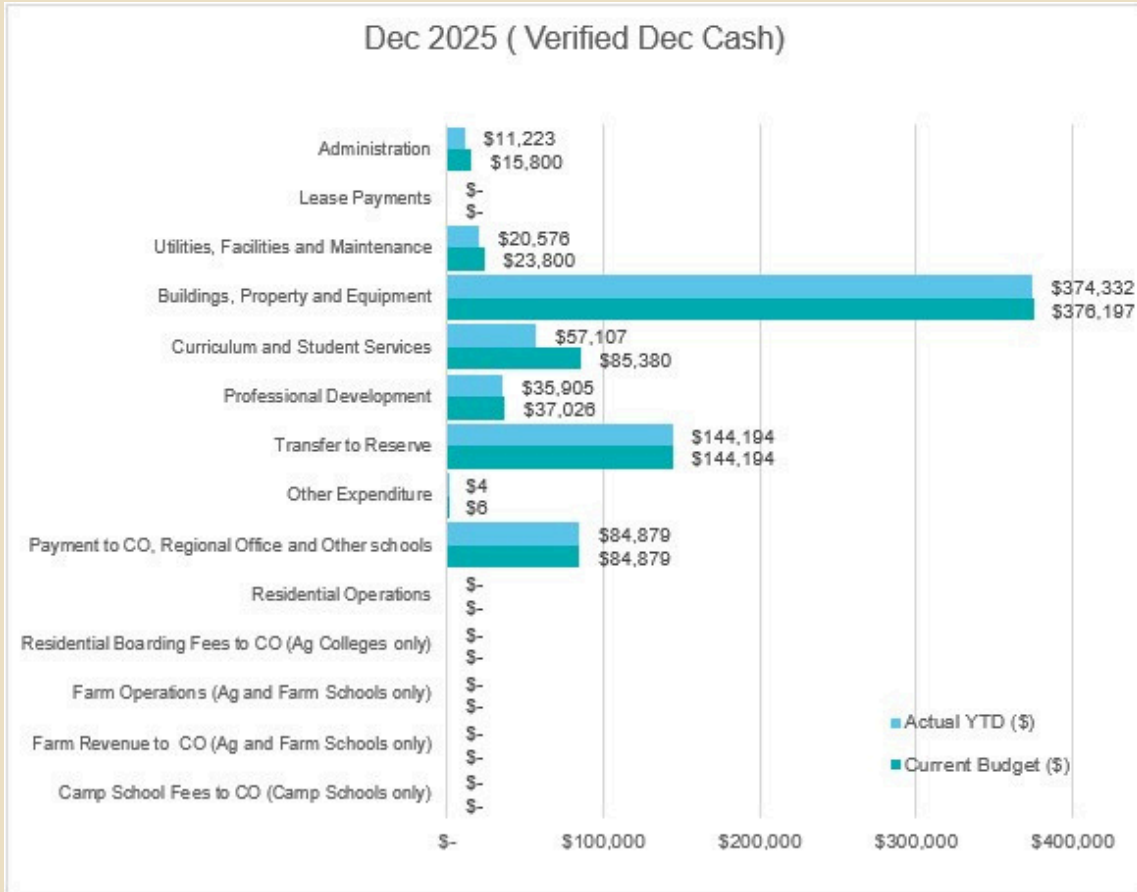
# Wirrabirra Education Support Centre 2025 Financial Summary

ONE LINE BUDGET - Dec 2025 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	66,135	66,135
Carry Forward (Salary):	840,583	840,583
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	3,977,140	3,977,140
Locally Raised Funds:	116,081	113,113
<b>Total Funds:</b>	<b>4,999,938</b>	<b>4,996,970</b>
<b>EXPENDITURE</b>		
Salaries:	3,418,499	3,418,499
Goods and Services (Cash):	767,283	728,222
<b>Total Expenditure:</b>	<b>4,185,782</b>	<b>4,146,720</b>
<b>VARIANCE:</b>	<b>814,156</b>	<b>850,250</b>

## Locally Raised Revenue



# Goods and Services (Cash Expenditure)







**Learn Grow Care**