

WARNBRO
COMMUNITY HIGH SCHOOL
EDUCATION SUPPORT CENTRE

Annual Report 2024



Introduction

Warnbro Community High School Education Support Centre is a highly recognised, Independent Public School for students with intellectual disabilities, or disabilities in the presence of high educational needs, co-located with Warnbro Community High School. We aim to provide the very best education available for students with special educational needs. We offer unique and innovative programs, high quality teaching and strong pastoral care relationships that nurture a sense of connection, belonging, and emotional safety. Our focus is on maximising students' confidence, self-esteem, resilience and sense of self, while nurturing our students to flourish and become their best self, academically, emotionally and socially.

In building a culture of excellence we have developed a whole school framework using a Positive Education Model, HAPEER. The HAPEER model aligns our systems, practices, curriculum, partnerships and supports to bring about improved outcomes for our students and their families.

In 2024 we had 93 student enrolments. In years 7, 8 and 9 we had 53 students engaged in programs with a strong academic and social and emotional focus to meet their diverse and individual needs. Students work in small groups with a teacher and education assistants to ensure they are accessing high quality, evidence-based learning opportunities. The teaching programs are aligned to the Western Australian Curriculum and our HAPEER – Positive Education model. The Western Australian Curriculum guides the

teaching, learning and assessment of English, Mathematics, Science and Humanities and Social Services. Additionally, students integrate with mainstream peers spending approximately 20% of their class time participating in option classes.

In years 10, 11 and 12 we had 40 students participating in the BELIEVE (Building Equitable Links in Enterprise and Vocational Education) program. This program prepares students for entry into further study, entry to the workforce and transition to an independent and prosperous life after school. Through delivery of the BELIEVE program English, Mathematics and Career Education are presented through learning activities that are meaningful and practical. The practical application of these skills is reinforced through student involvement in microenterprises, volunteering and work placements.

Our team of 62 staff members, consisting of 4 Administration staff, 14 Teaching staff and 45 Support School staff work collaboratively across the school to ensure a seamless flow for students as they progress from middle school through to the senior school vocational programs. We strive to work in partnership with our parents and actively encourage parent involvement to assist development and implementation of Individualised Education Plans. In working together, we can ensure we are delivering the best possible opportunities for each and every student.

Our Mission

Every student flourishing with the skills, knowledge and optimal wellbeing to lead fulfilling lives.

Our Vision

Our students are sure of who they are and take pride in their achievements and qualifications. They confidently work towards their educational and life goals and create a future for themselves as hardworking contributors to, and participants in, their community. Our school is student-centered, safe, and nurturing, and we employ strategies that are non-punitive, and relationship and skill enhancing. We meet students where they are at, value individual differences, and strive to collaboratively solve the problems that are interfering with their success.

Our Values

Purpose
Empowerment
Equity
Connections
Growth
Independence
Relationships

Our Priorities

Excellence in Teaching and Learning
Optimal Health and Wellbeing
Sustainable Partnerships and Pathways
Progressive and Shared Leadership

Student Achievements and Progress

Vocational Education and Training (VET)

Eight students across Year 12 achieved.

- Certificate I in Leadership – 6 students
- Certificate I in Permaculture: 1 student
- Certificate II in Retail Cosmetics (School Based Traineeship): 1 student

Twelve students across Year 11 achieved VET qualifications.

- Certificate I in Active Volunteering – 6 students
- Certificate I in Hospitality – 1 student
- Certificate II in Supply Chain Operations – School Based Traineeship – 1 student
- Partial Certificate II in Automotive – 2 students
- Partial Certificate II in Animal Studies – 1 student

Twelve students across Year 10 achieved VET qualifications.

- Certificate I in Workplace Skills – 12 students

Workplace Learning

An effective Workplace Learning program has resulted in students participating in work experience.

- Seven students in Year 12 achieved Authority Developed Workplace Learning (ADWPL): 2 completed 4 units, 1 completed 3 units, 4 completed 2 units, 0 completed 1 unit (1 unit = 55 hours)

ASDAN

ASDAN Courses continue to be an effective way for students to receive recognition of learning.

- Seven students in Year 12 achieved ASDAN Towards Independence: Using Leisure Time
- Nine students in Year 11 achieved ASDAN Out in the Community
- Nine students in Year 11 achieved ASDAN Work Awareness

OLNA

One Year 10 student has achieved the standard Reading skills.

One Year 11 student has achieved the standard Numeracy skills.

Two Year 11 students have achieved the standard Writing skills.

Three Year 11 students have achieved the standard Reading skills.

One Year 12 student has achieved the standard Reading and Writing skills.

One Year 12 student has achieved the standard Reading skills.

NAPLAN

All Year 7 and 9 students at Warnbro CHS ESC are provided with the opportunity to participate in NAPLAN.

In Year 7:

One Student was at range of achievement for the middle 60% of Year 7 students in Australia for Grammar and Punctuation, Spelling and Writing.

In Year 9:

One Student was above National average in Spelling.

One Student was at range of achievement for the middle 60% of Year 9 students in Australia for Reading and Writing.

One Student was at range of achievement for the middle 60% of Year 9 students in Australia for Spelling.

One Student was at range of achievement for the middle 60% of Year 9 students in Australia for Reading, Writing and Spelling.

Post School Destination

Four students gained employment.

- Four students gained employment at Workpower
- One student gained employment at Red Dot
- One student enrolled in further study – Certificate III in Screen & Media (South Metro TAFE)
- Two students are involved in Volunteering.
- Three students are signed up with APM Employment Services (DES)

Focus Area 1: Excellence in Teaching and Learning

Our Focus: High Quality, innovative teaching and learning. Students supported to achieve their best and take pride in their qualifications and achievements.

Targets	Current Data	Progress	Recommendations 2025
1.1 Embed differentiation within the classroom.	<ul style="list-style-type: none"> External consultant provided Professional Learning to all staff during school development days and held forums with teachers. Role of Curriculum Leader was introduced to coach and mentor teachers in implementing differentiation in the classroom. Eduplanet21 was introduced and is used as a platform for unit plans. Approximately 78 units have been developed by teaching staff. Key focus areas for Differentiated Instruction has been on a supportive learning environment, delivering a quality curriculum, and leading and managing the classroom. 	Target met – continue to strengthen	<ul style="list-style-type: none"> Continue to strengthen teachers' confidence in embedding differentiation in the classroom with support from external consultant and curriculum leader. Focus on refining learning environment and routines. Identify key accessible technology that support student independence. Embed assessment that informs teaching and learning into planning documents. Share the school's differentiation journey with the broader community.
1.2 Increase vocabulary to strengthen comprehension.	<ul style="list-style-type: none"> All developed units include a bank of vocabulary that requires explicit teaching. The Explicit Direct Instruction model for vocabulary was developed to guide our whole school practice in strengthening vocabulary. Explicit instruction in teaching vocabulary has been added to the whole school Pedagogical Framework. 	Target met – continue to strengthen	<ul style="list-style-type: none"> Develop a glossary of vocabulary for new programs introduced. Continue providing explicit teaching of vocabulary.
1.3 Identify finer grain targets in maths	<ul style="list-style-type: none"> Curriculum team developed a whole school maths plan and intervention process. The JEMM program has been used to collect data. Professional Learning Communities enabled teachers to identify targeted interventions and appropriate resources to support student progress. Identification for the need of an alternative intervention program. Curriculum team attend professional learning on alternative maths program. An external maths expert was sourced to provide feedback on the current maths program. 	Working towards	<ul style="list-style-type: none"> Develop progression documents. Trial the Bridges program in 2025. Purchase Bridges resources too support successful delivery. Whole school maths plan to be developed.

Focus Area 2: Optimal Health and Wellbeing

Our Focus: A safe and welcoming learning community where students flourish and are secure in their experience of belonging and acceptance.

Targets	Current Data	Progress	Recommendations 2025
2.1 Create opportunities for student voice.	<ul style="list-style-type: none"> • Collaborative Proactive Solutions is used across the school to gain student input into difficulties. • Student Councillors shared perspectives and ideas to strengthen school processes during council meetings, including providing input into our whole school values. • School Captain attended school board meetings and provided student feedback. • Students were consulted in the design of class environment. 	Target met – continue to strengthen	<ul style="list-style-type: none"> • Increase co-construction and collaboration of learning experiences between teachers, EAs and students. • Empower students to make choice about how they learn eg. using a self-access centre, choosing where and how they work, and selecting accessible technology that suits their needs.
2.2 Build an effective feedback culture.	<ul style="list-style-type: none"> • Staff provided feedback to Leadership through 360 surveys. • Regular feedback was gained from staff using Microsoft Forms. • Students participated in the 'Wellbeing & Engagement Census' to provide feedback on their school experience. • Process for gaining student feedback has been embedded in the whole school Pedagogical Framework using Explicit Direct Instruction principles. 	Target met – continue to strengthen	<ul style="list-style-type: none"> • Continue gaining feedback on student wellbeing and engagement through survey and census tools. • Continue collaborating with students to proactively find solutions to unsolved problems. • Continue to gather staff feedback on teaching programs. • Seek student feedback to help develop interest based partnerships with the community that support future pathways.



Focus Area 3: Sustainable Partnerships and Pathways

Our Focus: Strong school and community partnerships that develop pathways for our students into the community.

Targets	Current Data	Progress	Recommendations 2025
3.1 Develop sustainable community partnerships.	<ul style="list-style-type: none"> Developed a partnership with a local parish, where student volunteer during Partnership and Pathway weeks. Established a connection with an external provider specialising in microenterprises to develop staff understanding of microenterprise and it links to community engagement. Networking with organisations eg.APM and KiC to identify those who will support customised employment opportunities for students. 	Working towards	<ul style="list-style-type: none"> Support teaching staff to explore partnership opportunities with parents, the local community, and organisations when developing learning units. Continue working with external organisations to identify large enterprises willing to support customise employment for students.
3.2 Enhance opportunities for family engagement.	<ul style="list-style-type: none"> Developed and distributed a parent survey to identify the skills of families and their preferred methods for communication with teachers. Data gained by families completing survey. Shared information with families via the school's Facebook page about external agencies that are beneficial in providing support. 	Working towards	<ul style="list-style-type: none"> Teachers to consult with families to determine a form of weekly communication related to curriculum. Teachers to identify opportunities for families to contribute to their child's learning.
3.3 Increase cultural responsiveness.	<ul style="list-style-type: none"> Successfully gained a grant for an Aboriginal resident artist to work with students to enhance understanding of the importance of storytelling. Teachers are embedding cultural responsiveness into learning units. Leadership team attended Culturally Responsive professional learning and network meetings. Aboriginal resource file was created on Padlet to support teacher planning. 	Target met – continue to strengthen	<ul style="list-style-type: none"> Produce student artwork using techniques taught by the Aboriginal artist in residence to express the school's purpose. Identify Aboriginal experts who can support the school's understanding of the land we are on. Continue attending Culturally Responsive networking and sharing meetings. Teachers to embed Aboriginal cultural responsiveness in at least one unit per year.

Focus Area 4: Progressive and Shared Leadership

Our Focus: Collectively our staff utilise their strengths to make lasting and authentic improvements to our students learning.



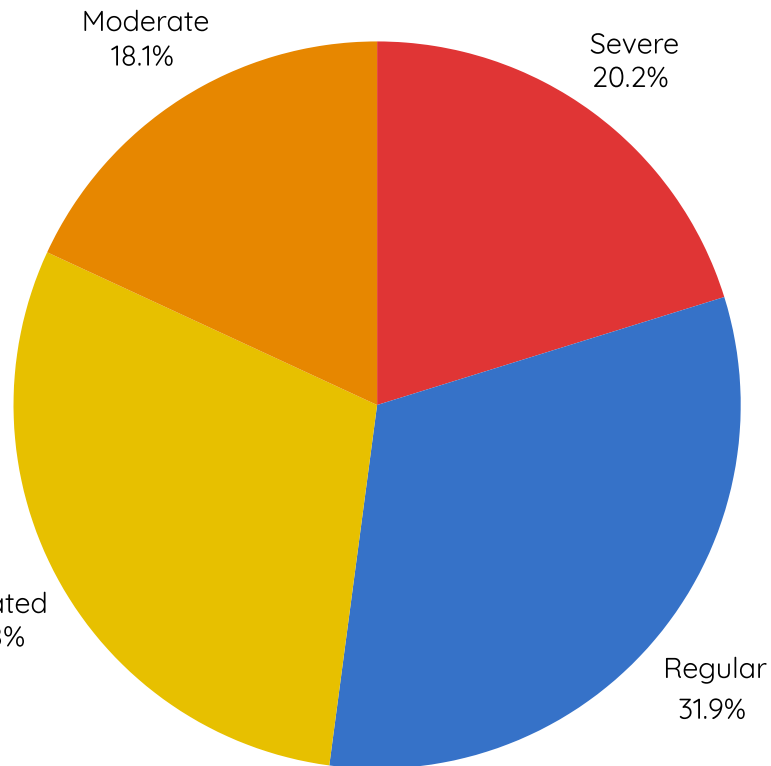
Targets	Current Data	Progress	Recommendations 2025
4.1 Strengthen support of excellence in teaching and learning in every class.	<ul style="list-style-type: none"> Curriculum Leader worked collaboratively with teachers to develop rich and engaging learning units. School commenced the first year of a three-year journey of Differentiated Instruction, guided by an external expert, to ensure success for all students. Curriculum coordinator conducted classroom observations to support deliver comprehension programs. 	Target met – continue to strengthen	<ul style="list-style-type: none"> Continue with the role of Curriculum Leader to support quality teaching and learning. Conduct observations to support staff in the delivery of maths, social and emotional programs, and learning units. Audit the current social and emotional program to ensure alignment with the Personal and Social Capability Continuum. Develop learning progressions to clearly identify and track student progress.
4.2 Increase staff confidence of whole school processes.	<ul style="list-style-type: none"> Comprehensive Staff Handbook was developed, outlining key school processes. Whole-school Pedagogical Framework was created, clearly defining expectations for teaching and learning. Behaviour Procedures were developed, focusing on creating supportive learning environments and promoting positive student behaviour. 	Target met – continue to strengthen	<ul style="list-style-type: none"> Review and update the Staff Handbook, Pedagogical Framework, and Behaviour Procedures based on staff feedback to ensure they meet the evolving needs of the school community. Continue to reference and embed key documents into day-to-day operations and whole school processes.

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Student Attendance



In 2024 student attendance at Warnbro CHS ESC was 77.4% comparable to the previous year with the same figure. The data indicates we have a higher portion of students in the regular attendance category (90% or greater) indicating strong and consistent student engagement. Although there has been a slight drop in percentage in this category, we have continued our approach to supporting attendance which aims to build positive relationships with students, families and communities. The next highest percentage was (80% to <89%) attendance which has seen an increase in this category. This indicates a potential area of improvement to ensure more students are consistently engaging, but overall, we have kept a steady percentage of 61.7% of students reaching 80% and higher attendance. Valuing the importance of regular communication between school and home is also indicated by the low rate of unauthorised absences of 14%.

We also recognise that attendance for students with disabilities is impacted by unique factors given their additional health and wellbeing needs and therefore implement tailored strategies and plans to best support each individual student. Several students in the severe at-risk category attained very low attendance due to medical diagnoses and mental health issues and therefore were supported through means of navigating NDIS, consultation with regional engagement and specialist schools, work packages being sent home and continuous communication with both students and families. The severe at-risk rate of 20.2% has increased slightly compared to the previous year. This is attributed to some students who were transferring to either a home school environment or to different school's interstate. Some students had varying difficulties engaging at school and therefore were supported by working collaboratively with the student, families and external agencies to develop goals and strategies that could better support these students reach their academic and personal goals, and to help them positively engage in school. This is an ongoing process, requiring regular check-ins, re-evaluation of plans and goals and working alongside students so they feel heard and supported.

As a school we will continue to place a high importance on student attendance, this involves monitoring any changes in student attendance, collaborating with students, families, staff members and external agencies and providing high levels of case management and action planning. We will continue to foster opportunities for connections with families and the community, which will seek to build an inclusive environment where students feel a sense of belonging.

Parent Survey

Id	Start time	Completion time	Email	What is working well?	What could we do better?	Have you had the chance to attend any school network opportunities?
1	3/12/2024 11:50	3/12/2024 11:52	anonymous	Communication, parent support for external services		Yes
2	3/12/2024 11:53	3/12/2024 11:54	anonymous	Parent mornings	Nothing	Yes
3	3/12/2024 11:54	3/12/2024 11:54	anonymous	The learning and feedback from teachers and ea	Nothing it's all wonderful	Yes
4	3/12/2024 11:57	3/12/2024 12:00	anonymous	The school is very supportive of my child and our needs. We find out lots of things that help going forward that wouldn't have known without the help we receive.	Nothing comes to mind.	Yes
5	3/12/2024 12:00	3/12/2024 12:02	anonymous	Relaxing & easy flow		No
6	3/12/2024 12:07	3/12/2024 12:08	anonymous	Staff are friendly	Sometimes communication is lacking	Yes
7	3/12/2024 12:11	3/12/2024 12:12	anonymous	Our son is happy		No
8	3/12/2024 12:04	3/12/2024 12:20	anonymous	Guidance with Centrelink and NDIS	Unsure	No
9	3/12/2024 12:24	3/12/2024 14:13	anonymous			Yes
10	4/12/2024 5:55	4/12/2024 5:57	anonymous	Communication to parents.	More outings to get the kids into the community.	No
11	6/12/2024 14:04	6/12/2024 14:07	anonymous	The Communication between the school and parent regarding my child. I am kept well informed	The work experience program for the year 10's could be better organised rather than having the student pick it for themselves. I don't think my child really understood the process	Yes
12	6/12/2024 14:05	6/12/2024 14:07	anonymous	A very good teacher	More interest specific choices for students	No
13	6/12/2024 14:06	6/12/2024 14:07	anonymous	Everything is working well. My son is doing fantastic and loves those he sees every day supporting his needs and working towards his outcomes.	I can't think of anything that can be done better the whole section of WCHS Ed Support should be very proud of themselves.	No
14	6/12/2024 14:08	6/12/2024 14:09	anonymous	The traineeships the school has offered		No
15	6/12/2024 14:19	6/12/2024 14:24	anonymous	Staff are very helpful understanding of my child and any issues have always been sorted out thankyou	I honestly don't know	No
16	6/12/2024 14:51	6/12/2024 14:51	anonymous	The help with support for disability and NDIS	Unsure	No
17	6/12/2024 15:43	6/12/2024 15:46	anonymous	Communication from school to home is excellent	Not so many messages commending students- something more concrete would be nice, for example a little appreciation slip that can be put on the fridge	No
18	6/12/2024 18:22	6/12/2024 18:24	anonymous	Keeping me up to date with my child at school	Can't think of anything at this moment	No
19	6/12/2024 23:00	6/12/2024 23:04	anonymous	Teacher is very proactive at changing things to meet my child's need	I don't know. I have been impressed at whatever I have suggested to the teacher has been implemented... I only hope my child has as good a teacher next year!	Yes
20	7/12/2024 21:08	7/12/2024 21:11	anonymous	Son communicating	With his talking and sounds	No
21	10/12/2024 9:25	10/12/2024 9:26	anonymous	Communication process	You're already doing great	No

In December 2024, parents were provided with the opportunity to participate in a parent survey.

A total of 22 parents completed the survey.

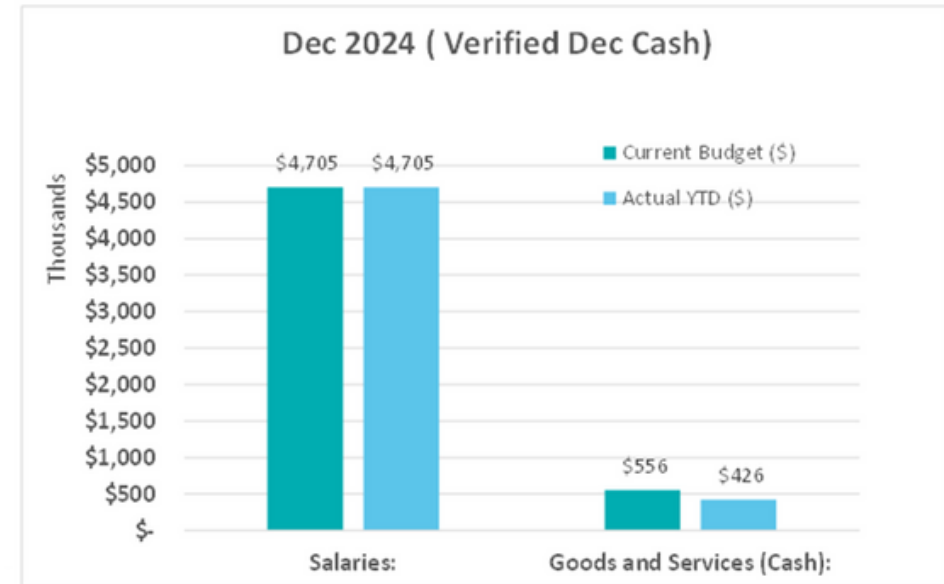
To participate, parents were asked two questions. What is working well? What Could we do Better?

In analysing the What's Working Well data, 25% respondents referred to the supports provided to their child, followed by communication processes and parent support. In analysing the What Could we do Better data, six families provided feedback on areas for growth for school improvement. This data will inform actions moving forward.

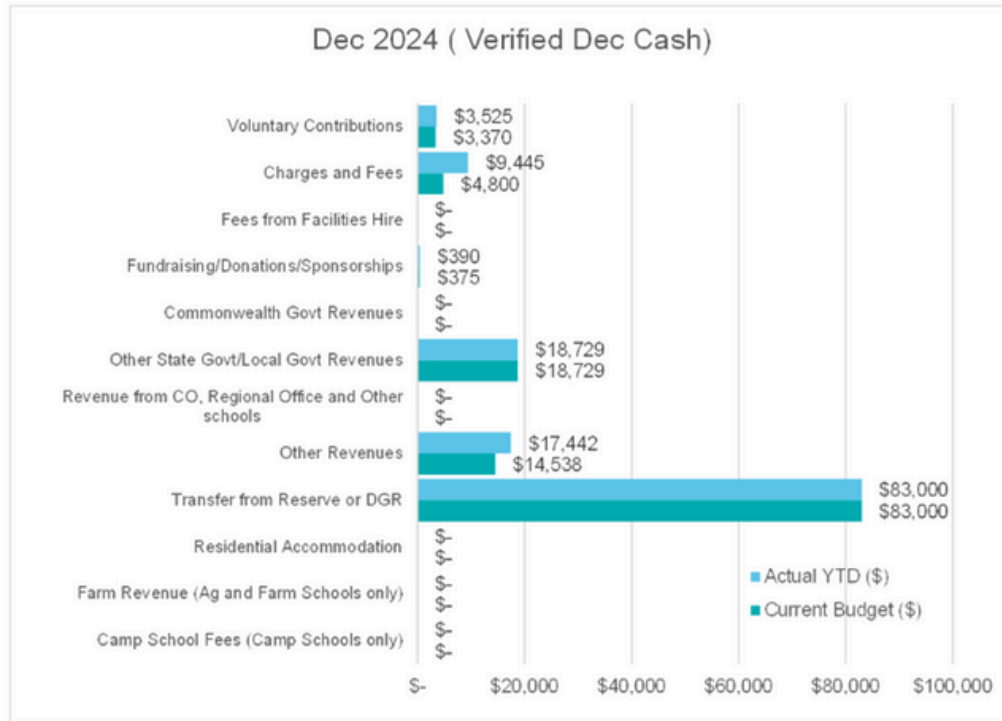
Financial Summary

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	81,004	81,004
Carry Forward (Salary):	307,674	307,674
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,269,343	5,269,343
Locally Raised Funds:	124,812	132,530
Total Funds:	5,782,832	5,790,551
EXPENDITURE		
Salaries:	4,704,519	4,704,519
Goods and Services (Cash):	556,008	425,866
Total Expenditure:	5,260,527	5,130,385
VARIANCE:	522,305	660,166

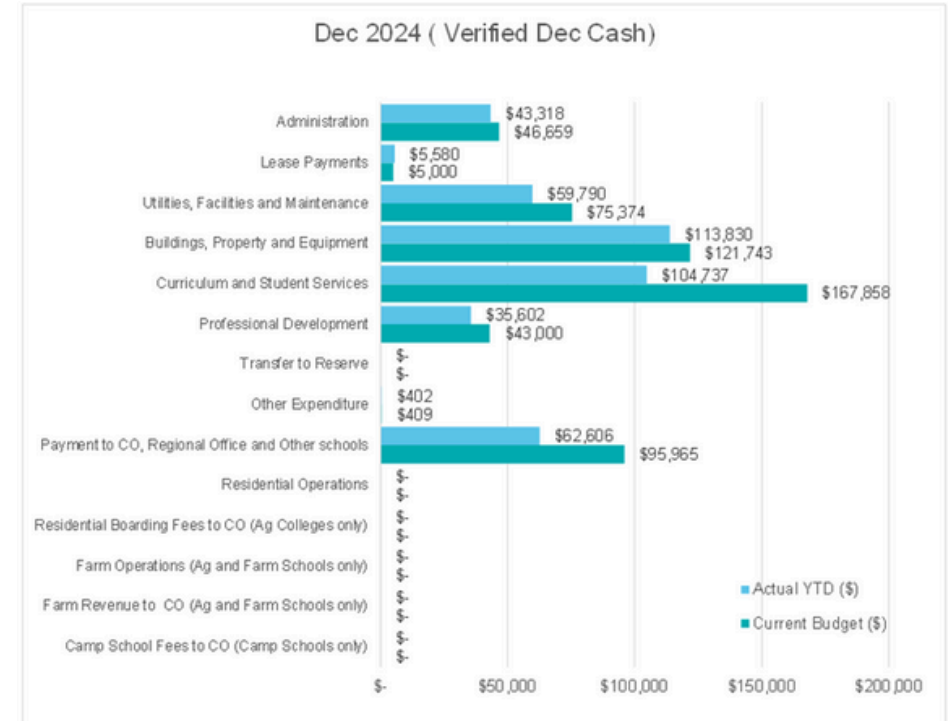
Goods and Services Vs Salary Expenditure



Locally Generated Revenue



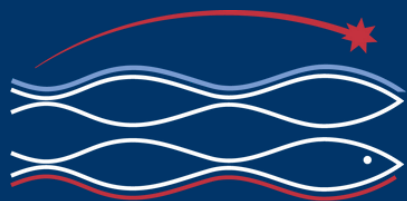
Goods Services Expenditure – Budget vs Actual



This data ensures funds are distributed in the school to improve student outcomes which is achieved through sound financial management and practices. All financial decisions are made through the Finance Committee and discussed with school board.

Key Points

- Locally Raised Funds was higher than expected with an additional \$7718.87
- Charges and Contributions higher than expected with an additional \$155.00 due to statements sent out to families more regularly.
- Transfer from reserves of \$83,000 – minor works Administration Entrance – Egress Door to Therapy Class – Therapy Space Fit Out – Studio Fit Out.



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