

2023 Annual REPORT



A **happy** place to
learn, grow and belong

South
Bunbury **Education**
Support Centre

our School



South Bunbury Education Support Centre (South Bunbury ESC) is a specialist setting which caters to the needs of students with a diagnosis of Intellectual Disability or Autism Spectrum Disorder with high educational need.

Staff at South Bunbury Education Support Centre have a holistic view of education. We aim to support students to be their best in all areas of development through individualised support and implementation of programs to support academic, sensory, and social-emotional needs. Student's at



South Bunbury ESC are supported to 'find their voice' through a strong commitment to communication. Students' individual AAC devices (Alternative Augmentative Communication) and PODD (Pragmatic Organisational Dynamic Display) is used in all classrooms to support students to develop their expressive and receptive communication.



We have a strong commitment to working with our community to support our students to 'Learn, Grow and Belong.' Our school is co-located with South Bunbury Primary School. Students and staff from both schools on the South Bunbury campus participate in a variety of in-school activities and excursions which provide numerous opportunities to learn from each other. Students are also supported to develop skills through activities and visits to locations within the local community.

Students at South Bunbury ESC learn within small group settings, and participate in individualised programs tailored to their needs. An Individual Education Plan (IEP) is developed for all students, based on their identified level in the ABLEWA curriculum. The school has a strong emphasis on explicit teaching through a variety of evidence-based programs which are selected to benefit each student's learning style and capacity.

South Bunbury ESC is a proud Positive Behaviour Support (PBS) school. Our strong PBS philosophy centres around our three PBS values, 'Be Safe,' 'Be Your Best,' and 'Be Kind and Caring.' Students are supported to learn and practise these values through explicit teaching of the associated expected behaviours. These behaviours are encouraged and reinforced through environmental supports and reward systems.

We acknowledge the Wardandi people, the traditional custodians, of the Noongar boodja (land), on which our school lies. We acknowledge and respect their culture and the contributions they make to the education of all within our school community.





workforce composition

The school has a stable but growing workforce with fifteen Teachers and thirty four Education Assistants. Classes generally had one teacher and three education assistants. All teaching staff meet the professional requirements to teach in Western Australia.

Most staff were female but we now have one male teacher and three male EAs. We also had a number of male relief staff.

Most staff are thirty five to fifty four years of age, with five under twenty five and eight over sixty. Four staff have a disability, one staff member is Aboriginal and one is culturally and linguistically diverse.

Sick/ carer leave increased to about ten days per teacher and nineteen days per support staff. This compares to Like Schools with thirteen days- teacher and sixteen days- support staff.

Sick and Family Carers leave for Teaching Staff

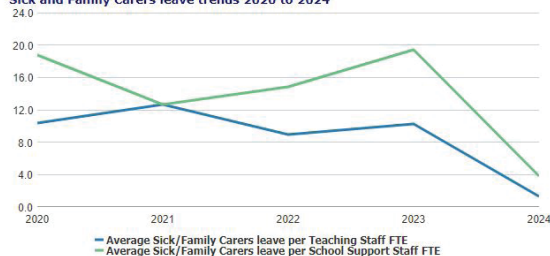
Year	Leave with evidence	Leave without evidence	Unpaid Leave	Average Sick/Family Carers leave per Teaching Staff FTE
2020	78.0	55.0	2.0	10.4
2021	69.5	70.2	0.0	12.7
2022	70.5	41.0	1.0	9.0
2023	81.0	50.0	0.5	10.3
2024	13.0	5.5	0.0	1.3

[Click here to see the detailed Sick/Family Carers Leave trends for Teaching Staff](#)

Sick and Family Carers leave for School Support staff

Year	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Family Carers leave per School Support Staff FTE
2020	274.1	154.1	19.4	18.9
2021	119.2	159.4	13.0	12.7
2022	178.2	168.7	43.0	14.9
2023	243.0	214.4	66.0	19.5
2024	63.0	37.5	17.9	3.8

Sick and Family Carers leave trends 2020 to 2024



[Click here to see the detailed Sick/Family Carers Leave trends for School Support Staff](#)
Print - Export



Jeans for Genes Day



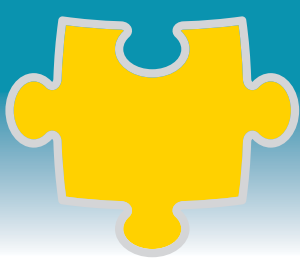
Jeans for Genes Day



Ahlia's Kindness Day



Cancer Council Morning Tea



student attendance

The 2023 attendance rate at South Bunbury ESC was 84.3%. Forty percent of students attend school regularly, twenty two percent between 80-90% and twenty nine percent less than 80%.

Thirty seven percent of Aboriginal students attended regularly, nineteen percent 80-90% of the time and forty four percent had at least one day off per week.

Attempts were made to meet with parents of students who had poor attendance. Generally when contact was made, parents cited student anxiety and well-being as the main reason for low attendance. Only one parent participated with the school to write an attendance plan and implemented steps to improve attendance.

Teachers monitor student attendance and record absences on Integriris. SMS messages are sent to families to notify them that their child is absent. Parents can contact the school via phone, SMS or Seesaw to explain the reason for the absence.

The principal contacts parents if there is an increase in unexplained absences and request that the parents collaborate to design a plan that takes into account the particular issues impacting attendance.

Attendance	
Primary	-0.84
- Attendance Rate 2023	85%
- % Regularly Attending (90%+) 2023	40%
Suspension	

Attendance Overall

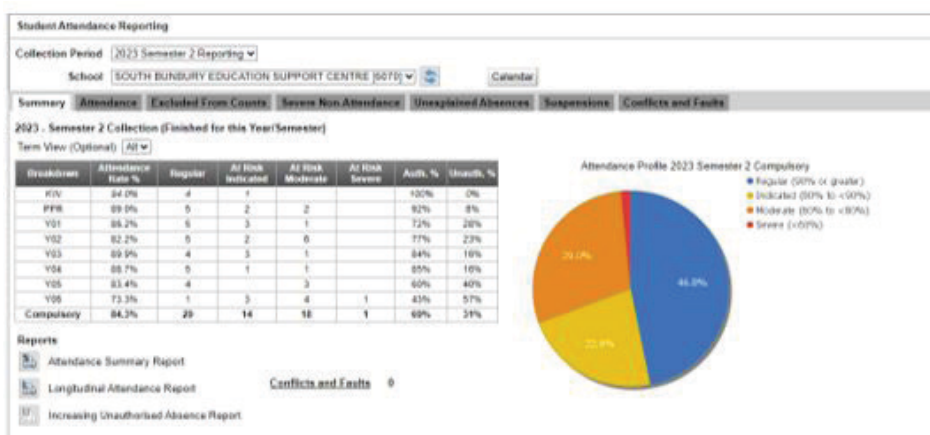
Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	92.0%		92.4%	83.3%		76.8%	90.4%		91.0%
2022	85.1%		88.3%	76.8%		69.5%	83.0%		86.6%
2023	87.6%		90.3%	77.8%		74.3%	85.2%		88.9%

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	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	60.8%	25.5%	11.8%	2.0%
2022	40.4%	28.1%	21.1%	10.5%
2023	40.3%	35.5%	17.7%	6.5%
Like Schools 2023				
WA Public Schools 2023	61.0%	25.0%	10.0%	4.0%

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student achievement and progress

The students at SBESC do not sit NAPLAN tests. The school has identified assessments that inform the teaching and learning process and allow the monitoring of progress over time.

Targets set in the 2022-24 Business Plan is for at least seventy percent of students to make gains over a year.

	Improved
Top Ten Maths	62%
English ABLES	67%
Speaking & Listening ABLES	64%
Social ABLES	77%
Physical Activity ABLES	70%
Communication Matrix	87%

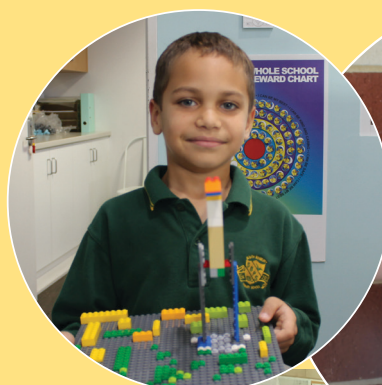
Students made expected gains in social skills and physical activity but not in Maths and English. In 2023, the staff selected Preventing Literacy Difficulties (PLD), a Perth-based program for improving Literacy, as a synthetic phonics program that could be implemented across the school for verbal, and some nonverbal, students. PLD is accepted by the department as an evidence-based, curriculum aligned phonics program. Teachers attended professional learning and resources were purchased to support the implementation of the program. PLD should be implemented with diligence in 2024.

Accessible Literacy Learning (ALL) is an evidence-based reading instruction approach for students with Autism and complex communication challenges. It was implemented by the school to teach basic reading skills to nonverbal students. This is available on a device or in paper form.

The Communication Matrix is based on decades of communication research, organising various developmental tracking points. Data collected informs teachers what strategies non-verbal students use to

communicate and where they can be extended. This is a valuable and effective resource for Individual Education Plans.

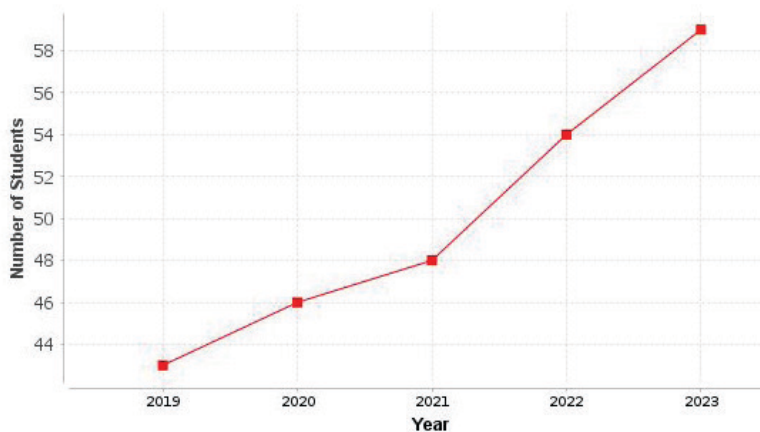
Teachers collaborated to make consistent judgements on ABLEWA Writing. They also connected with staff at College Row School to moderate Speaking and Listening judgements. The teachers viewed videos of the students communicating and referred to the ABLEWA Speaking and Listening documents to decide on achievements. The teachers enthusiastically shared stories and strategies. We hope to include Newton Moore ESC in a moderation session in 2024.



student numbers and characteristics

Student enrolments have continued to grow, with great demand for enrolling autistic children. The waitlist grew to over thirty students by the end of 2023. Seventeen new students were able to be placed by the start of 2024. To cater for the increase of enrolments, an extra class was added, giving the school a total of nine classrooms for 2024.

Semester 2 Student Numbers



Context

School Context

+	ICSEA	2022 Cohort (released March 2023)	917 (9)
+	Student Transiency	2023	13.8% (5)

Student Profile

Semester 2, 2023	Number	%
Full Time Students	64	
Students with a Disability	62	96.9%
Aboriginal Students (Sem 1, 2023)	15	22.7%
Part Time (Full Time Equivalent) Students	5 (3)	

Most of the students continue on to high school education support centres or schools. Two students moved to Perth just before the end of the year and we were not informed of their high school.

One student who had enrolled at the school with an intellectual disability was retested in Year Six and found to have an increased cognitive capacity. This meant he was not eligible for an education support setting which created a lot of stress for the family. In 2023, we put together more support for a student who became not eligible for at Newton Moore ESC.

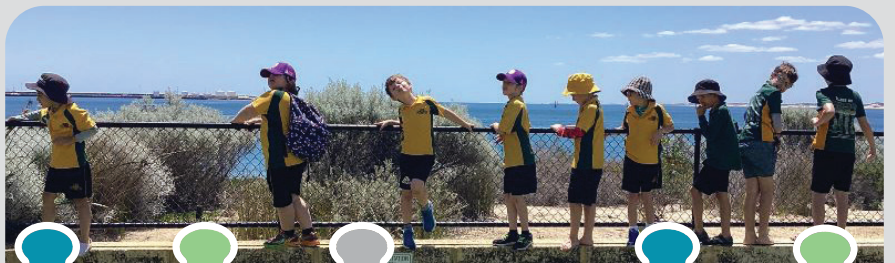
post school destination

Destination Schools

2023 school destinations of the 2022 student cohort

Year Level : Male: 5 Female: 1 Total: 6

Destination Schools	Male	Female	Total
6004 College Row School	2		2
6086 Newton Moore Ed Sup Ctre	1		1
4040 Newton Moore Senior High School	1		1

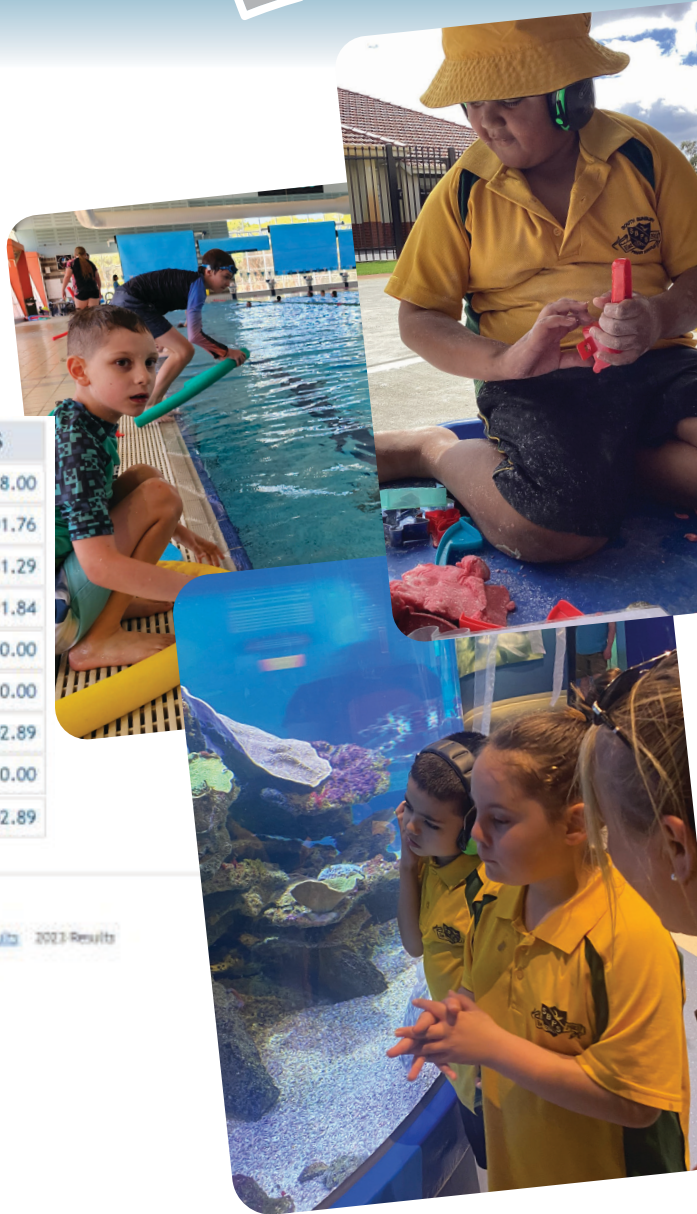


School Income by Funding Source



The school received funding of \$3,425, 502 in 2023 with the majority of this money received through disability resourcing. About \$3,331,000 was spent on staffing and \$115,000 on goods and services.

The school received \$25,000 to employ a chaplain and although two companies were contacted we were not able to find one. The grant was returned at the end of the year.



Student Centred Funding	Amount \$
Per Student Funding	548,548.00
Student and School Characteristics	2,824,301.76
Disability Adjustments	22,661.29
Targeted Initiatives	28,491.84
Operational Response Allocation	1,500.00
Regional Allocation	0.00
Total 2023	3,425,502.89
Transition Adjustment	0.00
Total After Transition Adjustment	3,425,502.89

Student-Centred Funding

Student-Centred Funding - 2023

Per Student Funding	\$	548,548.00
Student and School Characteristics	\$	2,824,301.76
Disability Adjustments	\$	22,661.29
Targeted Initiatives	\$	28,491.84
Operational Response Allocation	\$	1,500.00
Regional Allocation	\$	0.00
Total 2023	\$	3,425,502.89
Transition Adjustment	\$	0.00
Total After Transition Adjustment	\$	3,425,502.89

[< 2021 Results](#) [< 2022 Results](#) [2023 Results](#)

Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	5	0	\$26,415.00
Pre-primary	9	0	\$82,602.00
Year 1	9	0	\$82,602.00
Year 2	13	0	\$119,314.00
Year 3	5	0	\$45,890.00
Year 4	10	0	\$76,690.00
Year 5	6	0	\$46,014.00
Year 6	9	0	\$99,021.00
Total	66	0	\$548,548.00

Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	15.00	\$35,035.91
Disability	62.00	\$2,278,868.00
English as an Additional Language or Dialect	1.00	\$3,100.00
Social Disadvantage	13.87	\$35,097.85
Sub Total		\$2,352,101.76
School Characteristics		
Enrolment-Linked Base		\$472,200.00
Locality		\$0.00
Sub Total		\$472,200.00
Total		\$2,824,301.76

Targeted Initiatives (Details)

	Amount
Targeted Initiative: In School State Funded Chaplaincy Program	\$23,211.84
Targeted Initiative: Preschool Reform Agreement	\$5,280.00
Total	\$28,491.84

parent/student/teacher satisfaction with the school



source: School-based data

Parent Communication Survey

Parents and teachers were surveyed using the National School Opinion Survey. Eighteen parents responded and all but one were positive across all areas. The lowest score was for "the school has a strong relationship with the local community" 4.2/5, and the highest at 4.6/5- "Teachers expect my child to do their best", "The school is well maintained", "The teachers are good teachers" and they "care about my child".

We are very pleased with this positive view of the school and have worked hard over the year to increase the profile of the school in the community and involve parents in their child's education.



Together we will..

Support students and families to have a say in school decision-making.

What you will see	Targets	Progress
Students demonstrating progress along the Communication Matrix.	At least 70% of students with communication challenges will demonstrate progress in the Communication Matrix.	87% of non-verbal students made progress on the Communication Matrix in 2023.
Communication avenues expanded across the campus including PODDS.	At least 70% of students will have a family representative at least one school event each year.	50% of students had a family member attend the Book Awards
A variety of opportunities for families to communicate with the school.	At least four posts per student per week on Seesaw.	47% of students had a family member attend the Bowling Family Night 38% of students had a family member attend the All Abilities Carnival Most classes posted four or more photos on Seesaw but some classes only posted around one.

Future Actions

The next Business Plan will focus on providing our non-verbal students with "a voice". We have requested the School of Special Educational Needs: Disability (SEN:D) assist us with auditing current communication practices and planning for future success.

We will continue to provide opportunities for families to be involved in various aspects of the school. Many parents who attended an event praised the school on organising these opportunities, some wanted more.

Teachers who did not post regular photos on Facebook were made aware of the importance of parents knowing what their child can do at school as many are nonverbal and can't share information about their day when they get home.

We are changing to Story Park rather than Seesaw as the low cost version has many limitations. Although no other schools are using Story Park, many parents are familiar with the app as it is used by many childcare centres.



Together we will..

Implement effective strategies and supports to keep our students and staff safe.

What you will see	Targets	Progress
Behaviour data collected and analysed to identify appropriate support interventions.	There will be a reduction in Tier Three behaviours each year from 2021.	We have continued to refine the collection of minor and major data and tracking has been impossible. We do feel that there has been an increase in major behaviours. Teachers promote positive behaviour by providing three positive responses to every negative.
Evidence-based whole-school approaches to Social Emotional Learning and Protective Behaviours.		
ABLES WA assessment data in Personal and Social Capability analysed for individual, class and school planning.		
Future Actions		
Classroom observations will continue in 2024 and Performance Management closely linked to the implementation of PLD Literacy and Top Ten Maths. School Development time will be used to reinforce the use of these programs for all students and the focused teaching of students requiring tier two support. New teachers will attend PLD training.		

Together we will..

Develop an expert team of educators drawing on distributed leaders to guide the implementation of the Improvement Plan.

What you will see	Targets	Progress
Professional learning communities led by teacher leaders.	All staff complete Performance Management processes linked to Improvement and Operational plans.	68% of staff completed the performance management process during 2023.
Performance and development processes linked to Improvement and Operational plans.		
Education Assistants sharing their expertise with other staff.		
Future Actions		
We were aiming for 100% but this did not occur. Meetings will be timed for term 2 so all staff have an opportunity to participate in a performance discussion.		



Together we will..

Address the achievement challenges of students with diagnosed and imputed disabilities through a clearly defined whole school "plan, teach, assess" cycle.

What you will see	Targets	Progress
Student achievement data collected on a regular basis.	70% of students will demonstrate movement of at least one sub-section in the ABLEWA assessments in English and Mathematics. 70% of students will make gains in Concepts of Print and Top Ten Maths.	Data is collected annually on Communication Matrix and On Entry (preprimary) and twice a year on ABLEWA, PLD Literacy, Accessible Literacy Learning and Top Ten Maths. 64% of students improved in Speaking and Listening. 67% of students improved in Reading & Writing. 62% of students improved in Mathematics referring to ABLEWA and Top Ten Maths.
Student achievement data used to inform Individual Plans.		
Individual Plans used for monitoring achievement and for reporting to parents.		

Future Actions

We have continued to refine the data we collect so it is meaningful to the classroom and the school. We have stopped using Concepts of Print as it is not useful as a planning tool nor to track student progress.

We have not quite met our target of 70% improvement in the areas where data is collected. We are looking closer at our Individual Education Plans (IEPs) at targeting specific skills that can be addressed.

IEP meetings are held with parents twice a year to ensure they participate in setting goals. Changes have been made to therapist in school processes to ensure their goals align with that of the school.

Together we will..

Develop a school-wide culture of high expectations and consistent high quality teaching and learning practices.

What you will see	Targets	Progress
Whole school implementation of Literacy Blocks.	All teacher planning will demonstrate the use of whole-school resources in Literacy and Numeracy.	2023 was an introductory year for PLD and we had a soft landing with teachers attending professional learning and appropriate resources purchased. Most teachers were using the resources in their classrooms, with the understanding that it is compulsory in 2024.
Teachers implementing specific Literacy programs used across the school.		
Differentiation to meet student needs.		

Future Actions

Classroom observations will continue in 2024 and Performance Management closely linked to the implementation of PLD Literacy and Top Ten Maths. School Development time will be used to reinforce the use of these programs for all students and the focused teaching of students requiring tier two support. New teachers will attend PLD training.



Together we will..

Promote the school to raise community awareness, and celebrate the strengths, of students of various abilities.

What you will see	Targets	Progress
Sharing positive information about the students and school with the wider community.	Increase of interaction between different abilities on campus and in the wider community.	We have added some shared events to the campus calendar including swimming lessons, Student Showcase, All Abilities carnival and Harmony Day. More of the environment is shared between the schools including “dream rooms”, gymnasium, library and specialist areas. Admin meet fortnightly to plan operationally and strategically.
Effective relationships with community organisations to enhance student inclusion.		
A Campus Inclusion Plan designed to promote inclusive practices between schools sharing the one site.		
Future Actions		
SBESC will support SBPS and their involvement in PIVOT, a locally created program to cater for ASD students in mainstream settings. We will collaborate to draft a “playbook” that identifies research-based strategies to address the needs of the ASD students across the campus. Different strategies may be used for tier 2 and 3 situations. Low-key inclusion opportunities for staff and students have been identified including Scitech incursion, reading buddies and specialist sessions. Integration for students in key learning areas will be negotiated by teachers with admin support.		



Together we will..

Continue to develop strong relationships with families so that we can work together to support students to learn, grow and belong.

What you will see	Targets	Progress
Sharing positive information about the students and school to families on a regular basis.	School Council will complete annual surveys with responses being medium to high.	The National School Opinion Survey has been decommissioned and is not available. The survey was last completed in 2022. At each meeting, an item from the training documents is included on the agenda to lift member knowledge and Council effectiveness.
Opportunities for families to participate in school events including learning progress meetings and social activities.		
An effective School Council with clear roles, responsibilities and decision-making protocols.		
Future Actions		
Use replacement survey when it is available.		

Together we will..

Develop our cultural responsiveness to better meet the needs of all students.

What you will see	Targets	Progress
A school Reconciliation Action Plan developed in consultation with Aboriginal community members.	Active engagement and implementation of school Reconciliation Plan.	Most staff identified in their performance management conversation an interest in developing their knowledge of Aboriginal culture. Aboriginal parents were invited to either yarn or read an Aboriginal story to a class. Two parents came in and read to three classes.
Opportunities for staff to develop understanding of local Aboriginal culture and history.		
Student diversity data used to inform planning and provision of services.		
Future Actions		
An Aboriginal parent was commissioned to design an art work that would hang in the foyer and be used on the school letterhead, staff shirts and entrance totems. This visual representation will be seen during 2024.		





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