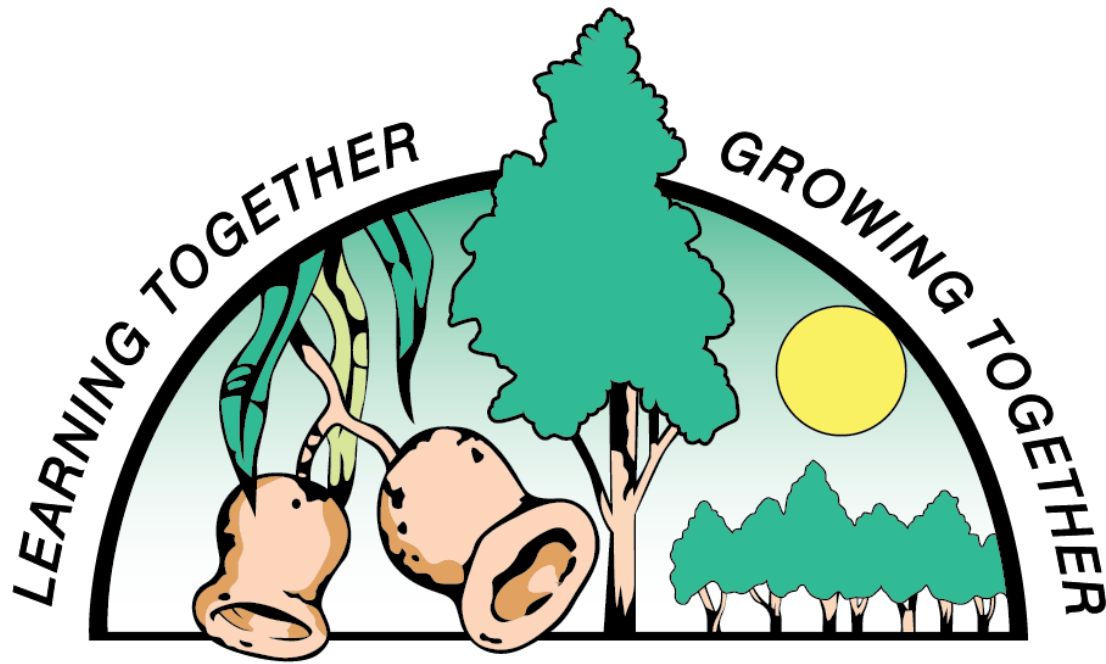




**SOUTH BALLAJURA
EDUCATION SUPPORT CENTRE**

School Report 2024

Contents

School Overview (source: Schools Online/School website).....	3
Student Numbers and Characteristics (Data) (source: Schools Online).....	4
Student number trends (based on 2024 Semester 2 Census Data)	4
Student Numbers (as at 2024 Semester 2)	4
Workforce composition (Data) (source: Schools Online).....	5
Staff Information	5
Student Attendance (Data) (source: Schools Online).....	6
Describe how non-attendance is managed by the school	6
Student Achievement and Progress.....	7
ROCC Data, IEP Data & Foundation Skills Data (source: ROCC & RTP SEN)	7
Parent satisfaction with the school (DATA) (source: National School Opinion Survey)	9
School Income by Funding Source (DATA) (source: Schools Resourcing System).....	10

School Report

South Ballajura Education Support Centre

School Overview (source: Schools Online/School website)

School Overview

It is with great pride that we present the 2024 Annual Report for South Ballajura Education Support Centre.

Situated on Whadjuk Noongar Country, South Ballajura Education Support Centre is an Independent Public School located at 2–34 Wyperfeld Gardens, Ballajura. We are a purpose-built Kindergarten to Year 6 education support facility co-located with South Ballajura Primary School. Our school provides inclusive, high-quality education for students with intellectual disabilities and those with complex needs.

Our learning environment is enriched by a strong multicultural community and underpinned by a shared Campus ethos of care, inclusion, and belonging. Every student is welcomed as a valued individual who brings unique strengths to our school.

We are committed to providing innovative, evidence-based programs delivered by highly skilled staff who nurture each student's academic, emotional, and social development. Our focus remains on fostering a safe and supportive environment where all students can thrive, feel valued, and achieve personal success.

At South Ballajura ESC, every day is seen as a meaningful opportunity to connect, inspire, and support our students—ensuring that high expectations for learning, wellbeing, and engagement are consistently upheld.

School Board

The South Ballajura Education Support Centre School Board plays a vital role in the strategic direction and governance of our school. We are grateful for the dedication and contributions of our 2024 School Board members:

- **Ms Debbie Schotte** – Chairperson
- **Mr Vince Randazzo** – Community Representative
- **Ms Maria Santana** – Parent Representative
- **Ms Jessica Crabbe** – Parent Representative
- **Mrs Adele King** – Parent Representative
- **Mrs Yolande Williams** – Staff Representative
- **Mrs Diane Rushworth** – Staff Representative
- **Mr Ryan Johnston** – Staff Representative
- **Mrs Melinda Manship** – Principal

The Board met regularly throughout 2024, offering invaluable insight, guidance, and support. We sincerely thank all members for their commitment and continued connection to our school and wider community.

Student Numbers and Characteristics (Data) (source: Schools Online)

Student number trends (based on 2024 Semester 1 Census Data)

	2020	2021	2022	2023	2024
Primary (excluding Kin)	52	49	61	65	80

Student Numbers (as at 2023 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(4)	9	16	16	8	10	12	9	84
Part Time	7								

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

Gender	Kin	PPR	Pri	Sec	Total
Male	7	6	59		72
Female	1	3	12		16
Total	8	9	71		88

Comments:

The addition of two new transportable classrooms in 2024 enabled South Ballajura Education Support Centre to accommodate a significant increase in enrolments, rising from 65 in 2023 to 80 students in 2024. This growth reflects both the expanding needs of our community, and the trust placed in our specialised school.

Several factors contributed to this enrolment increase, including:

1. Families relocating to the local area seeking access to an education support setting.
2. Students receiving new diagnoses that identified the need for specialised support.

Enrolment patterns show that most students reside in the immediate surrounding suburbs, with a notable influx in the early years (Kindergarten to Year 2). This trend highlights the demand for early intervention and the school's strength in delivering a targeted and robust program for young learners with complex educational needs.

Our Year 6 students participated in comprehensive transition programs in Term 4, attending orientation days at their future secondary schools. These included Dianella Secondary Education Support Centre and Ballajura Community College. This supported a smooth and confident transition into the next phase of their educational journey.

Workforce composition (Data) (source: Schools Online)

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Program Coordinator	1	1.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	2	1.2	0
Other Teaching Staff	11	9.2	0
Total Teaching Staff	14	10.6	0
Allied Professionals			
Clerical / Administrative	7	3.1	0
Gardening / Maintenance	1	0.2	0
Other Allied Professionals	43	34.4	1
Total Allied Professionals	51	37.7	0
Total	68	51.3	0

Comments:

In 2024, South Ballajura Education Support Centre employed a total of 68 staff members with a combined Full-Time Equivalent (FTE) of 51.3. This marks an increase from the previous year's 61 staff (45.2 FTE), reflecting strategic investment in human resources to meet the complex and growing needs of our student cohort.

The leadership team remained stable with a Principal, Deputy Principal, and Program Coordinator, while FTE allocation for administration rose from 2.0 to 3.0. Teaching staff numbers remained consistent. The most significant growth occurred within the Allied Professional team, increasing from 44 to 51 staff and from 32.4 to 37.7 FTE. This expansion enhances the school's capacity to deliver high-quality care, therapy, and support services to our students.

A significant enhancement was the introduction of a 0.4 FTE Family Liaison Officer, a dedicated role designed to foster stronger connections between families, community services, and the school. This role coordinates on-site and off-site allied health services, supports families in navigating external systems such as NDIS, and plays a key part in planning for student transitions.

The Allied Professional team expanded, reflecting a deeper commitment to inclusive, wraparound support for students. Key roles such as Speech Therapist and Chaplain remained in place, reinforcing a holistic approach to student wellbeing and communication development.

A new initiative in Semester Two saw the trial of a Marketing and Public Relations Officer, a role aimed at enhancing the school's digital presence. This addition provided an engaging platform to celebrate student success, strengthen community engagement, and share the unique story of our specialist setting with a broader audience.

These developments reflect the school's focus on evolving and responsive staffing that aligns with the diverse needs of its students and community.

Student Attendance (Data) (source: Schools Online)

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	81.0%	86.6%
2023	85.0%	88.9%
2024	85.1%	89.4%

Describe how non-attendance is managed by the school

The school is committed to fostering strong attendance through proactive engagement and personalised support. The school works collaboratively with families to address attendance concerns and re-engage students identified as vulnerable or at risk. The importance of regular attendance is consistently reinforced through newsletters and communication platforms, ensuring the message reaches families in a timely and accessible manner.

Daily attendance monitoring is supported by clear communication between classroom teachers and the front office, resulting in timely follow-up of absences and improved overall attendance patterns.

For students with persistent or severe non-attendance, the leadership team implements individualised case management strategies. This includes developing targeted attendance plans, liaising with external support services, and conducting home visits by authorised attendance officers when appropriate. The school takes a strengths-based and family-centred approach—working to understand underlying barriers and offering tailored supports that aim to reduce anxiety, build trust, and promote student engagement.

Student Achievement and Progress

ROCC Data, IEP Data & Foundation Skills Data (source: ROCC & RTP SEN)

ROCC Communication Student Achievement

The whole-school ROCC data from 2023 to 2024 demonstrates a positive and consistent upward trend in student communication development across all domains. Most students have shifted from emerging to more independent levels of communicative competence.

Key Areas of Growth

- **Symbolic and Specific Language Use**
Students operating at Level 4 and 5 increased from 81.4% in 2023 to 83.3% in 2024, showing strengthened ability to use purposeful and targeted language.
- **Ownership of Communication Systems**
The proportion of students demonstrating ownership (Levels 4 and 5) shifted from 57.0% to 48.7%. While this shows a slight dip, there was a notable reduction in students at Levels 0–2, suggesting early-stage learners progressed into the mid-range.
- **Message Complexity and Strategic Competence**
Gains were evident in students showing complexity in messages (Levels 4 and 5 increased from 46.0% to 48.7%) and those demonstrating strategic competence (from 39.5% to 46.1%). These increases reflect students' growing ability to adapt communication strategies to different purposes and environments.

Improved Functional Use

- **Use of Pragmatic Functions**
 - More students are using a wider range of communication functions such as requesting, rejecting, and commenting.
 - Greater student independence observed in initiating and sustaining purposeful communication.
 - Continued focus on generalising functional communication across routines and settings is showing impact.

Social Interaction and Engagement

- Students are demonstrating increased confidence in peer interactions.
- Reduction in early-level communicators indicates improved engagement and social use of communication systems.
- Growth in students' ability to participate in shared communication contexts, including group and play-based settings.

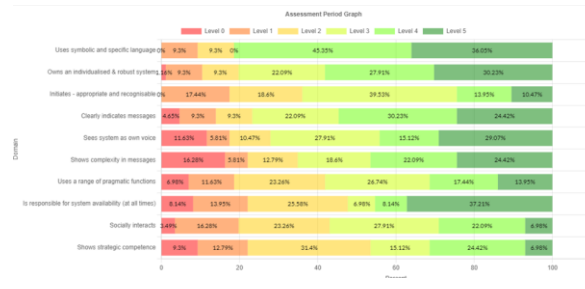
The data indicates positive whole-school growth in communication skills, with the majority of students progressing toward more functional, intentional, and socially appropriate use of communication systems. Strategic interventions, targeted planning, and the ongoing embedding of AAC and communication supports have likely contributed to these gains.

Moving forward, the continued focus on generalising communication across settings, increasing ownership of systems, and deepening strategic competence will further support students to communicate with confidence and independence.

2023



2024



English Student Achievement

The data for the English learning area demonstrates strong and consistent achievement across the school. The data reflects the impact of targeted instruction, individualised goal setting, and differentiated teaching aligned to each student's learning profile.

- Out of 86 students assessed, all students achieved at or above 75% of their English goals.
- 71 out of 78 students (91%) achieved more than 80% of their goals, highlighting a high standard of curriculum access and attainment.

Maths Student Achievement

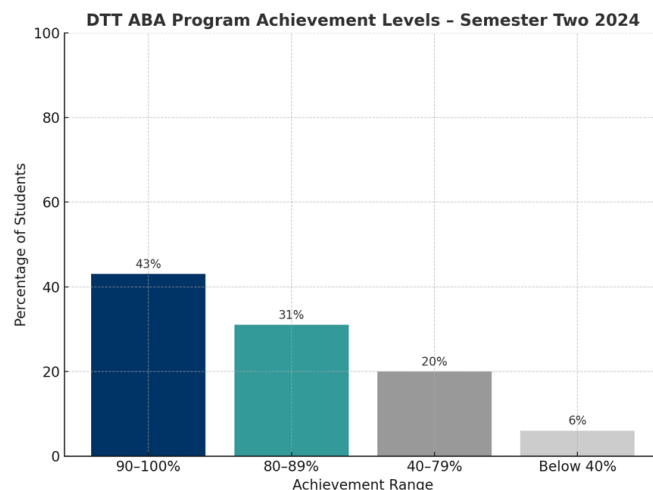
The Mathematics data demonstrate strong achievement levels across the student cohort, reflecting effective differentiation and targeted instructional planning. Students given access to mathematics learning goals aligned with the WA Curriculum and adjusted appropriately to meet individual needs.

- 53 students (61.6%) achieved above 80% of their Mathematics goals.
- 45 students (52.3%) achieved above 75%, further demonstrating successful curriculum access and individual progress.

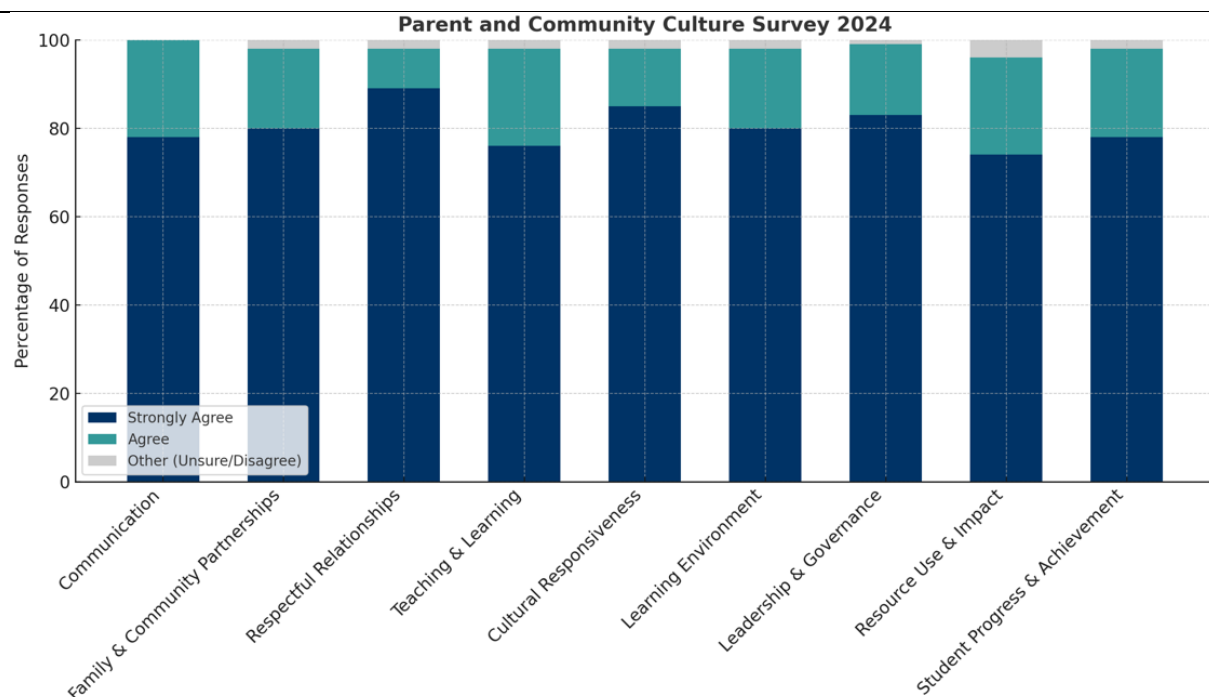
Specialist Program: Foundation Skills Program

The Foundation Skills Program continues to demonstrate strong impact on student learning and engagement across Kindergarten to Year 6, with most students showing significant gains in their skill acquisition from pre- to post-assessment periods.

- A total of 51 students participated in the program
- The majority of students (74%) were performing at or above 70% accuracy by Semester Two, showing meaningful progress in discrete skill mastery and retention.
- 43% of the cohort reached mastery-level performance (>90%), indicating strong consolidation of taught skills, consistent reinforcement, and program fidelity.
- To support continued progress, staff will focus on embedding generalisation of skills beyond DTT sessions, enhancing individualised reinforcement systems, and maintaining fidelity of program delivery.



Parent satisfaction with the school (DATA) (source: National School Opinion Survey)



Describe your analysis and impact of evidence:

The 2024 Parent and Community Culture Survey reflects a strongly positive perception of South Ballajura Education Support Centre's culture and operations. Across all surveyed domains, the majority of responses were "Strongly Agree" or "Agree," with many domains exceeding 80% strong agreement.

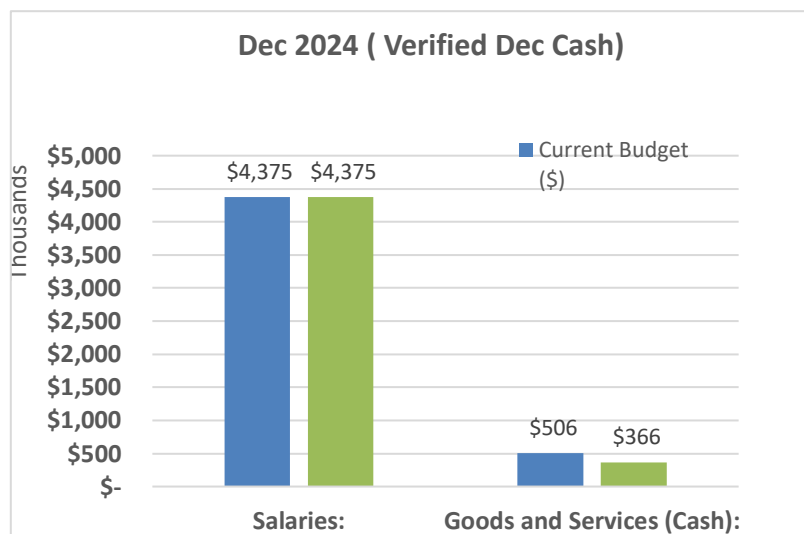
Particularly high levels of satisfaction were noted in the areas of:

- Respectful Relationships (89%)
- Cultural Responsiveness (85%)
- Leadership & Governance (83%)

These results highlight the school's commitment to inclusivity, respectful engagement, and culturally responsive leadership. Parents and community members expressed confidence in the teaching staff and described the school as a safe and welcoming space where children are known, valued, and supported.

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

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	331,498	331,498
Carry Forward (Salary):	331,297	331,297
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,810,948	4,810,948
Locally Raised Funds:	125,734	127,212
Total Funds:	5,599,477	5,600,955
EXPENDITURE		
Salaries:	4,374,896	4,374,896
Goods and Services (Cash):	505,635	366,498
Total Expenditure:	4,880,530	4,741,393
VARIANCE:	718,946	859,561



The South Ballajura Education Support Centre School Board has endorsed the 2024 Annual Report.

Melinda Manship
Principal

Debbie Schotte
School Board Chair

