



BELDON
EDUCATION SUPPORT
CENTRE

2024 Annual Report

School Overview

Beldon Education Support Centre (ESC) is a specialised primary school situated in the land of the Whaduk Nyoongar people, who have a rich history spanning at least 45,000 years. It operates independently but collaborates closely with Beldon Primary School. Unlike traditional schools with catchment areas, Beldon ESC accepts students from neighbouring suburbs, and transportation assistance is available through the School Bus Service. The school's philosophy revolves around creating a nurturing, sensory-rich learning environment that encourages a child's sense of discovery, and confidence building, and supports self-expression and an excitement to learn. Each student receives a tailored education to meet their specific requirements designed through Person-Centred planning tools and individualised programming. To facilitate this, the school employs a diverse and experienced team comprising of special needs teachers, general primary teachers, allied professionals, a school chaplain, a school psychologist, consulting therapists, and school administrators. With a high staff-to-student ratio, all members of the school share a focus on the needs of the students. Collaboration is emphasised as essential for student success and staff recognise the importance of collective professional efficacy in promoting quality teaching and learning outcomes. Moreover, they are committed to ensuring that every student's voice is heard and valued by all stakeholders. The ethos, "Aspire to go Beyond," reflects the school's dedication to helping students realise their full potential and exceed expectations.



School Priorities

The school's priority areas, represented using the acronym **RAISE**, collectively guide our efforts to enhance student outcomes by fostering a supportive, inclusive, and effective learning environment that promotes continuous growth and success.

Reflective Practice

Accessible Learning Areas

Instructional Leadership

Social Inclusion

Empowered Communication



2024 Student Numbers

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Fultime	(1)	13	6	14	11	4	10	8	67
Part Time	2								

Attendance

Primary Attendance Rates

Attendance Rate	
School	W/A Public Schools
2022	86.6%
2023	88.9%
2024	89.4%

Attendance % - Primary Year Levels

Attendance Rate							
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	89%	N/A	N/A	89%	N/A	N/A	N/A
2023	N/A	93%	94%	N/A	89%	N/A	N/A
2024	90%	N/A	96%	93%	N/A	85%	N/A
W/A Public Schools 2024	89%	89%	90%	90%	90%	89%	89%



2024 Staffing Profile

Administration

Principal: Jessica Bates

Manager of Corporate Service: Melissa Berlandier

Deputy Principal: Emma Reed

School Officer: Sharon Thompson

Teaching Staff

7 Specialist Classroom Teachers

5 DOTT Providers

Allied Professionals:

39 SEN Education Assistants

1 Early Intervention Specialist Consultant

Support Staff

School Chaplain

School Psychologist



Our staffing profile grew throughout 2024 to meet the demands of increased enrolments and the diverse needs of our students. This dedicated team is vital in fostering a holistic and supportive learning environment for students with significant educational needs due to disabilities. Each member plays a crucial role in providing tailored education, support, and resources, ensuring that all students have the opportunity to reach their full potential.

Learning Program

Each student has a personalised learning program, outlined in their Individual Education Plan (IEP), that provides a comprehensive and balanced framework to address their unique academic, functional and social needs. Each student's IEP is aligned to the WA Curriculum and developed through comprehensive assessment, observation, and in collaboration with families and other stakeholders.

Key areas that may be incorporated are:

- English*
- Maths*
- Health and Physical Education*
- Personal and Social Capabilities*
- Protective Behaviours*
- Science
- HASS
- Technologies
- The Arts



* These subjects are essential for developing foundational skills and ensuring that students can access the curriculum in a meaningful way. Additional subjects or activities may be adapted based on individual needs, with a focus on promoting growth in both academic and life skills.

Early Childhood

In 2024, Beldon ESC, further strengthened Early Childhood Education through the 'Way We Play' project underpinned by the Early Years Learning Framework (EYLF).

The EYLF provides a comprehensive guide to fostering the development of young children. It supports a holistic approach, focusing on the physical, emotional, social, and cognitive development of children. By emphasising play-based learning, the EYLF encourages exploration, creativity, and curiosity, helping children build strong foundations for lifelong learning. It also promotes a sense of belonging, being, and becoming, ensuring that each child's unique needs, interests, and abilities are recognised and supported.

All Kindergarten and Pre-Primary IEP's are aligned to the EYLF focused on the following areas:

- Identity
- Connecting and Contributing
- Wellbeing
- Learning and Thinking
- Communication





Specialised Learning Programs

The school offers a range of specialised learning programs designed to meet the diverse needs of students, ensuring that each individual receives targeted support. These programs are tailored to address specific learning requirements, with a focus on further personalised instruction and skill development. Through a combination of individual and small-group teaching, students benefit from a structured and supportive environment that fosters academic growth and personal success.

- Explicit teaching in Literacy and Numeracy skills
- Multilit
- Hydrotherapy
- Drumbeat
- Stephanie Alexandar Kitchen and Garden (SAKG)
- Community Access
- Sport in Schools
- Therapy Dog
- Social Integration with Beldon Primary School

School Performance

The Beldon ESC Business Plan 2023–2025 outlines several key targets for school improvement, guided by the **RAISE** acronym— *Reflective Practice, Accessible Learning Areas, Instructional Leadership, Social Inclusion, and Empowered Communication*.

These priority areas serve as the foundation for enhancing educational outcomes, fostering an inclusive learning environment, and supporting continuous growth for both students and staff.

Ongoing data collection plays a crucial role in monitoring the school's progress towards the targets outlined in the business plan. In 2024, all staff members worked collaboratively to assess achievements and successes, identify areas for improvement, and plan the next steps to ensure the attainment of all targets. This continuous reflection and planning process helps to drive sustained growth and improvement across the school.



Reflective Practice

Aim: Build the capacity of our leaders and teachers to deliver effective, evidence-based teaching practices in every classroom.

Throughout 2024:

- All staff completed 6 hours of professional learning in Comprehensive Literacy Instruction.
- All staff engaged in 4 days of training on the Berry Street Education Model.
- All staff received training on Demand Avoidant Behaviour.
- A dedicated DOTT (Duties Other Than Teacher) room was established, with increased access to computers, and teacher schedules were adjusted to facilitate collaborative planning during DOTT sessions.
- Key staff completed training in the Foundational Skills Assessment.
- An additional staff member earned Instructor Certification from the Crisis Prevention Institute, with all staff receiving relevant training.



Accessible Learning Areas



Aims: Promote intentional play-based learning through inclusive built and natural environments in indoor and outdoor spaces.

Provide well maintained, fit for purpose facilities to keep children safe and support each child's access to facilities and participation in experiences and activities.

Throughout 2024:

- The universal access toilet was extensively refurbished to better meet the needs of students.
- A dedicated literacy space was established to support individual and small group work, promoting literacy development.
- Beldon ESC took ownership of the school bus, improving community access for students.
- The sensory room was enhanced with additional resources and increased access to sensory items.
- The design for the main playground was approved, with plans set in motion for its refurbishment.
- Additional ICT resources were purchased, including a brand new set of iPads for each classroom.





Instructional Leadership

Aims: Priority will be given to the in-depth analysis of school data to support school-wide programs and approaches for the continued improvement of students' learning outcomes.

Define whole school curriculum expectations and align resources to these expectations in Literacy, Numeracy and Social and Emotional Capabilities.

Throughout 2024:

- Teachers collaborated to create a school-wide assessment schedule, including comprehensive assessments in literacy and numeracy.
- The Whole School Literacy Plan was finalised, outlining Beldon ESC's commitment to delivering comprehensive literacy instruction for students at all levels. Additional resources were purchased and all classrooms engage in literacy instruction during the same morning block.
- The Berry Street Education Model was implemented across the centre.
- A Whole School Behaviour Plan was drafted in collaboration with all staff, establishing consistent behaviour expectations to be displayed in all classrooms.



Social Inclusion

Aims: We are committed to creating positive collaborative and mutually beneficial relationships with all stakeholders within our school community.

Develop authentic partnerships with the students NDIS providers to ensure students achievement.

Throughout 2024:

- The School Chaplain facilitated successful and meaningful integration opportunities for Beldon ESC and Beldon Primary School students.
- Person centred planning processes were enhanced, ensuring all students have a comprehensive student profile and escalation profile where required.
- The Zones of Regulation framework was further implemented across the centre. In Semester 1, Social-Emotional learning was taught as a specialist learning area.
- Ongoing collaboration with students' NDIS providers continued to ensure coordinated support.



Empowered Communication

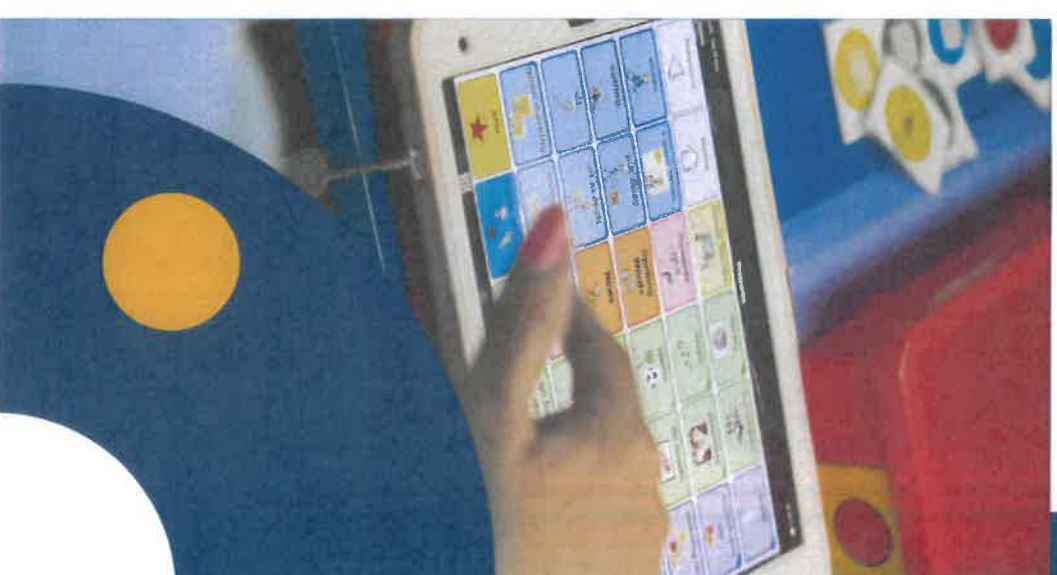


Aim: The implementation of a School Wide communication process that increases the opportunities to share news about staff, students, and school events with the school community.

Promote Student Voice by providing accessible and multi-modal tools to support the voice, agency, and leadership of all students.

Throughout 2024:

- The school website was regularly updated and maintained to ensure easy and accessible information for parents.
- The transition to Compass began, providing more opportunities for parent and caregiver engagement.
- Additional licenses for Boardmaker and Clicker software were purchased, ensuring availability in every classroom.
- AAC boards were installed in the main playground to promote communication and support student engagement.
- Student voice was incorporated into the annual opinion survey to gather valuable feedback.
- A successful end-of-year Family Fun Day was planned to replace the traditional Christmas assembly, featuring more activities and a celebration of student achievements.



Financial Information

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)			
	Current Budget		
	(\$)	Actual YTD (\$)	
Carry Forward (Cash):	74,124	74,124	
Carry Forward (Salary):	231,711	231,711	
INCOME			
Student-Centred Funding (including Transfers & Adjustments):	3,825,807	3,825,807	
Locally Raised Funds:	30,624	31,231	
Total Funds:	4,162,267	4,162,873	
EXPENDITURE			
Salaries:	3,676,927	3,676,927	
Goods and Services (Cash):	456,769	458,945	
Total Expenditure:	4,133,696	4,135,872	
VARIANCE:	28,571	27,001	

In the public school system, student funding is determined by factors such as age, ethnicity, residential address, and disability.

At the end of 2024, Beldon ESC maintained a strong financial position, as evidenced in the budget summary provided, and effectively managed the implementation of the ‘Student Centred Funding’ model, which operates on a one-line budget.

The Finance Committee played a key role in facilitating the annual budget to ensure that the unique educational needs of each student were met, with a clear focus on improving student outcomes.

At Beldon ESC, our commitment is to allocate 96% of the annual budget towards the education of our current student cohort, with any surplus funds being carefully managed and transparently accounted for.

Thank you

Endorsed by School Board on: 2/4/25

Chairperson - Name: Elissa Keedy

Signature:

Elissa Keedy

This report was endorsed by the School Board on the 2/4/25. For further information please contact the Principal, Jessica Bates.

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Aspire to go Beyond