



**BELDON**  
EDUCATION SUPPORT  
CENTRE

# 2025 Annual Report

# School Overview

Beldon Education Support Centre (ESC) is proudly located on the traditional lands of the Whadjuk Noongar people, who have cared for this country for over 45,000 years and continue to do so today. We are an Independent Public Primary School specialising in disability education and catering for students with special educational needs. Co located with our partner school, Beldon Primary School, we operate as part of a shared and inclusive campus. Since opening in 1985, Beldon ESC has become deeply integrated into this partnership, strengthened by common policies, joint events, shared facilities, and collaborative teaching practices. Together, we provide enriched learning opportunities for students across both schools. At Beldon ESC, we believe students learn best when they feel safe, supported, and valued. Our multidisciplinary team, including specialist teachers, general educators, allied professionals, a school psychologist, chaplain, and external therapists, partners closely with families to provide high-quality, individualised education. Small class sizes and a high staff-to student ratio ensure each student receives the focused support needed to achieve meaningful progress toward their personal learning goals. We recognise every child as a unique learner, communicator, and decision maker, whose voice plays an essential role in shaping their learning. Our programs are grounded in person-centred planning, focusing on each student's strengths, needs, and aspirations to inform meaningful goals. Strong partnerships with families and the broader school community support and enrich this approach. Guided by our ethos, "Aspire to Go Beyond," we are committed to helping every student reach their full potential in a caring, calm, and inclusive learning environment.



# 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.

**R**eflective Practice

**A**ccessible Learning Areas

**I**nstructional Leadership

**S**ocial Inclusion

**E**mpowered Communication

# 2025 Student Numbers

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Fulltime	(3)	7	13	8	13	12	6	11	73
Part Time	5								

## Attendance

### Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	92.7%	88.9%
2024	91.6%	89.4%
2025	88.6%	89.1%

### Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	N/A	93%	94%	N/A	89%	N/A	N/A
2024	90%	N/A	96%	93%	N/A	85%	N/A
2025	N/A	87%	N/A	87%	92%	N/A	86%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%



# 2025 Staffing Profile

## Administration

Principal: Jessica Bates

Deputy Principal: Emma Reed

Manager of Corporate Service: Melissa Berlandier

School Officer: Sharon Thompson

## Teaching Staff

10 Specialist Classroom Teachers

4 DOTT Providers

## Allied Professionals:

39 SEN Education Assistants

1 Early Intervention Specialist Consultant

## Support Staff

School Chaplain

School Psychologist



Our staffing profile grew once again throughout 2025 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 Programs

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



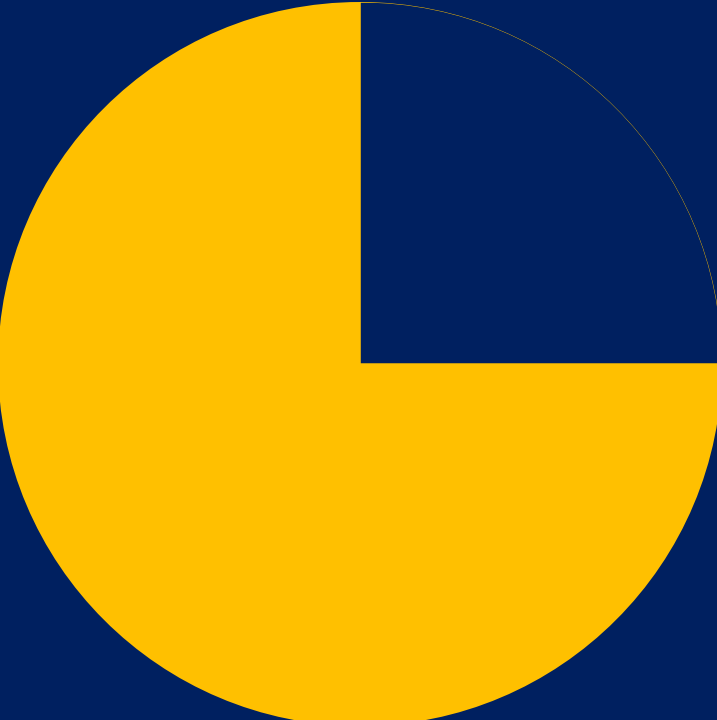
\* These subjects are essential for developing foundational skills and ensuring that students can access the curriculum in a meaningful way. Additional subjects or activities may be adapted based on individual needs, with a focus on promoting growth in both academic and life skills.



# Specialised Learning Programs

Our school offers a comprehensive range of specialised learning programs designed to meet the diverse needs of our students. Each program is carefully tailored to address specific learning requirements, ensuring that every student receives targeted, personalised support.

- Explicit teaching in Literacy and Numeracy
- Targeted intervention programs, including MultiLit
- Social and emotional learning programs led by the School Chaplain
- Implementation of the Berry Street Education Model
- Hydrotherapy program
- Drumbeat therapeutic music program
- Community access initiatives
- Sport in Schools program
- Therapy Dog program
- Ongoing social integration programs in partnership with Beldon Primary School



Through a balanced approach that combines individual instruction with small-group teaching, we create a structured and nurturing environment where students can thrive. This model not only strengthens academic skills but also builds confidence, independence, and a solid foundation for lifelong success.

# Early Childhood

In 2025, Beldon ESC continued to strengthen Early Childhood Education through the ongoing implementation of the 'Way We Play' project, underpinned by the Early Years Learning Framework (EYLF). Throughout the year, we continued to receive support from an Early Intervention Specialist who delivered professional learning for staff and parents, supported the development of a wide range of resources to explicitly teach play skills, and contributed to the creation of an early years play assessment framework. This also included the development of a comprehensive student profile, clearly outlining each student's play level and showing targeted strategies to support their progression.

Following a successful trial in 2024, all Kindergarten and Pre-Primary Individual Education Plans (IEPs) were aligned with the EYLF in 2025. Student goals are now focused on and reported against the following key learning areas:

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



# School Performance

In 2025, Beldon ESC took part in the Public School Review process, undertaking a comprehensive self-assessment followed by validation by an external review panel. The school received outstanding feedback across all domains and was endorsed with a three-year return cycle. The findings and commendations from the review have directly informed the development of the next 2026–2028 Business Plan.

"During the validation visit, a broad cross-section of knowledgeable and highly engaged staff, parents and carers, and key partner organisations contributed valuable perspectives to the review process. Discussions were characterised by both the depth of insight and the enthusiastic engagement of participants, reflecting a strong, collective commitment to the school's ongoing improvement and success." - *Beldon Education Support Centre Public School Review November 2025*

Beldon ESC successfully achieved all targets outlined in the 2023–2025 Business Plan. This success was guided by the **RAISE** framework (Reflective Practice, Accessible Learning Areas, Instructional Leadership, Social Inclusion, and Empowered Communication) which underpinned strategic planning and whole-school improvement initiatives.

Throughout 2025, all staff worked collaboratively to evaluate progress, celebrate achievements, and identify priorities for continued growth. This culture of collective reflection and strategic planning ensures sustained improvement and positions the school strongly for the next phase of its development.



# Reflective Practice



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

Throughout 2025:

- A comprehensive approach to professional learning prioritised the development of staff capacity to confidently implement the whole-school academic, social, behaviour and health and wellbeing programs.
- Instructional coaches were identified for CPI, Literacy Instruction, AAC and TEACCH. Provision of instructional coaching and mentoring is embedding consistency of language and practice across the school.
- Additional staff completed training in the Foundational Skills Assessment, which is now delivered from K-6.
- All staff continued to receive and revisit training in comprehensive literacy instruction, the Berry Street Education Model, and CPI.
- New staff and graduate teachers are provided a scaffolded induction program and ongoing coaching by senior teachers.
- Health and safety officers ensured procedures are current, oversaw staff induction, and followed up on all risks and injuries. Staff are well prepared and supported to respond to emergencies and critical incidents, leading to high levels of psychological safety and minimal disruption to the students' learning.
- Opportunities for staff to reflect on and assess the impact of their practice were prioritised through collaboration, moderation sessions, coaching and performance development which has embedded a culture of ongoing growth leading to improved consistency and quality of Individual Education Plan development and SMART goals across all classes.
- Moderation practices were embedded ensuring marking criteria and standards are consistent across the school for the full range of ABLEWA Stage A-D and primary curriculum grades. Active participation in the network's collaborative ABLEWA moderation sessions reinforced consistency of teacher judgements.



# 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 2025:

- Zones of Regulation was embedded to support students to recognise, understand, and manage their emotions. Visual displays, check-ins, and designated regulation areas in each classroom ensures consistency of language and development of regulation and emotional literacy.
- The design for the main playground progressed and refurbishment began at the end of the year.
- A new fence was installed around the exercise equipment to provide students with another safe and accessible play area.
- A new low stimulation classroom (Purple Room) was established.
- Understanding that a considerable number of students have complex communication needs, the school has prioritised accessible and multi-tiered methods of communication. This includes Pragmatic Organisation Dynamic Display (PODD) and Augmentative and Alternative Communication (AAC) practices, ensuring students have a voice and feel heard.





# 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 2025:

- A Whole School Behaviour Plan was finalised in collaboration with all staff, establishing consistent behaviour expectations to be displayed in all classrooms.
- The School Review processes highlighted that the school's Business and Operational Planning aligns to the Western Australian Curriculum with adjustments for diverse learners through ABLEWA. Links to the Strategic Direction for Public Schools and classroom practice is evidenced by a shared understanding of curriculum requirements and staff confidence in adjusting instruction for diverse learners.
- Participation within the ESNN community continued to provide opportunities for staff to develop their leadership to impact on both the school and system initiatives.
- The ABLEWA project developed key assessment tools that will benefit multiple schools across the network.
- The distributed leadership structure mobilised and developed leadership expertise at all levels of the school, effectively supporting instructional practice and pedagogy. Staff take ownership of projects aligned with their expertise or interests, supported with access to professional learning focused on leadership skills and capacity building.
- Instructional coaches provide guidance and support in the areas of behaviour/crisis prevention, TEACCH4, AAC and school specific assessments and literacy. This targeted support is contributing to whole-school focus and consistency of practice.

# 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 2025:

- Comprehensive individual profiles, including a play profile for the early years, informed personalised strategies reflecting each student's strengths, needs, and cultural backgrounds. Interventions and supports are individualised, ensuring students can access learning while their achievements and abilities are celebrated.
- The School Chaplain continued to facilitate successful and meaningful integration opportunities for Beldon ESC and Beldon Primary School students. Further opportunities were established via junior sport, drumming in the early years and shared events such as the faction carnival, cross country race, science week activities and incursions/excursions.
- The school further strengthened its partnership with the Sporting Schools' Initiative providing access to a diverse range of community sports promoting physical, emotional, and social development.
- Strong engagement with the ESN, WAESPAA and co-located and local schools provided professional learning and further built collegiate networks for staff.
- Students were empowered to express their preferences, ideas and give feedback through the schools annual opinion survey, and the school tailored the environment to positively impact each child.



# Empowered Communication



Aims: 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 2025:

- Student voice was actively prioritised using adapted survey tools and tailored communication supports. These inclusive practices empowered students to confidently express their preferences, share ideas, and provide meaningful feedback about their learning and school experience.
- Augmentative and Alternative Communication (AAC) implementation was further strengthened through expanded access to high-quality resources. Additional student iPads were introduced, and programs such as ChatEditor, Boardmaker, and Clicker were made available in every classroom. The introduction of a Core Words program, led by a dedicated AAC coach, enhanced consistency and supported effective communication across the school.
- Clear, accessible communication remained a key priority to ensure families felt informed, connected, and actively engaged as partners in their child's education. Platforms such as Compass were utilised alongside a range of inclusive strategies, including the translation of classroom communications to support families with English as an Additional Language or Dialect (EAL/D).
- Strong partnerships between staff, students, and parents/carers underpin the school's approach to reporting. Ongoing, meaningful communication ensures that discussions are centred on student progress, achievements, and future learning goals.



# Financial Information

<b>ONE LINE BUDGET - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash):</b>	<b>23,161</b>	<b>23,161</b>
<b>Carry Forward (Salary):</b>	<b>3,841</b>	<b>3,841</b>
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments)	4,646,194	4,646,194
Locally Raised Funds:	210,437	212,639
<b>Total Funds:</b>	<b>4,883,634</b>	<b>4,885,836</b>
<b>EXPENDITURE</b>		
Salaries:	4,368,523	4,368,523
Goods and Services (Cash):	478,597	497,929
<b>Total Expenditure:</b>	<b>4,847,120</b>	<b>4,866,452</b>
<b>VARIANCE:</b>	<b>36,514</b>	<b>19,384</b>

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

At the end of 2025, Beldon ESC continued to maintain a sound and sustainable financial position under the one-line budget model. The school received total funds of \$4,885,836, comprising Student-Centred Funding and locally raised funds, and managed total expenditure of \$4,866,452. This resulted in a positive year-to-date variance of \$19,384, reflecting careful financial planning and responsible resource management.

Salaries remained the school's primary area of expenditure, ensuring that the majority of funding was directed towards high-quality staffing to support student learning and wellbeing. Expenditure on goods and services was strategically managed to align with school priorities and operational needs.

The Finance Committee continued to play a critical role in overseeing the development and monitoring of the annual budget, ensuring that financial decisions were closely aligned with the school's strategic plan and the individual needs of our students.

Beldon ESC remains committed to directing the vast majority of its funding towards the education of its current student cohort. Any surplus funds are carefully managed to maintain financial stability and to support future planning, ensuring transparency and long-term sustainability.

# Thank you

For further information please contact the Principal, Jessica Bates.

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*Aspire to go Beyond*