

Armadale Education Support Centre

ANNUAL REPORT

2025



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Glossary of Terms and Abbreviations

- AESC — Armadale Education Support Centre
- AP — Allied professionals including instructional staff and staff previously known as Education Assistants
- ASDAN — Award Scheme Development and Accreditation Network
- ASHS — Armadale Senior High School
- ESSN — Education Support South Network
- IEP — Individual Education Plan
- ITP — Individual Transition Plan
- MCS — Manager of Corporate Services
- Music Rocks — Music Rocks Australia; external Specialist Music Program
- NDIS — National Disability Insurance Scheme
- OLN — Online Literacy and Numeracy Assessment
- PBS — Positive Behaviour Support
- PCP — Person Centred Planning
- SCSA — School Curriculum and Standards Authority
- VET — Vocational Education and Training

School Overview

Armada Education Support Centre (AESC) is a government school providing specialised education for students with a range of disabilities from Years 7–12. The Centre is co-located on the grounds of Armada Senior High School (ASHS). Both schools are committed to inclusive practices and work collaboratively to maximise social and learning opportunities for all students.

Our Vision

Our guiding statement, “Education for Life,” reflects our belief that every student can learn, grow and achieve. Through our specialised and individualised programs, we support students to develop the skills needed for a happy, fulfilling and productive life. We aim for all students to achieve their learning, career and social goals; participate positively in their community; and develop confidence, independence and lifelong learning skills. We work in partnership with students, their caregivers, and key stakeholders to deliver purposeful programs that support positive outcomes.

As a Positive Behaviour Support (PBS) school, we encourage growth, promote respect, and create opportunities for every student within a safe, supportive, and caring environment.

Our commitments include:

- explicitly teaching positive behaviour and social skills
- providing a high-quality, individualised curriculum
- preparing students for life beyond school through meaningful and relevant learning experiences.

Middle School Programs (Years 7–9)

All Middle School students have an Individual Education Plan (IEP) that guides their personalised learning.

Students develop their skills through accredited ASDAN learning programs, including:

- New Horizons
- Key Steps
- Transition Challenge

These programs are designed to build essential communication, personal learning, and independence skills, providing structured opportunities for students to develop at their own pace.

Senior School Programs (Years 10–12)

Senior School students have an Individual Transition Plan (ITP), supported by a Person-Centred Plan (PCP), which outlines their goals and strategies for life after school. Students are enrolled in Preliminary Units in English and Mathematics through the School Curriculum and Standards Authority (SCSA). They engage in a range of SCSA endorsed programs that help them develop the knowledge, skills and work-readiness needed for their post-school pathways. By the end of Year 12, they compile a comprehensive portfolio that showcases their achievements, skills and capabilities.

Workforce profile: Staff and Support Services

As a level 4 school we are staffed with a principal, 2 deputy principals, 13 teachers, 27.7 FTE Allied Professionals, 2 social trainers, a Manager of Corporate Services, 2.6 FTE School Officers, 0.6 Technical Support Officer, 3 Student Support Officers, 1.6 FTE Vocational Trainer and Assessors, a part-time AIEO and a part-time School Psychologist.

In 2025, the school comprised 6 middle school classes and 4 senior school classes. Each class had a coordinating teacher and at least two full-time APs. Additional staff facilitated programs including Bushrangers Cadets, Permaculture Certificate I, Furniture Making Certificate II (Partial Completion), Protective Behaviour, Music, Sport, Social Awareness (Cybersafety), Workplace Learning and Community Access Programs.

In 2025, we had 93 students enrolled. Because this number is below 100, our percentage of attendance figures can be significantly influenced by small changes in individual student attendance. Several students have complex needs, including medical conditions that impact their ability to attend regularly. To support improved attendance, the Student Support Team provided a range of interventions such as access to the school bus service, travel training, regular phone calls, and home visits to follow up with families.

Student Numbers and Attendance

Comparison of Attendance % Rate Secondary School Year Levels (AESC vs WA Public Schools)						
Year group	7	8	9	10	11	12
Armadale ESC	87%	82%	70%	88%	81%	71%
WA Public Schools 2025	87%	83%	81%	80%	80%	79%

Business Plan and Operational Plan

The 2024–2025 Business Plan set the strategic direction for our school and underpinned our commitment to helping every student thrive. It centred on four priority areas: excellence in teaching and learning, enhanced student engagement and transitions, Positive Behaviour Support (PBS), and the ongoing development of staff capability.

Teaching and Learning — Targets & Progress

Targets: Ensure every student has meaningful opportunities to progress in Literacy and Numeracy within their IEPs, while strengthening support for achieving successful post-school pathways.

Progress: Comprehensive diagnostic tools including ABLEWA, school-developed Literacy and Numeracy assessments, Direct Instruction Placement, and Maths Online guided the development of IEPs and ITPs. The school set ambitious targets of 80% IEP objective attainment and 100% ASDAN completion, all of which were met or exceeded across every year group.

Planned Actions:

- Empower staff through targeted professional development to elevate teaching quality and maximise student learning outcomes.
- Sustain and enhance teacher-led program area committees and collaborative meetings to drive school initiatives and strengthen curriculum impact.

Student Engagement and Transition — Targets & Progress

Targets: We aimed to meet or exceed state and like-school attendance rates, and to ensure that 100% of students in Years 10–12 had a current Personalised Curriculum Plan (PCP) that was reviewed regularly.

Progress: Overall, AESC’s secondary attendance rates remain broadly aligned with WA Public Schools, with strong performance in Years 7, 8, 10 and 11. Targeted support was put in place for individual students in Years 9 and 12 to improve their attendance.

Planned Actions:

- Monitor attendance rates regularly, intervene early for at-risk students, and work closely with families.
- PCP meetings will continue to be undertaken for all school leavers to ensure the development of comprehensive, individualised transition action plans. These plans will be formally aligned with each student’s NDIS goals and support to facilitate coordinated and effective post-school pathways.

Positive Behaviour Support (PBS) Targets & Progress

Targets: Continue effective implementation of the Positive Behaviour Support (PBS) framework by promoting positive and prosocial behaviours that enhance student wellbeing.

Progress: PBS practices were implemented consistently throughout the year, with Growth, Respect and Opportunity explicitly taught in all classes. Tokens and individual behaviour plans were used to reinforce expected behaviours, supported by regular monitoring of behaviour data. Positive behaviour entries increased, and staff maintained consistent PBS language and strategies, contributing to improved prosocial behaviour and overall student wellbeing.

Planned Actions:

- PBS Coach appointment and New PBS Leader Training
- Explicit teaching of expected behaviour and social skills is guided by each student's IEP.
- Coordinate community events and excursions and pursue relevant grant opportunities to support student wellbeing.
- Implement PBS tokens and consistent, strength-based feedback to reinforce positive behaviour and progress.
- Continue systematic collection and analysis of behaviour data to inform decision-making and interventions.

Build the capability of staff to improve outcomes for students

Targets: Strengthen staff capability through structured professional learning, enhanced collaborative practice, and comprehensive mentorship, ensuring 100% participation of class staff to support improved student outcomes.

Progress: Implemented Teaching for Impact strategy with targeted PL, peer-led sessions, and mentoring. Staff trained in Diabetes Management, Trauma-Informed Practice and Resilience, Level 1 Team Teach Training, Introduction to Multi-Tiered System of Support. Using literacy and numeracy data to track and support student growth. Targeted PL expanded VET delivery options.

Planned Actions

- Succession plan for specialised roles and VET courses.
- Annual performance management to foster teacher quality, feedback, and growth.

Student Achievement 2025 — Programs

Middle School (Years 7–9)

- ASDAN: New Horizons, Transition Challenge
- Literacy: Direct Instruction, CARS and STARS, Reading Eggs
- Numeracy: Prime Mathematics, Maths Online, Mathseeds
- Health and Physical Education; Wellbeing — You Can Do It; Aboriginal Studies; Science; Computer Literacy; Protective Behaviours, Cybersafety
- Music: Music Rocks Ensemble; Individualised lessons
- Art and Media; Bush Rangers Cadets; Person Centred Planning — Discovering My Passion
- Life Skills: Gardening; Design and Technology; Food Science

Senior School (Years 10–12)

- Certificate I: Permaculture
- Certificate II: Furniture Making (Partial Completion)
- Certificate II Supply Chains Operations
- Certificate II in Automotive Servicing Technology
- Certificate II in Building and Construction pathway
- ADWPL: Workplace Learning
- PPWBR 1,2,3: Bush Rangers Cadets
- ADCAP: Community Arts Performance
- ADMPE: Music Performance Ensemble
- ADRP: Recreational Pursuits
- PTART: Public Transport Authority – Right Track
- PK4L+: Keys for Life Plus
- PLBCS: Coaching Young People for Success
- ASDAN – Towards Independence: Work Awareness, E-Safety, My Future Choices, Money Progression, Engaging with wider world around me: Objects
- English & Mathematics Preliminary Units 1–4
-

Student Achievement Data

IEP Data: Percentage of IEP goals achieved by Year Group (Semester 2, 2024)

Year Group	Achieved
Year 7	84%
Year 8	75%
Year 9	82%
Year 10	77%
Year 11	86%
Year 12	86%

Student Achievement (Years 7–9)

ASDAN Program	Modules	Year Group	Achieved
New Horizon	Personal; Social, Health; Citizenship; Relationships	Year 7	100%
Transition Challenge	Knowing how; Making choices; Feeling good; Moving forward; Taking the lead	Years 8 and 9	100%

SEN Reporting -IEP goals Achievement in Percentage - Content Descriptors / Objectives	
Year Group	Achieved
Year 7	84%
Year 8	75%
Year 9	82%
Year 10	77%
Year 11	86%
Year 12	86%

Senior School Student Achievement (Years 10–12)

Table 1: Literacy

Course / Program	Enrolled	Achieved Competency	Achievement %
P1 English	8	8	100%
P2 English	8	8	100%
P3 English	5	5	100%
P4 English	5	5	100%

Table 2: Numeracy

Course / Program	Enrolled	Achieved Competency	Achievement %
P1 Mathematics	5	5	100%
P2 Mathematics	5	5	100%
P3 Mathematics	8	8	100%
P4 Mathematics	8	8	100%

Table 3: Recreation and Leisure

Course / Program	Enrolled	Achieved Competency	Achievement %
ADMPE — Music Performance Ensemble	8	6	75%
ADRP — Recreational Pursuit	26	24	92%

Table 4: Community Service

Course / Program	Enrolled	Achieved Competency	Achievement %
PPWBR 1, 2 & 3 — Bush Rangers Cadet	40	34	85%

Table 5: Independent

Course / Program	Enrolled	Achieved Competency	Achievement %
ASDAN — E-Safety	7	7	100%
ASDAN -- Money Progression	5	5	100%
ASDAN — Engaging with wider world around me: Objects	6	6	100%
ASDAN — My Future Choices	11	11	100%
Keys for Life	6	6	100%
PTART — Right Track	6	6	100%

Table 6: Career Education

Course / Program	Enrolled	Achieved Competency	Achievement %
ASDAN — Work Awareness	10	10	100%
Workplace Learning (ADWPL)	24	15	63%
Life Business Consultancy — Coaching Young People for Success	6	6	100%
Authority Developed — Community Arts (ADCAP)	26	24	92%

VET Certificate Courses

Certificate II Supply Chains Operations – 100% Achieved

Certificate II in Automotive Servicing Technology – 100% Achieved

Certificate I in Permaculture – 80% Achieved

Certificate II Furniture Making (Partial Completion) – 60 % Achieved

Certificate II in Building and Construction pathway - 50% Achieved Post School Destination Information

Graduating students and their families were supported with guidance on employment options and post-school pathways. The Workplace Learning Team used each student’s person-centred plan to coordinate smooth transitions and link students with services such as Centrelink, the NDIS, community programs and sporting clubs. Follow-ups with graduates from the past three years, completed in February 2025, confirmed strong outcomes and effective preparation for life beyond school.

Post-School Destination Summary

- **Open Employment:** Childcare, hospitality, horticulture, factory work, cleaning services, Western Power, bus aide roles, construction support, tiling.
- **Supported Employment:** Workpower; Good Samaritan Industries; Cash for Cans.
- **Volunteering:** Two former students maintained their volunteer placements.
- **Community Engagement & Recreation:** Six students participated in programs including DADAA, Music Rocks Australia and inclusive sporting clubs.
- **Apprenticeships:** One plumbing apprenticeship; one McDonald's apprenticeship.

PARENT SURVEY

Satisfaction Levels of Parents and Carers based on Survey Data:

Parent and carer feedback was largely positive across key aspects of school culture, teaching, and communication. Families indicated their children enjoy attending the school, and 96% agreed that teachers expect their child to do their best. While 67% felt student behaviour is well managed, the 27% neutral response rate suggests some families may be less familiar with the school's Positive Behaviour Support (PBS) framework. Community connections were viewed positively by 81% of respondents, and 86% felt their opinions are valued and that they can raise concerns with staff. Communication was identified as a strong area, with 100% of respondents endorsing its clarity and effectiveness.

Satisfaction Levels of Teachers and School Staff based on Survey Data:

Teachers and school staff were surveyed independently by Resilient Safe Organisations (RSO) Consulting. The results indicate strong levels of engagement across teaching, education assistant and administrative teams. Staff ratings for job satisfaction (74%) and access to development opportunities (72%) reflect a positive workplace culture and supportive professional environment. Co-worker trust was strong at 80%. Management views (82%) and overall staff commitment (82%) were similarly positive, demonstrating a dedicated and cohesive workforce aligned with the school's values and direction.

Satisfaction Levels of Students based on Survey Data :

The 2025 AESC Student Feedback Survey demonstrated a strong positive sentiment across key domains. Most students reported feeling safe, supported by staff, and engaged in both classroom learning and broader school activities. High positive ratings were consistent across wellbeing, school environment, teacher relationships, and enrichment opportunities. Students expressed appreciation for excursions, camps, and Bush Rangers activities, which continue to provide meaningful hands-on learning experiences.

Continued priorities include maintaining effective communication pathways, so student concerns are identified and addressed promptly and enhancing engagement efforts for students who experience attendance difficulties.

Financial Summary 2025

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	56,013	56,013
Carry Forward (Salary):	238,565	238,565
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,708,453	5,708,453
Locally Raised Funds:	76,394	76,394
Total Funds:	6,079,424	6,079,424
EXPENDITURE		
Salaries:	4,815,890	4,815,890
Goods and Services (Cash):	683,523	604,140
Total Expenditure:	5,499,413	5,420,030
VARIANCE:	580,011	659,394
INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	56,013	56,013
Carry Forward (Salary)	238,565	238,565
STUDENT-CENTRED FUNDING		
Per Student	974,491	974,491
School and Student Characteristics	4,420,162	4,420,162
Disability Adjustments	91,020	91,020
Targeted Initiatives	199,685	199,685
Operational Response Allocation	23,095	23,095
Total Funds:	5,708,453	5,708,453
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(650,000)	(650,000)
School Transfers - Cash	650,000	650,000
Department Adjustments	0	0
Total Funds:	0	0
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	4,603	4,604
Charges and Fees	4,572	4,571
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	1,283	1,283
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	43,252	43,252
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	22,684	22,685
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	76,394	76,395
TOTAL	6,079,425	6,079,426

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,199,673	4,199,673
New Appointments	0	0
Casual Payments	606,473	606,473
Other Salary Expenditure	9,745	9,745
Total Funds:	4,815,891	4,815,891
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	28,810	19,234
Lease Payments	2,057	2,057
Utilities, Facilities and Maintenance	38,298	32,876
Buildings, Property and Equipment	95,761	92,827
Curriculum and Student Services	214,196	156,157
Professional Development	36,695	36,695
Transfer to Reserve	27,000	27,000
Other Expenditure	706	602
Payment to CO, Regional Office and Other schools	240,000	236,691
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	683,523	604,139
TOTAL	5,499,414	5,420,030