



Riverside

EDUCATION SUPPORT CENTRE



Annual Report 2024

Approved by the RESC School Board at its meeting of 3 April, 2025

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School Report

Riverside Education Support Centre

2024 School Overview

(Sources: School community / Schools Online / School website)

Riverside Education Support Centre is a centre of excellence for the education and advancement of children with special learning difficulties. Our emphasis throughout their educational journey is on shared learning: the students, their families and carers, and education staff all learn from each other. Together we make real progress that opens up life opportunities for every child enrolled.



A new school website was launched end of 2024 as a source of information for parent and carers and for those who wish to access education that meets the needs of their child. The website motto - *Let's shape your child's future together* – is upheld in principle and practice.

RESC has classes from Kindergarten through to Year 6. A transition program facilitates a confident progression to local high schools. We share a campus with Riverside Primary School. Enrolment numbers continue their upward trend, resulting in expansion from 10 to 11 classrooms for the start of 2024.

Every student at RESC benefits from personalized learning plans designed collaboratively by teachers, families, and support staff. The curriculum includes not only academic learning but also life skills, functional skills, and social-emotional learning.

In partnership with families, RESC hosts a range of Therapy services, including speech and occupational therapy, psychological support, and health services. A Youthcare Chaplain is also available to help support aspects of student emotional learning and regulation.

In alignment with our inclusive philosophy, the school encourages community participation through extracurricular activities, including sports, excursions, and school camps. These programs are designed to enhance students' social skills and independence.

Our Curriculum utilises functional and life skills approaches. A protective behaviours program teaches how to keep safe and respect the safety of others. We participate in the National Day for Daniel program that provides protective behaviours focus and an opportunity for students to showcase their work. Literacy, numeracy & Social Emotional Learning (SEL) are priority areas and all teachers engage with the curriculum to design their respective learning programs.

Our school integrates technology across all areas of learning, with a strong focus on STEM (Science, Technology, Engineering, and Mathematics). Students engage with interactive tools that foster decision-making, problem-solving, and creative thinking skills. All rooms are resourced with Smart TVs, computers & iPad's.

Looking Ahead

In the coming year, Riverside Education Support Centre will continue to expand and refine its programs and facilities to ensure every student has access to the best possible education. We will focus on enhancing student outcomes through continued professional development for staff, the integration of innovative teaching strategies, and a commitment to family and community involvement.

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Room 30, a purpose-designed pre-school classroom, was commissioned for the start of the 2024 school year.

Student Numbers and Characteristics

85 students were enrolled across all classes from Kindy to Year 6. 15 per cent of students identify as being of aboriginal or TSI descent.

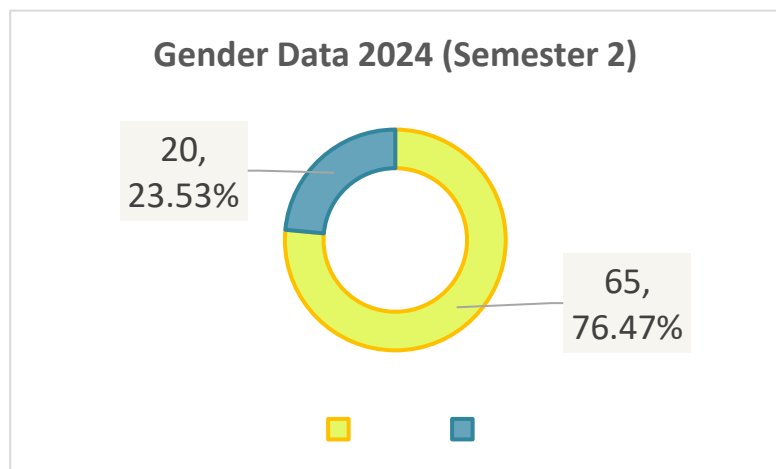
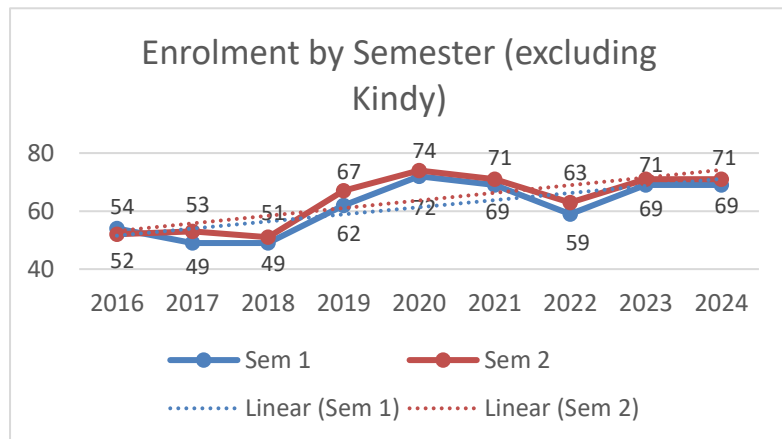
Student transiency, the movement of students between schools, hints at a new level of stability for enrolment. From 2020 to 2023, the transiency rate averaged 21%. The rate for 2024 is just 2.4%. This change is welcomed and will positively impact the delivery of school programs and improve relationship and behavioural outcomes for students.

Enrolment numbers continue to grow year on year and semester by semester. The trendlines in the chart below indicate ongoing demand for student space. That demand will likely exceed capacity in 2025 and necessitate the introduction of an enrolment cap. (Note: the chart does not include Kindergarten students because they attend school part-time.)

Although the student cohort profile continues to be predominantly male, the ratio changed in 2024 from one girl to every four boys (2021 – 76%, 2022 – 78%, 2023 – 80%) to one girl for every 3.5 boys. We noted last year that some researchers were

suggesting the number of female students is under-represented for a variety of reasons, including educational expectations and lower-profile exhibited behaviours. One year's data is not conclusive evidence of change, nevertheless the 2025 ratio will be observed with interest.

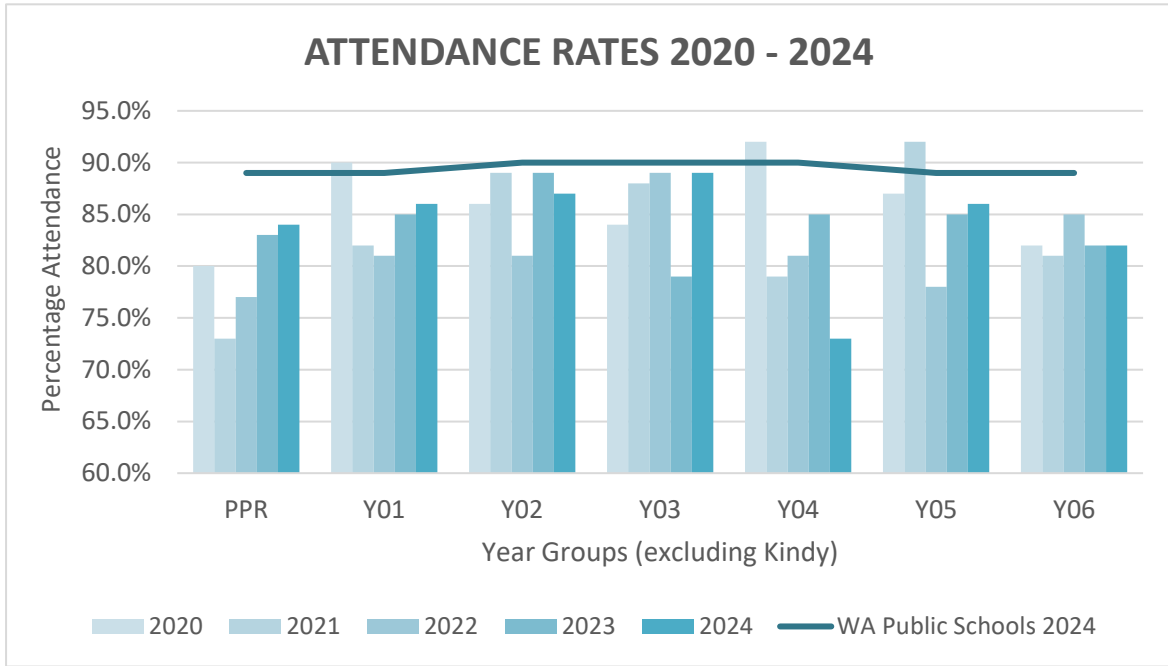
'My School' notes changes in the distribution of Socio-Economic Disadvantage for enrolled families. Up from 29% in 2023, the percentage of families represented in the bottom quarter has risen to 39%, indicative of increased financial hardship for many school families. 69% of enrolments are from bottom and lower-middle quadrants compared to 50% average Australian distribution.



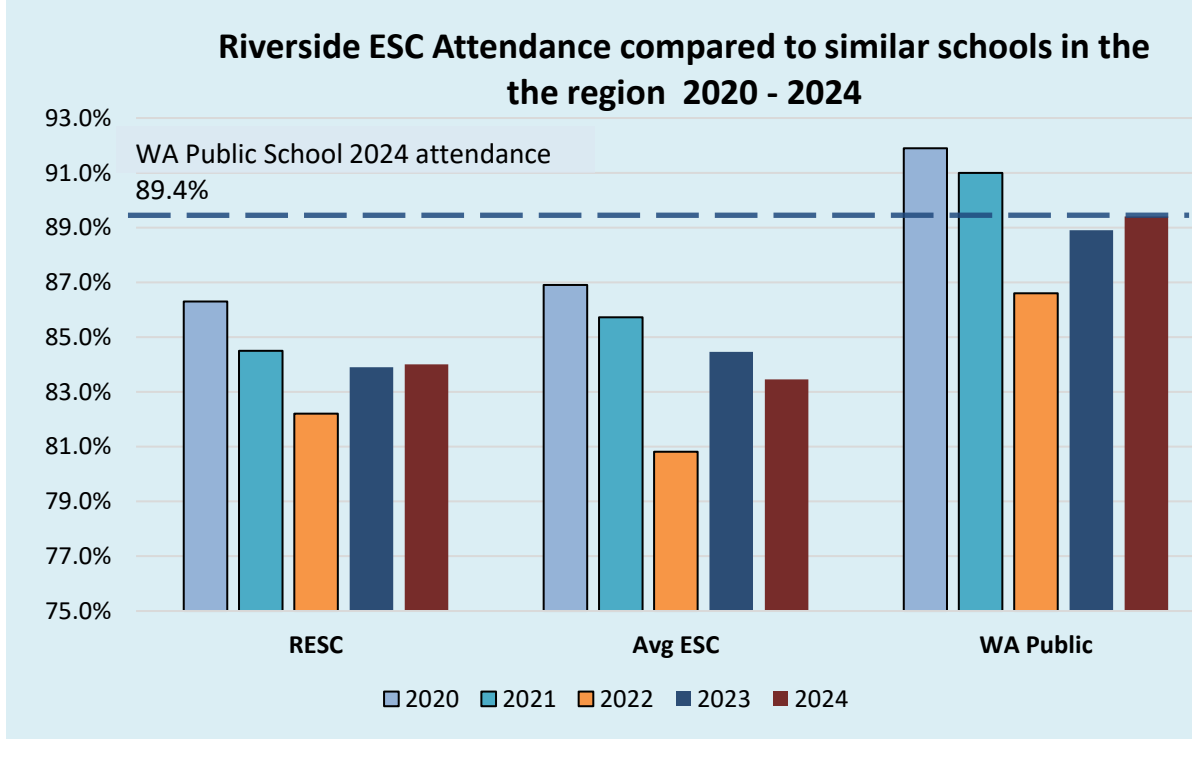
Student Attendance

(Data source: Schools Online)

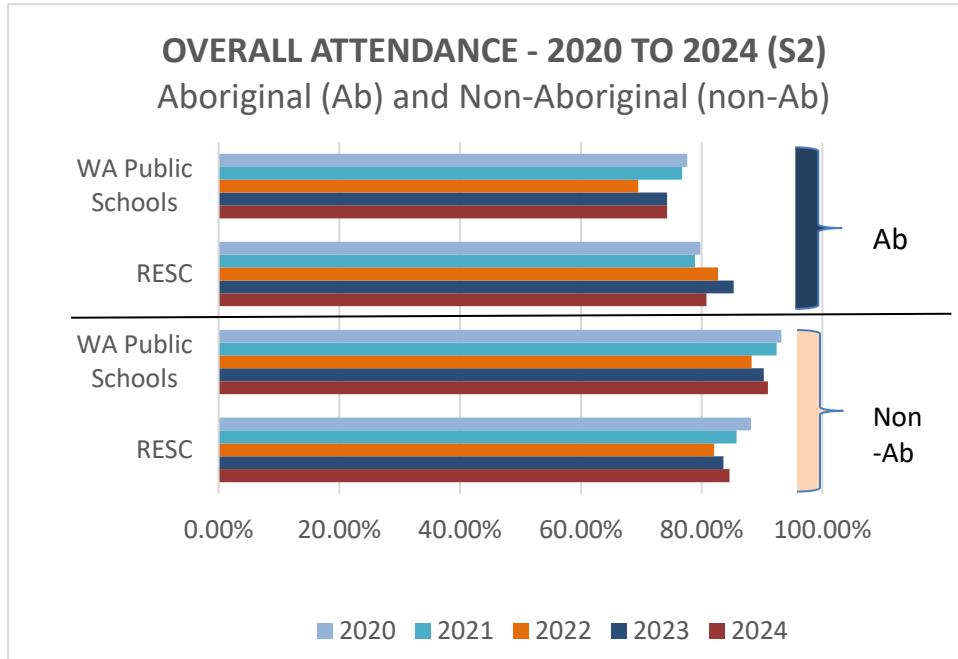
Student attendance appears to have reversed its downward trend following years of impact from COVID-19. Public school data shows a similar change. Real and sustained trends are difficult to identify given the small dataset, however, an improved level of stability may be emerging.



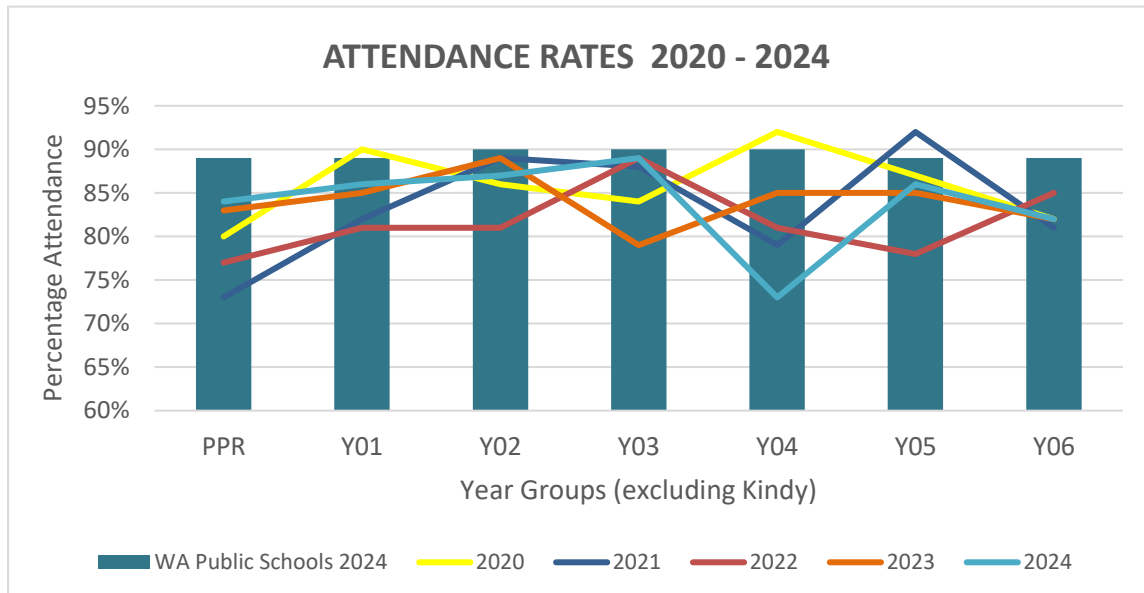
RESC achieved 84% overall student attendance for 2024, up from 83.9% in 2023.



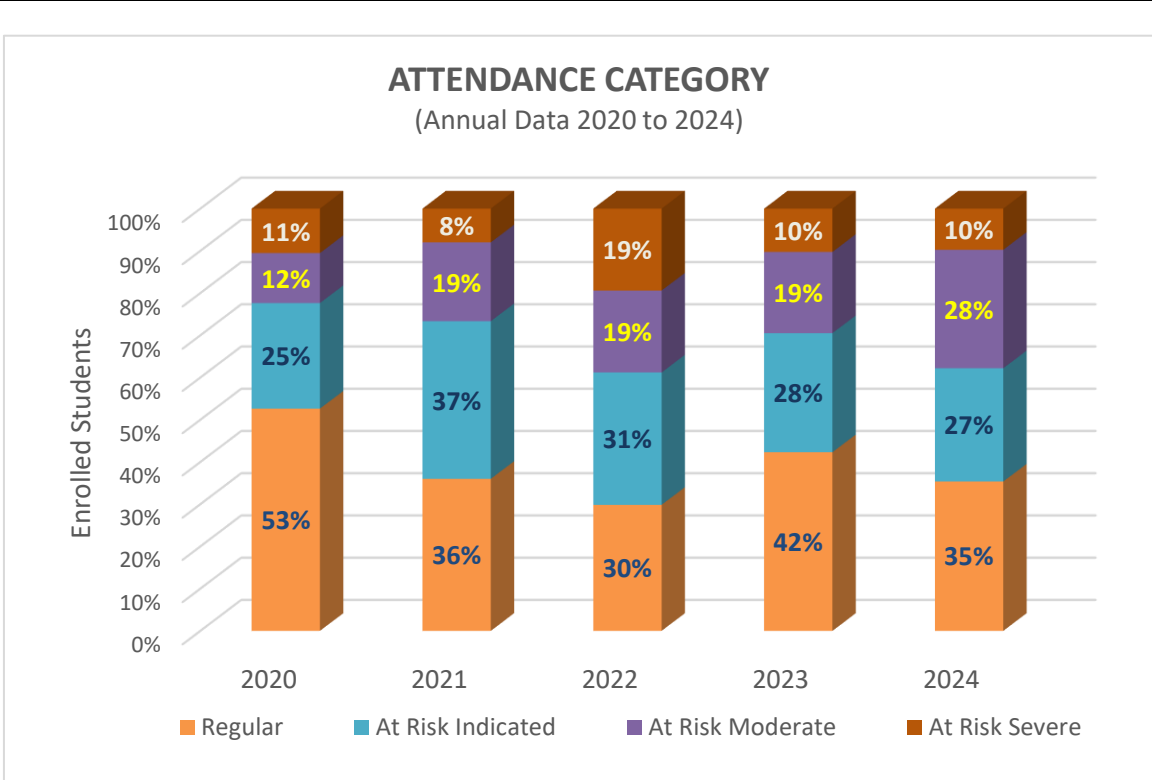
Attendance by students of Aboriginal and TSI descent is consistently higher than the state average over the period 2020 to 2024.



The year-to-year variation of student attendance data appears typical of all education support schools. When enrolment numbers are small, usually 10 to 12 per year group, a change of circumstances for any one student results in significant changes to annual percentages. Nevertheless, seen over time, a certain 'variation range' emerges, as indicated in the chart below.



Student attendance is impacted by several factors, including student illness (sometimes for extended periods), medical interventions, social and cultural complexities, and student behaviour. For some students, consistent attendance is very difficult to achieve. The chart below indicates data by risk categories.



Management of Non-Attendance

The school seeks to minimise any concerns that might arise from home-to-school movement of students. If we have not heard from a parent/carer and a student does not arrive at school by a reasonable time, a phone call will be made to the relevant contact person to seek an explanation.

Management of attendance is in accordance with the Department’s plan to improve attendance across all schools. This plan is aligned with 3 pillars: community-led action; support for schools, families and communities; and system action and accountability. Regardless of student abilities, regular student attendance is critical to achieve best possible educational outcomes. There is no educationally safe level of absence.

Year 6 Graduate School Destinations for 2025

(source: school data)

Destination	Boys	Girls	Total
Coastal Lakes College	2	0	2
Halls Head College ESC	5	1	6
TOTAL	7	1	8

Parent/student/teacher satisfaction with the school

A biennial parent survey conducted last year indicated a continuing appreciation for the school's care and education of students. Scores were consistent with previous surveys and showed a high level of satisfaction for all aspects of school functioning. The next parent survey will be conducted in 2025.

Workforce composition and professional development

(source: Schools Online)

(Data as at Semester 2, 2024)

	No	FTE	AB'L
Administration Staff			
Principals	1	1	0
Associate / Deputy / Vice Principals	1	1	0
Total Administration Staff	2	2	0
Teaching Staff			
Other Teaching Staff	15	13.8	0
Total Teaching Staff	15	13.8	0
School Support Staff			
Clerical / Administrative	3	2.2	0
Gardening / Maintenance	1	0.2	0
Other Non-Teaching Staff	31	24.3	2
Total School Support Staff	35	26.7	2
Total	52	42.5	2

The labour market difficulties, present since COVID, did not improve during 2024 and the school hopes this is not the new norm. We finished the year with 55 staff (2023 = 52) and a cumulative FTE of 45.5 (2023 = 42.5), indicating an underlying stability. The staff relief market continues to be very tight, especially for education assistants.

A second deputy principal has been employed, starting duties early in Term 1 of 2025. The school will also begin 2025 with four male teachers, which we expect will have a positive role model impact for our predominantly male student cohort.

Grant Update: Student Profiling and Assessment (SPaA)

The three-year project, funded by Schools Plus, commenced early 2024 and delivered its first major contribution toward independent education planning by year end. The new student profile tool offers a comprehensive one-stop information centre for teachers, bringing together specific data about each's student's disabilities, capabilities and attributes, behaviour challenges, social and cultural context, and their preferences.

Stage 2 in 2025 will enhance this planning tool by incorporating assessment data for mathematics.

School Governance Update

Late in 2023, a new School Board was formed to serve the Riverside ESC community. The school has been well served by two dedicated community members and one parent representative, but endeavours to add two more parent representatives has yet to bear fruit. A concerted recruitment effort will be undertaken early 2025.

Student Achievement and Progress

Student achievement and progress are at the heart of our educational mission. In 2024, we made significant strides in ensuring that every student is supported in their individual learning journey. Below are highlights related to student achievement and progress.

Individualized Learning Programs

Each student receives an Individual Education Plan (IEP) that is tailored to their specific learning needs, strengths, and areas for growth. These IEPs are developed collaboratively by teachers, parents, education assistants, and specialists, ensuring that all aspects of the child's development are taken into consideration.

The school's approach to individualized learning means that all students, regardless of their abilities, are provided with a meaningful and accessible education. We continually track student progress through regular assessments, observations, and feedback from teachers, ensuring that students are progressing toward their goals.

Academic Growth

In 2024, students made notable progress in core academic areas, including literacy, numeracy, and communication.

For example:

- Literacy: The Diana Rigg PLD Program to used teach and assess literacy. Students in the early years made significant improvements in phonics, sight word recognition, and sentence structure, while older students showed growth in reading comprehension and written expression.
- Numeracy: Students have demonstrated strong progress in developing basic math skills, with improvements in understanding number concepts, problem-solving, and mathematical reasoning.
- Communication Skills: Many students have made strides in communication, using a combination of verbal, non-verbal, and assisted communication tools. The use of Picture Exchange Communication Systems (PECS), PODD and other augmentative communication devices has allowed students to express themselves more effectively in both school and social settings.

Social and Emotional Development

Student progress is not only measured in academic terms but also in the development of life skills, social skills, and emotional well-being. Our school places a strong emphasis on social inclusion, fostering positive relationships among students and supporting their emotional growth.

- Social Skills: Through structured social programs, students have shown progress in cooperative play, turn-taking and conflict resolution. Many students have increased their participation in group activities, demonstrating greater independence and self-confidence.
- Emotional Regulation: The school's protective behaviours program and other social-emotional learning initiatives have helped students better understand and manage their emotions. This program teaches students about their rights to feel safe and how to cope with challenging situations.

Progress Through Data

The school uses a range of assessment tools to measure student progress, including:

- Formative and Summative Assessments: Regular assessments in core academic areas to track student progress and identify areas for further development. These include Math tracking tools, Diana Rigg PLD, ROCC assessment tool, Management Information System (MIS), ABLEWA.
- Student IEPs: Each student has an Individual Education Plan documenting their achievements and progress throughout the year. An IEP portfolio includes samples of their work, teacher feedback, and assessments.
- Parent and Teacher Feedback: Regular meetings with families ensure that there is a shared understanding of each student's progress, and their individual needs are being met.

Looking Ahead

We are excited to continue fostering student achievement and progress in the coming years. Our focus will remain on:

- Strengthening individualized learning approaches
- Expanding effective data tools and analysis of data to pinpoint educational 'gaps'
- Profile Tool will capture student data and information to assist with transition points in their educational and social journey.
- Enhancing the integration of technology in the classroom
- Supporting smooth transitions to secondary education

Through these efforts, Riverside Education Support Centre will continue to provide students with the skills and confidence they need to succeed in school and beyond.



SCHOOL FINANCIALS 2024 - EOY REPORT

ONE LINE BUDGET - Dec 2024		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	64,055	64,055
Carry Forward (Salary):	965,114	965,114
INCOME		
Student-Centred Funding (including Transfers and Adjustments):	4,791,290	4,791,290
Locally Raised Funds:	43,062	43,063
Total Funds:	5,863,521	5,863,522
EXPENDITURE		
Salaries:	4,148,688	4,148,688
Goods and Services (Cash):	373,425	328,150
Total Expenditure:	4,522,113	4,476,838
VARIANCE:	1,341,408	1,386,684
INCOME - Dec 2024		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	64,055	64,055
Carry Forward (Salary)	965,114	965,114
STUDENT-CENTRED FUNDING		
Per Student	739,952	739,952
School and Student Characteristics	3,629,985	3,629,985
Disability Adjustments	359,457	359,457
Targeted Initiatives	36,283	36,283
Operational Response Allocation	2,610	2,610
Total Funds:	4,768,287	4,768,287
TRANSFERS AND ADJUSTMENTS		
School Transfers – Salary	(328,181)	(328,181)
School Transfers - Cash	351,183	351,183
Total Funds:	23,002	23,002
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	1,218	1,218
Charges and Fees	2,452	2,452
Fundraising/Donations/Sponsorships	33,560	33,560

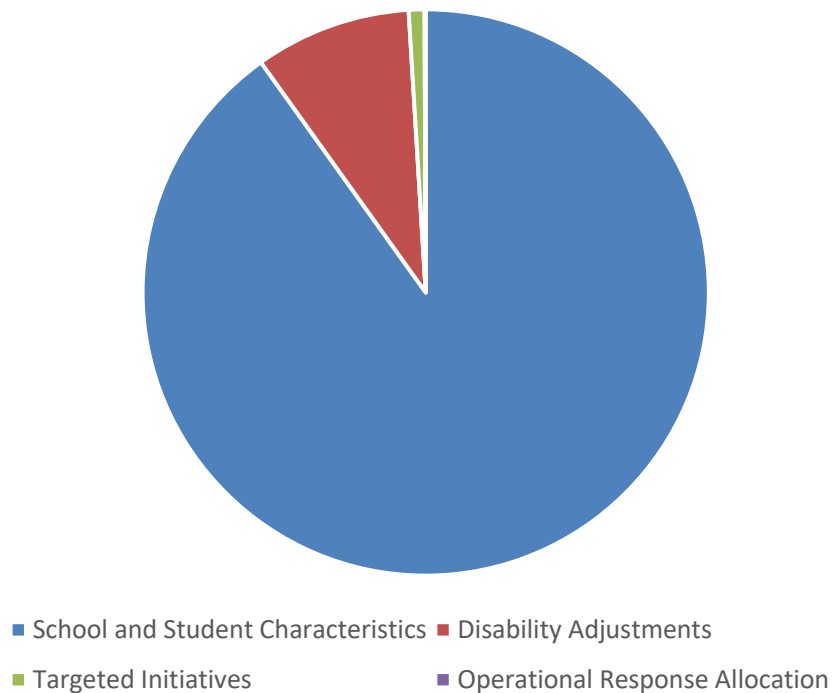
Commonwealth Govt Revenues	783	783
Other State Govt/Local Govt Revenues	3,000	3,000
Revenue from CO, Regional Office and Other schools	1,559	1,559
Other Revenues	490	491
Total Funds:	43,062	43,063
TOTAL	5,863,520	5,863,521

EXPENDITURE - Dec 2024		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,671,841	3,671,841
Casual Payments	456,833	456,833
Other Salary Expenditure	20,014	20,014
Total Funds:	4,148,688	4,148,688
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	16,913	15,513
Utilities, Facilities and Maintenance	4,750	1,657
Buildings, Property and Equipment	36,574	35,056
Curriculum and Student Services	149,832	115,821
Professional Development	14,193	12,549
Other Expenditure	5	4
Payment to CO, Regional Office and Other schools	151,158	147,551
Total Funds:	373,425	328,151
TOTAL	4,522,113	4,476,839

ONE LINE BUDGET - Dec 2024

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STUDENT-CENTRED FUNDING INCOME 2024



Operational Plan 2024

Introductory Statement

The content of the 2024 Operational Plan content was formulated in response to the Riverside ESC School Review report, following a visit to the school by the Department of Education review team in February 2024.

School leaders and teaching staff have considered and appraised progress on listed objectives and identified items to be carried forward to 2025. On the following pages is a summary of outcomes and recommendations arising from this discussion.

The appraisal revealed ongoing concerns about challenges the school has found difficult to address. For example, the challenges of multi-tiered administrative planning needed to satisfy both Department and school requirements are varied and often time-competitive. Concern about workload demands extend to all staff – leaders, educators, allied staff – and is not helped by the paucity of qualified educators available for recruitment. Cohesive curriculum planning, teaching and assessment is an ongoing area of focus which was also identified in the school review.

The Annual Review identified staff cohesion as one priority area for ongoing development, to be addressed through increased opportunities for collaboration and consultation. The imposition of new directives from the Department, limited leadership time capacity and capability, the high staff turnover, and changes to individual work availability meant it has been difficult to identify opportunities to build a cohesive team.

One major consequence of this is that the principal was virtually the sole contributor to the 2024-2026 planning portrayed in the Business Plan, Strategic Direction (document) and the Operational Plan. Engagement with objectives by other staff has been directed by instruction rather than driven by ownership and commitment.

A general recommendation for 2025 is to fully map out the school planning process. This includes:

- Identification of factors that will contribute to planning content
- Broad consultation and engagement with stakeholders
- Allocation of time for development, monitoring and evaluation
- Limiting objectives to that which can be achieved within time and personnel constraints, and to measurable outcomes.
- Communicating success and failure regularly

The following pages list planning objectives under six Department-defined domains for school practices. This organisation is consistent with the school review layout.

Domain 1: Relationships and Partnerships

OBJECTIVE	STATUS	FUTURE
Staff meetings: All staff are expected to attend and participate in the full range of meetings. All staff are allocated to the RESC CONNECT community and are expected to become familiar with school updates.	ACHIEVED	Review/measure/survey the effectiveness of communication practices with (a) staff and (b) key stakeholders. Ongoing requirement.
Teachers will consult and assist with developing a range of school plans (business plan, strategic plan, operational plan, annual report, etc.)	NOT ACHIEVED Meetings held but insufficient time allocated to contribute collectively to planning.	Break down planning tasks to manageable segments. Prioritise provision of opportunities for staff engagement. Educate staff about formulation of measurable outcomes.
Where possible teachers will facilitate collaboration opportunities through shared DOTT time.	ACHIEVED	Maintain
Classroom observation and feedback PL: DP and (?) to complete this PL to support peers with strengthening respective classroom practice.	PARTIAL PROGRESS PL completed, observations yet to be completed. (Should be under <i>Teaching Quality</i> domain)	Complete observations across all classrooms. Trained staff to evaluate effectiveness of practices and refine before incorporation into regular practice.
Curriculum Steering Committees: All teachers will be allocated to a specific Curriculum Committee.	NOT ACHIEVED Curriculum committees formulated by were not able to contribute.	Assess curriculum status and identify specific, achievable targets in collaboration with teachers. New committees to be implemented with clear mandates and resourced with time and personnel to achieve agreed goals.

Staff Survey: Review 2023 Survey, any responses with an average score of 3.60 & below will undergo analysis & improvement targets will be identified.	NOT ADDRESSED Error of inclusion. All targets well above identified benchmark.	New staff and student surveys to be conducted during T2, 2025
School Board: Led by the principal, build capacity & knowledge relating to governance, attend Board training, embed self-assessment process & members will complete annual Board Member survey.	PARTIAL PROGRESS Board has conducted self-assessment, training and demonstrated capacity to meet regularly. New parent members difficult to recruit.	Promote awareness of council function and engagement. Increase board membership using available means to attract new parent and community representatives.
Strengthen shared school site collaboration: Both site Admin Teams will meet on a regular basis to identify how aspects of whole school inclusive practice can be strengthened, supported & sustainable. E.g. PBS & whole school health & wellbeing strategies.	NOT ACHIEVED Deferred due to changes in primary school leadership team.	In consultation with RPS, identify areas for mutual engagement to the benefit of both schools. Consult with ESC staff for suggestions and feedback about same.

Domain 2: Learning Environment

OBJECTIVE	STATUS	FUTURE
Strengthen whole school behaviour process: Align whole school PBS to ESC context. Behaviour Working Party Committee to undertake review and align current RESC behaviour policy to the Department's Behaviour Management in Schools policy.	PARTIAL PROGRESS A policy has been proposed for approval. No progress of consensus regarding procedures. The FILIT (behaviour tracking) program has been adopted for 2025 at the request of the principal.	Review draft policy and recommend to the I Board for approval. Develop a procedure for management of student behaviour that incorporates risk management, parent/carer engagement, escalation plans, IBMPs and/or other tools (incl. FILIT) as necessary to support student learning and wellbeing.

		Committee to consult to setting goals for 2025-2026.
Build staff understanding and capacity in a behaviour context: Behaviour Working Party Committee & individual teachers will review current documents). Behaviour in Schools policy will be reviewed & be constructed to align with DoE Student Behaviour in Public Schools policy 2023.	PARTIAL PROGRESS: The RESC Behaviour in Schools Policy draft has been submitted for approval. Other progress not identified.	Break down objective to measurable outcomes: Identify written documents and procedures. Review and report on each item identified. Set time and performance targets for allocated leaders/teams. Identify PL required to achieve desired performance; allocate.
Up-skill staff in the following: Trauma Informed Practice (TIP).	PARTIAL PROGRESS Most staff have done PL.	Identify purpose and benefits of PL. Integrate into school procedures.
Up-skill staff in the following: Autism Spectrum Disorder- teachers will review Positive Partnerships website (ASD) & select resources to support teaching & learning programs & managing complex student behaviour	NOT ACHIEVED Any progress made is not measurable.	General Professional Learning: When planning for 2025 PL, consider that not everyone has to know everything. Build the skillset of the team, not the individual. Prioritise PL that meets planning objectives. All external PL to be followed up with assessment of benefit. Provide time for the trained to pass on key knowledge to the team.
Attendance and SER Policy: “Early identification & monitoring of students at educational risk (SER) & have the appropriate processes & documentation in-place as per DoE Students at	NOT ACHIEVED There is no formal policy or procedure.	Obtain/write policy and procedure for identification and monitoring of students at educational risk. Provide to School Board for approval.

Educational Risk in Public Schools Policy & Procedures contextualised to RESC.		Incorporate PL and training as required into PL plan.
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Domain 3: Leadership

OBJECTIVE	STATUS	FUTURE
<p>School compliance documents: The objective requires the principal to lead the development of planning for 2024 – 2026, with collaborative sessions to commence T1 2024 and the process to be completed and operational by start of T4 2024. Term by term monitoring of progress will be scheduled and reported to the Working for Improvement Committees for action.</p>	<p>NOT ACHIEVED</p> <p>Working for Improvement committees were formed but were shortly thereafter suspended.</p> <p>At least one information session was organised; no opportunities provided for collaborative goal setting.</p> <p>Termly tracking of progress not evident.</p> <p>No discussion about evaluation of 2024 goals or setting of 2025 goals.</p> <p>The principal produced a 2024-2026 Business Plan, 2024-2026 Strategic Roadmap and a 2024 OP, approved by the School Board 21.11.2024.</p>	<p>Commit to a whole-school planning process that engages school leaders, teachers, the school board and the school community.</p> <p>Plan pupil-free opportunities for engagement.</p> <p>Map the planning process and schedule milestones.</p> <p>Limit the number of objectives to what is achievable for the period.</p> <p>Meet, minute, assess, and inform.</p>
<p>PL: All staff to complete online portal Trauma Informed Practice (TIP) modules. Increase PL budget for staff access to external PL providers.</p>	<p>ACHIEVED</p> <p>The majority of staff have completed both modules.</p>	<p>Monitor compliance for required PL.</p>
<p>PL: Increase PL budget for staff access to external PL providers.</p>	<p>ACHIEVED</p> <p>Note: the 2024 budget was under-expended.</p>	<p>Involve staff in planning of 2025 PL to meet operational and professional goals.</p>

Appoint 2nd deputy principal from aspirant staff.	ACHIEVED Effective from Week 5, T1 2025.	
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Domain 4: Use of Resources

OBJECTIVE	STATUS	FUTURE
Develop workforce plan: Review current workforce profile & develop a workforce plan i) identify and addresses gaps ii) Align staff groups to reflect effective support ratios based on student needs and strategic priorities.	ACHIEVED The workforce plan for 2025 was completed by the principal with the assistance of a Department of Education staffing consultant.	Evaluate effectiveness of 2025 planning by end T1. Principal to commence planning in T3 for 2026 in consultation with school leaders and MCS.
Cost strategic priorities: Review 2024 school budget, estimate costings & explicitly align funds toward school priorities & plans.	ACHIEVED Strategic priorities have been resourced in collaboration with the School Finance Committee.	Adopt same for 2025
Working committees: Committee's to review each area for curriculum resources & new expenditure as to how they best meet the needs of students.	NOT ACHIEVED Working committees were suspended mid-2024. These committees had no input into 2025 budget preparations.	Set improved procedure in place for 2026, including <ul style="list-style-type: none"> • Clarifying committee tasks • Set consultation opportunities in T3 for following year budget.

Domain 5: Teaching Quality

OBJECTIVE	STATUS	FUTURE
Curriculum documents and development: SSC will review & develop/update clear	PARTLY ACHIEVED	Review causes for delayed implementation.

<p>curriculum scope & sequence documents, supported by literacy & numeracy Committees. Documents will be completed by end of Term 3 for delivery to teachers to help support planning, delivery & application in their classroom.</p>	<p>Work has commenced but progress has been slow. Curriculum DP has commenced development of scope and sequence, and this work will roll over to 2025. A 2025 “Curriculum, Assessment and Reporting” schedule was emailed to teachers in T4. There are no committees.</p>	<p>Set achievable, specific objectives and timelines for each of the target curricula and prioritise according to need.</p> <p>All objectives to be developed in collaboration and consultation with teachers.</p>
<p>Classroom observation and feedback: 2 teachers to complete PL. Trainers will visit classrooms & provide feedback to teachers. Principal will identify targeted support & provide the necessary resources to support consistent practice & pedagogy.</p>	<p>See objective 4 under <i>Relationships and Partnerships</i></p>	<p>Define and communicate objectives for 2025. Establish schedule for delivery and determine frequency of future observations.</p>
<p>Teaching for Impact: All teachers will join ‘Teaching for Impact’ Connect Community & engage with resources to help support their individual pedagogy development in the Tfl space.</p>	<p>PARTLY ACHIEVED</p> <p>Teachers have joined Tfl.</p>	<p>Prepare presentation covering introduction to TfL, objectives for RESC, schedule of development and evaluation meetings, and team expansion.</p> <p>Plan rollout and evaluation for 2025.</p> <p>Support with PL.</p>
<p>Quality Teaching Strategy (QTS): Expression of interest for QTS partnerships initiative will be sought for 2025 cohort.</p>	<p>NOT ACHIEVED</p> <p>Deferred to 2025</p>	<p>School leaders and interested educators to revisit and review the Department’s QTS objectives for integration with 2026 objectives. Either end T3 or start T4.</p>
<p>Year teams: Early/Lower, Middle & Upper primary Teams will collaborate to develop & progress a consistent approach & focus on teaching, learning & student achievement.</p>	<p>ACHIEVED</p> <p>DOTT time has been structured to enable collaborative discussion and consistency of pedagogical approach between teachers of same year groups.</p>	<p>Time provision to be made in 2025 to support ongoing collaboration.</p>

<p>Talk for Writing: Expand further PL for 2 teachers with a view to implement the program by 2025.</p> <p>Recommendation for 2025:</p>	<p>NOT ACHIEVED</p> <p>(PL has been booked for 2025 to rollout to teachers)</p>	<p>Communicate training date(s) and supporting information.</p> <p>Schedule follow-up support and evaluation sessions through to end of year.</p> <p>Monitor effect of program through targeted tracking of assessment data.</p>
<p>Numeracy approach: develop a whole school approach to numeracy & support with PL</p>	<p>NOT ACHIEVED</p> <p>Curriculum DP and SPaA team visited Joondalup ESC to observe and discuss Maths program.</p> <p>Further research carried out in Term 4 2024. No program identified for 2025.</p>	<p>Determine causes for delayed progress.</p> <p>Consider SPaA project numeracy focus for 2025. It is recommended forward momentum for maths be managed by the SPaA team of Bev and Michelle and the inclusion of Andrea from start of 2025.</p>

Domain 6: Student achievement and progress

OBJECTIVE	STATUS	FUTURE
<p>Management Information System (MIS): As part of data collection suite, MIS will be used to strengthen collect, analyse, and share student data, including IEP achievement and progress results.</p>	<p>PART ACHIEVED</p> <p>An 'MIS' tracking tool exists for Protective Behaviours (PB) and has been in use for several years.</p> <p>Literacy uses PLD for tracking. A renewed emphasis on a consistent approach to PLD and staff training has consolidated teaching and assessment practices throughout 2024 and provided a solid foundation for 2025.</p>	<p>Review MIS PB to align with Student Wellbeing objectives (as prescribed by DoE).</p> <p>Review, update and disseminate policy and procedures for start of 2025.</p> <p>Ensure PLD is consistent with latest practice.</p> <p>Monitor PLD for consistent delivery and assessment end T1 and T3, and identify further PL as required.</p>

	The 2024 objective was to “review MIS to align to Literacy, Numeracy, SEL (PB)”. A new numeracy program is not ready for 2025.	Numeracy – see comments under Teacher Quality for integration of SPaA Project objectives.
PLD Diana Rigg: Teachers to be upskilled in current PLD whole school program. PLD document tracker to be reviewed/updated. PLD PL to be scheduled for school development day in Term 3.	PART ACHIEVED Curriculum DP has led an early close session for teachers where she read the PLD instructions to them. A PLD rollout to teachers was commenced in T2 2024. Feedback from teachers is that these actions do not constitute training.	Create a PLD-focused team to build a collaborative approach to whole school engagement with the PLD program. Identify professional learning opportunities and allocate to selected staff. Monitor PLD for consistent delivery and assessment end T1, T2 and T3. Induct new teachers into PLD system for RESC.
Purchase ROCC Assessment: Key staff to be trained & prepare a staged whole school rollout plan. ROCC Assessment will be used to identify students’ needs with the aim to inform whole-school planning & intervention points (IEP, Health-Wellbeing etc).	ACHIEVED ROCC (Roadmap of Communicative Competence), a recommendation of the SPaA project, was introduced to staff, trialled and adopted by end of 2024.	Ensure new staff are introduced to ROCC and receive training as necessary. Review progress T1 and T3. Evaluate effectiveness of tool by end T3. Consider recommendations for 2026.
Data and Assessment committee: Working Committee will be established to review current data collection tools, recommend a suite of tools that can assist with school & student planning & monitoring.	NOT ACHIEVED No committee. Roll over to 2025	Define purpose of the committee, its mandate, responsibilities and accountability. Define contribution of the SPaA project to improvement of student assessment. Allocate team to achieve desired outcomes.
Tracking and Assessment: Complete Math tracking tool and identify a relevant	NOT ACHIEVED The tool was complete at end of 2023.	Included in above discussion. Maths assessment is a project objective for the SPaA team for 2025.

assessment methodology to monitor student progress.	New maths assessment methodology was not progressed.	
Handover document: As part of student profiling documentation a new student handover document is being developed by the SPaA project.	NOT ACHIEVED Clarification of design and function with leaders not achieved with school leaders by year end.	Determine purpose of Handover document and its potential benefit for informing student learning practices. Implement based on determination.