



2022

Manjimup Education Support Centre School Report

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Our Vision

Our school and community supports and encourages our students' unlimited potential and celebrates their efforts and successes.

Introduction

Manjimup Education Support Centre (Manjimup ESC or MESC) is an Independent Public School. We are a Kindergarten to Year 12 education centre located in Manjimup which caters for students with intellectual disabilities, physical disabilities, sensory impairments (vision and hearing), and/or autistic spectrum disorders. Our school personalises learning for each student, working closely with families and support agencies to plan pathways for students, to Vocational and Independent Living. Parents and families are the pivotal partners in meeting the educational needs of our students. We build positive relationships with parents in educational planning through a range of formal and informal processes. In 2022, the school had 29 students, four classes averaging seven students each, with intensive staff support.

Manjimup ESC students develop key skills in employability. The School delivers innovative programs and works closely with support agencies. Manjimup ESC is an ASDAN registered school. In 2022 we gained over 50 ASDAN certificates for our high school students, a major achievement and celebration for the school. We have a strong reputation for providing quality education for students whose needs are high and complex. Our aim is to provide a supportive, engaging and specialist environment in which students are prepared to move "Forward with Confidence". We have a deep commitment to core priorities of Communication, Literacy and Positive Behaviours, which have a strong presence in our 2021-23 Business Plan.

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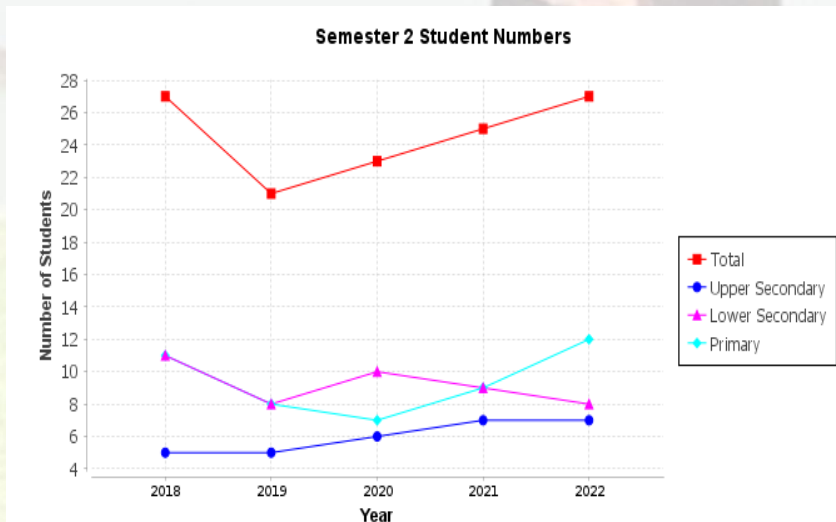
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Student Numbers and Characteristics

At the end of Semester Two, 2022, there were 28 students enrolled at Manjimup ESC. The upward trend in enrolments is positive and is reflective of a growing confidence in the education we provide. 2023 student numbers have slightly increased at the start of the year. The distribution of students in 2023 will see an increase in primary students due to new enrolments and no graduating Year 6 students in 2022. We had three high school students graduate from Year 12 in 2022.

The high number of Year 12s graduating has been offset by growth in our junior primary area. This growth influenced the decision to split the Primary campus into two classes for the 2022 school year. The four-class structure will continue in 2023. Many of our new enrolments have been come from word of mouth within the community, with parents seeking out a tour of the school upon receiving a disability diagnosis for their child.



Primary	Kin	P	1	2	3	4	5	6	Total
Fulltime		1	5		1	1	4		12
Secondary	7	8	9	10	11	12	Total		
Fulltime		1	5		1	1	12		

	Kin	PPr		Pri	Sec	Total
Male		1		8	12	21
Female				3	3	6
Total		1		11	15	27
	Kin	PPr		Pri	Sec	Total
Aboriginal				2		2
Non-Aboriginal		1		9	15	25
Total		1		11	15	27

source: Schools Online



Attendance

Attendance data over the last couple of years has been difficult to compare and must be read with consideration of school context and local COVID-19 community spread. Regular attendance has been a challenge throughout the global pandemic. The school has kept in contact with parents/carers whose children have not been attending school on a regular basis. This was particularly relevant in Primary due to the presence of immune compromised students. Regular parent interaction was maintained throughout the pandemic period and work packages provided where relevant and requested. A Reconnect Attendance Framework was created in late 2022 which has identified and outlined strategies to improve regular student attendance at MESC. This framework will be implemented in 2023.

Primary Attendance

	Non-Aboriginal		Aboriginal		Total	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
2020	90.7%	93.2%	96.7%	77.6%	91.6%	91.9%
2021	74.7%	92.4%	95%	76.8%	77.2%	91%
2022	79.4%	88.3%	84%	69.5%	80.2%	86.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	71.4%	14.3%	14.3%	0.0%
2021	50.0%	20.0%	10.0%	20.0%
2022	27.3%	45.5%	9.1%	18.2%
Like Schools 2022	n/a	n/a	n/a	n/a
WA Public Schools	51.0%	32.0%	13.0%	5.0%

Secondary Attendance

	Non-Aboriginal		Aboriginal		Total	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
2020	82.9%	89.2%			82.9%	87.3%
2021	78.1%	86.5%			78.1%	84.4%
2022	78.7%	83%			78.7%	80.4%



	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	35.3%	29.4%	29.4%	5.9%
2021	50.0%	18.8%	6.3%	25.0%
2022	43.8%	18.8%	12.5%	25.0%
Like Schools 2022				
WA Public Schools	40.0%	29.0%	19.0%	12.0%

Workforce Composition

	No.	FTE	Aboriginal
Administration Staff			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
Teaching Staff			
Other Teaching Staff	9	5.6	0
Total Teaching Staff	9	5.6	0
School Support Staff			
Clerical / Administrative	3	1.4	0
Instructional	1	0.2	1
Other Allied Professionals	16	13.6	0
Total School Support Staff	20	15.2	1
Total	30	21.8	1

Schools Online

MESC's total FTE allocation continued to grow in 2022 due an increase in student numbers. Total number of staff increased by three which was represented through an increase of 1.2FTE.

MESC would like to thank teacher Ann Kezich for her service to MESC and education. Ann retired from the profession at the end of the 2022 school year and will be greatly missed by students and staff. We wish Ann well in her future endeavors.

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School Business Plan Reflection

The school completed its second year under our 2021-23 business plan. Staff and the school board completed a reflection of the school focus areas at the end of the year. The results are outlined below. In Term Four MESC had a Public School Review. The business plan reflection and the outcome of the school Public School Review will influence 2023 school priorities.

Green – Achieved

Yellow – on track to reach target

Red – target not met

Blue – not addressed

		2021	2022
FOCUS AREA 1	All students graduating from MESC have a transition plan to employment, volunteering or accessing further education.	Red	Red *
	Develop Individual Pathway plans for all students from Year 7 onwards by 2023.	Yellow	Yellow
	100% of students graduating from MESC gain accreditation from ASDAN, a Certification or completed Department of Education's preliminaries courses by 2023.	Green	Green
FOCUS AREA 2	By 2023 there will be active modelling of AAC by every staff member.	Yellow	Yellow
	Every child's IEP will have at least one communication objective.	Yellow	Green
	Roadmap of Communicative Competence (ROCC) assessment is completed on students with Complex communication needs.	Yellow	Green
FOCUS AREA 3	The school will demonstrate annual progression in Numeracy & Literacy according to a consistent set of assessment tools.	Blue	Yellow
	The school will develop an evidence based Literacy and Numeracy plan by 2023.	Yellow	Green
	The school will maintain a one on one electronic device for each child.	Green	Green
FOCUS AREA 4	Maintain and increase positive responses from staff and parents the National School Opinion Survey.	Green	Green
	No student will have less than 85% attendance without authorised explanation.	Red	Red **
	Hold at least one formalised case conference with caregivers and support agencies per year.	Green	Green

2022 Notes

* Transition pathway planner co-ordination role created in 2022 to improve in this area.

**School Reconnect Attendance Framework created in 2022 to improve attendance

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Assessment & Data

ASDAN

A business plan target is each child leaving MESC will gain accreditation from ASDAN, a Certification or complete Department of Education's preliminaries courses by 2023. In 2022 every student attending the high school received at least one endorsed ASDAN module. ASDAN was the school's primary focus for obtaining an endorsed program certification.

In 2022 the number of ASDAN courses being offered at the school increased from the previous year. Pathway planning has allowed for a more tailored approach to ASDAN courses offered to students. The enhanced options in ASDAN courses is due to an increase in staff expertise in delivering ASDAN and an improved Student Pathway planning process at MESC which was developed in 2021.

The following ASDAN courses were delivered at MESC in 2022

- 🦉 New Horizons: Personal, Social, Health, Citizenship, Relationships.
- 🦉 Transition Challenge – Sensory: Communication & Interaction, Cognition, Physical, Self-help & independence.
- 🦉 Transition Challenge – Introduction and Progression: Knowing How, Making Choices, Feeling Good, Moving Forward.
- 🦉 Towards Independence -
 - 🍒 Meal Prep: Sensory
 - 🍒 Meal Prep: Intro
 - 🍒 Business Enterprise
 - 🍒 Work Awareness
 - 🍒 Money: Intro
 - 🍒 Making Pictures
 - 🍒 Engaging in the world around me: World

2022 K-10 data continued to be collected through ABLES in the areas of:

- 🦉 English – Reading and Writing
- 🦉 English – Speaking & Listening
- 🦉 Mathematics
- 🦉 Personal & social Capability: Self
- 🦉 Personal & social Capability: Self Emotion
- 🦉 Personal & social Capability: Social



The school's ABLES assessments results are outlined in the table below.

Manjimup Education Support Centre ABLES Assessment Results – Kindy to Year 10									
English – Reading and Writing (55% of students on ABLEWA)									
ABLEWA Stage A	ABLEWA Stage B	ABLEWA Stage C	ABLEWA Stage D	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5
	2	3	6	1	3		5		
English – Speaking and Listening (50% of students on ABLEWA)									
ABLEWA Stage A	ABLEWA Stage B	ABLEWA Stage C	ABLEWA Stage D	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5
	1	5	4	6	4				
Mathematics (30% of students on ABLEWA)									
ABLEWA Stage A	ABLEWA Stage B	ABLEWA Stage C	ABLEWA Stage D	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5
	2	2	2	3	2	4	5		
Personal and Social Capability – Self Self ASD (25% of students on ABLEWA)									
ABLEWA Stage A	ABLEWA Stage B	ABLEWA Stage C	ABLEWA Stage D	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5
		2	3	5	4		5		1
Personal and Social Capability – Self Emotion (75% of students on ABLEWA)									
ABLEWA Stage A	ABLEWA Stage B	ABLEWA Stage C	ABLEWA Stage D	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5
		9	6	3	1		1		
Personal and Social Capability – Social (75% of students on ABLEWA)									
ABLEWA Stage A	ABLEWA Stage B	ABLEWA Stage C	ABLEWA Stage D	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5
	5	7	3	4	1				

Manjimup Education Support Centre - Other Assessment Results – Kindy to Year 13

Percentage of IEP goals achieved

100%	90-100%	80-90%	70-80%	60-70%	50-60%	40-50%			
6	4	7	3	4	1	1			

Waddington Reading Age

13+	12-13	11-12	10-11	9-10	8-9	7-8	6-7	5-6	<5
		2	2	2	5	6	1	5	4

Top Ten Mathematics year level

Entry to school	Foundation	Early Years	Pre-Primary	Year 1-2	Year 3-6	Year 4-6			
3	1	9	2	2	3	6			

Attendance

90-100	80-90	70-80	60-70	50-60	40-50	30-40	20-30	10-20	<10
12	5	2	2	5	1			1	

There was considerable progress made at Manjimup ESC in 2022 regarding the tracking of assessment data and writing consistent SMART IEP goals for students. This has consequently improved uniformity across classrooms, allowing better-quality analysis of semester reports and whole-school data and constructive conversations on student achievement.

IEPs are influenced by ABLES and other whole school assessments and through case conferences with therapists and families. The school has a target that each student will achieve above 80% of their IEP goals. Semester Two reports demonstrated an improvement in this target across the school.

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Mathematics

Top Ten Mathematics whole school assessment data was collected in the areas of:

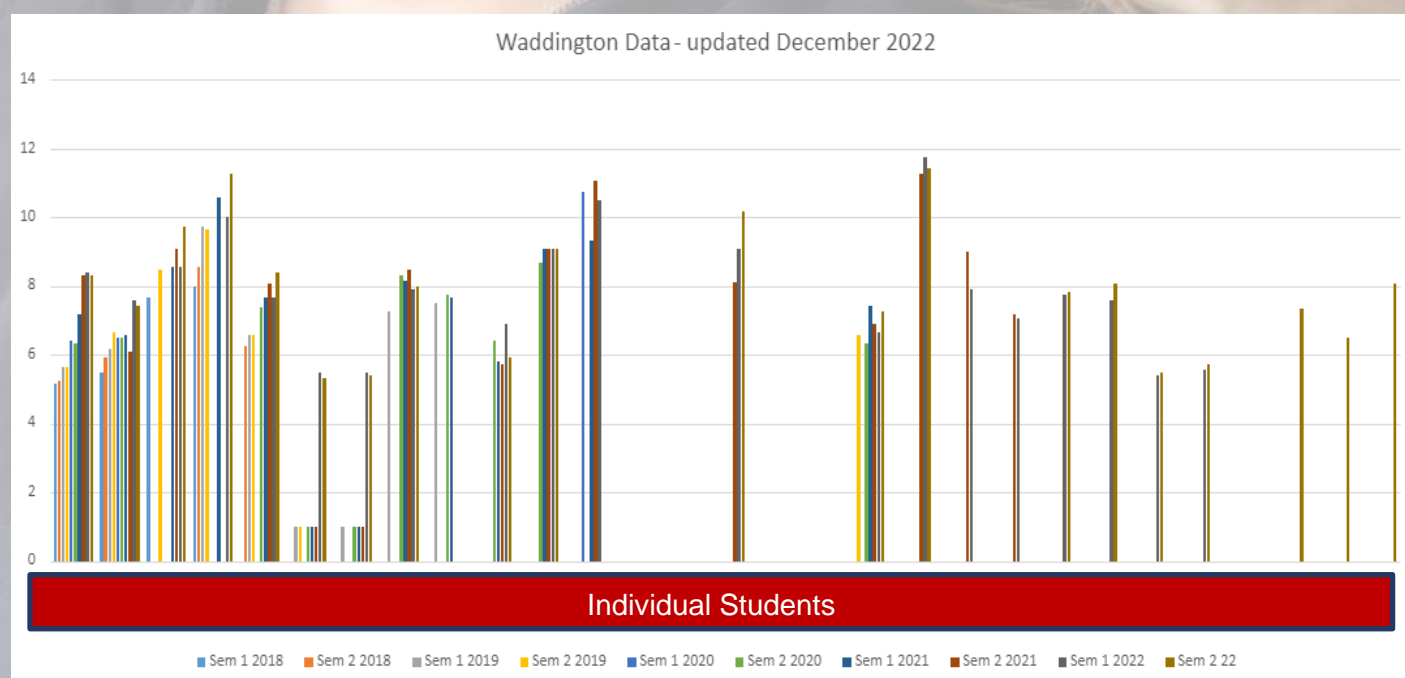
-  Place Value
-  Addition
-  Subtraction

These assessments enable individual progress to be tracked in mathematics and provides additional data to inform teacher judgement. A whole school sequence of teaching mathematical concepts was followed in 2022 which allows for consistency across classrooms and ensures all our students are exposed to a wide variety of concepts.

Reading

Whole school tracking through Waddington's Reading Assessment continued in 2022. 92% of the students who had year on year comparable data made yearly progress in their reading from Semester Two 2021 data to Semester Two 2022 data. 75% of students who only have 2022 data made progress in reading based upon data from Semester One to Semester Two.

Those who have reduced in their reading age have been investigated on an individual basis. In 2022 the school developed an evidence based whole school literacy program. This will be implemented in 2023 and will improve teaching consistency and school literacy data.



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Public School Review

The first Public School Review (PSR) of Manjimup Education Support Centre was conducted in February 2020. In Term Four 2022 the school completed a new PSR. The 2022 PSR report provides a current point of reference for the school's next cycle of school improvement. A summary of the report is outlined below. The full report can be found on Schools Online.

Relationships and partnerships

The school has worked to build strong connections with the community and is developing increasing levels of staff cohesion based on trust. Class teams work collectively with a shared focus on student success and demonstrate a desire to further progress collaboration between classes and across the campus.

Learning environment

The school's student-centred approach underpins a safe and supportive learning environment creating the conditions for students to thrive

Leadership

The Principal has led a rigorous improvement agenda characterised by a sharp focus on school culture and the development of collaboration and shared decision-making, setting the conditions for robust change and ongoing improvement.

Use of resources

The Principal, in collaboration with the manager corporate services (MCS) and Finance Committee, ensures that resource allocation is student centred, responsive, evidence-based and supports school planning.

Teaching quality

The school is committed to building curriculum connection and continuity. Guided by plans and policies to support sequential learning, the implementation of whole-school literacy and numeracy programs and consistent practices is evident.

Student achievement and progress

The school is committed to developing a culture of data and evidence-based decision making. This is realised through whole-school systems and approaches for the collection and analysis of data to inform classroom and school decisions.

The next school review is scheduled for Term 4, 2025.

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Professional Development

Professional development completed by staff in 2022 consisted of the following:

- 🐝 ASDAN Moderation
- 🐝 PODD training
- 🐝 PBS Tier 2 training
- 🐝 Individual staff course requests

In 2022 the school moved onto PBS Tier 2. This resulted in new process and procedures being developed at the school to enhance intervention for students identified at risk. PBS Tier 2 training was delivered by the School of Special Needs: Behaviour and Engagement.



Students thanking Lee Cameron (Education Assistant) and Nick Webber (Teacher) for their commitment to MESC. Lee and Nick left MESC in Semester Two 2022

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Highlights of the Year

- 🐛 Over 50 ASDAN modules accredited in our High School students.
- 🐛 Work Experience re-commenced
- 🐛 3 year return in all domains in the Public School Review
- 🐛 PBS whole school excursions returned
- 🐛 Progression to PBS Tier 2
- 🐛 Primary outdoor area revamp
- 🐛 Seesaw for Schools implementation
- 🐛 PODD books distributed to all staff
- 🐛 Increased student enrolments



Riley – A year 12 student on his first day of work experience

School Board and Governance

The Manjimup Education Support Centre School Board in 2022 was chaired by Mr Mark Dronow. Manjimup ESC values the commitment of community members, families and staff in supporting the School's strategic direction and governance.

School Board Members in 2022 were: Kristie Ward (parent), Deb Beadle (parent), Danielle Mottram (Teacher), Pam Bodsworth (community member), Pat Martin (community member), Christina Warner (Education Assistant) and Ross Davidson (Principal). New members: Peta Ryan (Teacher), Mark Donnelly (parent) and Danielle King (Education Assistant) were nominated to join the board in Semester Two. The school thanks all board members for their time and commitment to helping enrich the education of our students.

Donna Beasley (parent) and Cheryl Hill (parent) finished their tenure on the board at the end of Semester One. MESC is grateful for their contribution to the school over the last couple of years.

Manjimup Primary and Manjimup ESC Combined P&C

The continued commitment, enthusiasm and hard work of the Manjimup Primary and Manjimup ESC P&C committee and supporters is greatly appreciated. In 2023 the P&C, led by their president Jacque Murphy, have funded the installation of the new digital screen in the undercover area that will be used for assemblies and presentations.



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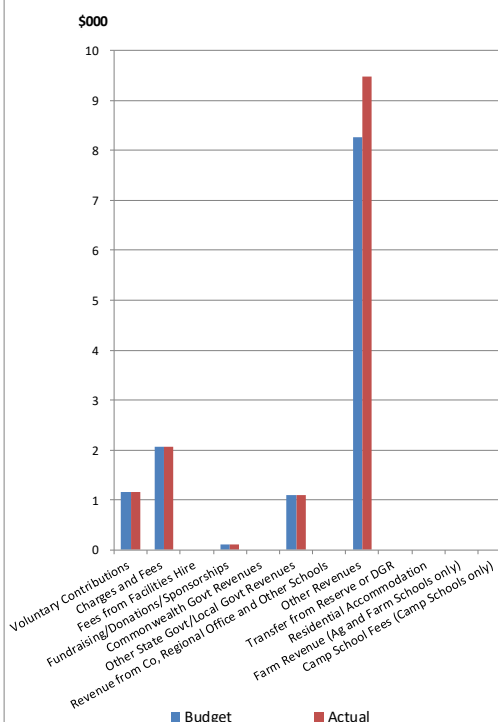
Financial Summary

Manjimup Ed Support Centre

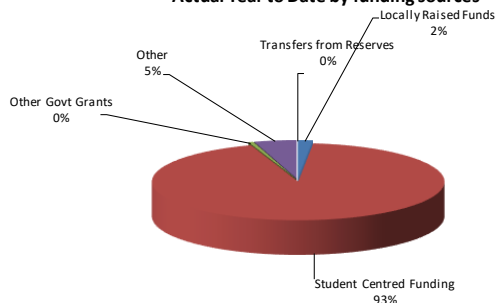
Financial Summary as at
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,155.00	\$ 1,155.00
2	Charges and Fees	\$ 2,072.00	\$ 2,072.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 100.00	\$ 100.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,091.00	\$ 1,090.91
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 8,257.00	\$ 9,482.21
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 12,675.00	\$ 13,900.12
	Opening Balance	\$ 51,486.92	\$ 51,486.92
	Student Centred Funding	\$ 186,333.00	\$ 187,832.99
	Total Cash Funds Available	\$ 250,494.92	\$ 253,220.03
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 250,494.92	\$ 253,220.03

Locally Raised Revenue - Budget vs Actual

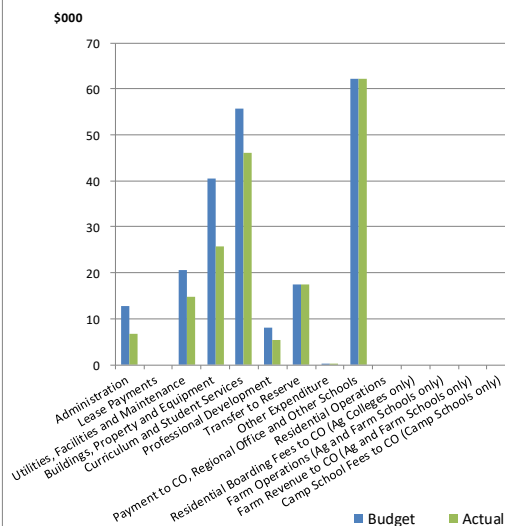


Actual Year to Date by funding sources

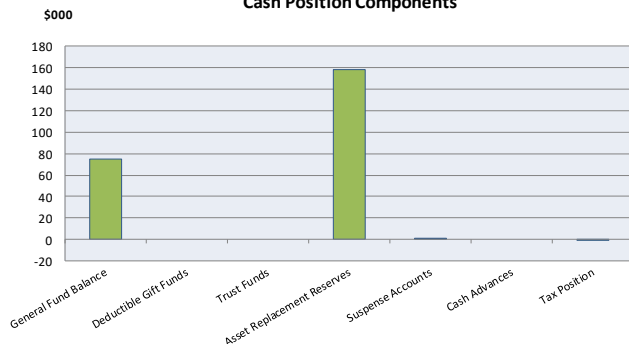


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 12,820.00	\$ 6,846.87
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 20,700.00	\$ 14,762.48
4	Buildings, Property and Equipment	\$ 40,514.00	\$ 25,738.56
5	Curriculum and Student Services	\$ 55,787.00	\$ 45,995.36
6	Professional Development	\$ 8,000.00	\$ 5,312.87
7	Transfer to Reserve	\$ 17,500.00	\$ 17,500.00
8	Other Expenditure	\$ 160.00	\$ 247.10
9	Payment to CO, Regional Office and Other Schools	\$ 62,129.00	\$ 62,129.26
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 217,610.00	\$ 178,532.50
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 217,610.00	\$ 178,532.50
	Cash Budget Variance	\$ 32,884.92	

Goods and Services Expenditure - Budget vs Actual



Cash Position Components



Cash Position Components	
Bank Balance	\$ 233,136.90
Made up of:	
1 General Fund Balance	\$ 74,687.53
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 158,336.37
5 Suspense Accounts	\$ 163.00
6 Cash Advances	\$ -
7 Tax Position	\$ (50.00)
Total Bank Balance	\$ 233,136.90

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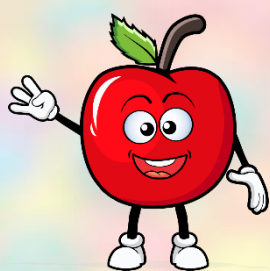


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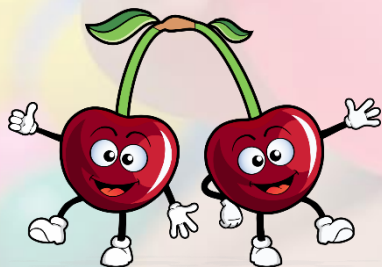




MESC is an Independent Public
School in the Manjimup IPS Cluster



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