



2025

Manjimup Education Support Centre School Report

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Our Vision

At Manjimup Education Support Centre (MESC), our vision for 2025 is to cultivate an inclusive community where every student is empowered to unlock their limitless potential. We celebrate every effort and success, fostering a culture that nurtures growth and achievement.

Introduction

Manjimup Education Support Centre is an Independent Public School providing education from Kindergarten to Year 12. Located in Manjimup, our ESC is committed to supporting students with intellectual disabilities, physical disabilities, sensory impairments (vision and hearing), and/or autistic spectrum disorders. In line with our 2024-2026 MESC Business Plan, we deliver personalized learning experiences by working closely with families and support agencies. Together, we chart individualized pathways that lead to vocational success and independent living.

Updated data reflects our continued growth and commitment: our student body has expanded to 32 students, now organized into five dedicated classes averaging 6–10 students each, with intensive staff support ensuring that every learner receives the attention they need.

MESC students develop essential employability skills through innovative, ASDAN-registered programs and collaborative partnerships with local support agencies. Our strong reputation for quality education is built on our ability to meet high and complex needs. With a focus on creating a supportive, engaging, and specialist environment, our aim is to prepare every student to move “Forward with Confidence.” This vision is further reinforced by our deep commitment to the core priorities of Communication, Literacy, and Positive Behaviours, which are central to our updated 2024-2026 School Improvement Plan.



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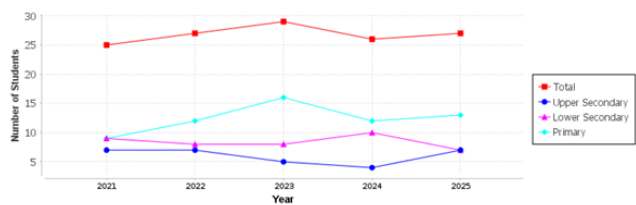


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Student Numbers and Characteristics

Student Number Trends (based on 2025 Semester 2 Census Data)



At the end of Semester Two, 2025, there were 27 students enrolled at Manjimup ESC and 2 students attending MESC on Section 24s. The trend in enrolments is positive and is reflective of growing confidence in the education we provide. 2024-2025 student numbers have slightly increased at the commencement of the year with 31 students enrolled. The distribution of students is relatively

even with 15 Primary aged students and 16 High School students. There are currently four students enrolled in Year 12 and who will graduate at the end of the year and with two students anticipated to transitioning to High School in 2026, numbers in the senior school will remain relatively stable.

A four-class structure will continue in 2026. Many of our new enrolments have come from word of mouth within the community, with parents seeking a tour of the school upon receiving a disability diagnosis for their child.

2025 Semester 2

	2021	2022	2023	2024	2025
Primary (Excluding Kin)	9	12	16	12	13
Lower Secondary	9	8	8	10	7
Upper Secondary	7	7	5	4	7
Total	25	27	29	26	27

Note:
The graph and table include only full-time students

Attendance

Consistent attendance is crucial as it profoundly influences individual learning and the collective dynamics within the classroom. Maintaining regular attendance cultivates an environment conducive to learning, boosts student engagement, and sustains educational momentum.

Attendance at Manjimup Education Support Centre remains an ongoing focus area. In 2025, the school recorded a primary attendance rate of 78.5%, compared with 77.0% in 2024 and 80.4% in 2023. While this remains below the Western Australian public-school average of approximately 89.1%, the 2025 data reflects a modest improvement from the previous year (Department of Education WA, Schools Online Report, 2025).

Secondary attendance has shown improvement over the past two years. The secondary attendance rate increased from 70.6% in 2023 to 77.6% in 2024, and remained relatively stable in 2025 at 77.1%, although still below the WA public school average of 81.7% (Department of Education WA, Schools Online Report, 2025).

It is important to consider the unique context of our school community when interpreting attendance data. The geographical distance of Manjimup can pose challenges to regular attendance, as many specialised medical, therapeutic and allied health appointments for our students are located in Bunbury, Busselton or

Perth. These appointments are essential for supporting the health and wellbeing of our students but often require families to travel significant distances, resulting in unavoidable absences from school.

The Centre actively monitors attendance data and works closely with families to address barriers to regular attendance. Staff maintain regular communication with parents and carers to reinforce the importance of consistent attendance and to support families where challenges arise. Where required, individualised strategies are implemented to support student engagement and attendance.

Through a collaborative approach with families and support agencies, the school aims to strengthen attendance and ensure that students can access and benefit fully from the learning programs provided.

Attendance

Primary Attendance Rates

	School	WA Public Schools
2023	80.4%	88.9%
2024	77.0%	89.4%
2025	78.5%	89.1%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	N/A	N/A	N/A		N/A	N/A	N/A
2024	N/A	N/A	N/A	N/A		N/A	N/A
2025	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

Secondary Attendance Rates

	School	WA Public Schools
2023	70.6%	82.5%
2024	77.6%	82.2%
2025	77.1%	81.7%

Attendance % - Secondary Year Levels

	Y07	Y08	Y09	Y10	Y11	Y12
2023		N/A	N/A	N/A	N/A	N/A
2024	N/A		N/A	N/A	N/A	
2025	N/A	N/A		N/A	N/A	N/A
WA Public Schools 2025	87%	83%		80%	80%	79%

<https://www.det.wa.edu.au/schoolsonline/home.do>

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Workforce Composition

Manjimup Education Support Centre maintains a workforce structure designed to support students with complex and diverse learning needs. In 2025, the school employed 25 staff with a total Full-Time Equivalent (FTE) of 20.8, including teaching staff, allied professionals and administrative staff (Department of Education WA, Schools Online Report, 2025).

The leadership structure includes the principal and a deputy principal who supports the school two days per week. This shared leadership model supports effective school operations, instructional leadership, and the coordination of student support processes.

The workforce includes 7 teachers and 17 allied professionals, including educational assistants and specialist support staff. This staffing profile enables the delivery of personalised learning programs and supports high levels of individualised assistance for students across all classes. The staffing structure allows teachers and education assistants to work collaboratively to implement Individual Education Plans and support the academic, social, and communication development of students.

During the year the school experienced a period of workforce transition. Two experienced teachers retired, marking the conclusion of long-standing contributions to the school community. At the same time two graduate teachers joined the staff. These appointments supported workforce renewal while maintaining teaching capacity and ensuring continuity of programs for students.

The workforce continues to reflect the needs of the student cohort and supports the delivery of targeted teaching, specialised support and collaborative practice across the school. Staff are supported through ongoing professional learning and mentoring to strengthen teaching practice and maintain a focus on improving outcomes for all students.

	No.	FTE	Aboriginal
Administration Staff			
Principals	1	1.0	0
Deputy Principal	1	0.4	0
Total Administration Staff	2	1.4	0
Teaching Staff			
Other Teaching Staff	6	5.0	0
Total Teaching Staff	6	5.0	0
School Support Staff			
Clerical / Administrative	2	1.4	0
Instructional	1	0.2	1
Other Allied Professionals	14	12.2	0
Total School Support Staff	17	13.8	1
Total	25	20.8	1

Schools Online

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School Business Plan Reflection

The school is currently in the final phase of its business planning cycle, which was informed by the findings of the 2022 Public School Review and builds on the foundations established in the MESC 2021–2023 Business Plan. As the school moves into the final year of this cycle, staff and the School Board have continued to reflect on progress against the identified priorities and targets.

Through regular review of school data, staff feedback, and student outcomes, the school has monitored progress across the focus areas outlined in the Business Plan. This ongoing reflection supports evidence-informed decision making and ensures that school initiatives remain aligned with improving outcomes for students.

At this stage, the school is on track to meet, or is making strong progress towards meeting, the targets outlined in the current Business Plan by the conclusion of the cycle in 2026. Staff continue to work collaboratively to implement the operational plans that support these priorities, ensuring a consistent focus on high-quality teaching, student engagement, and continuous school improvement.

A Public-School Review is scheduled for Term 3, 2026. This provides an important opportunity for the school to reflect on progress across the current business planning cycle and to use the findings of the review to inform the development of the next Business Plan. The timing of the review will support the school to identify future priorities and ensure that the next planning cycle continues to be aligned with the needs of students, staff, and the broader school community.

2025 Notes

- Professional Learning Communities have been established to strengthen curriculum planning, share practice and moderation across the school, supporting greater consistency in teaching and learning.
- The Wellbeing and Positive Behaviour Support (PBS) teams continue to provide a coordinated approach to student wellbeing and behaviour, supporting consistent expectations and responsive practices across classrooms.
- A Psychosocial Risk Assessment Team has been established to strengthen the school's approach to staff well-being and psychological health and safety in the workplace.
- The transition coordinator and pathway planning role continues to strengthen transition processes and planning for post-school pathways, reflected in recent Year 12 graduates successfully transitioning to employment.
- The School Reconnect Attendance Framework continues to support monitoring of attendance and strengthen engagement with students and families through targeted strategies.
- Processes for the collection and analysis of student data continue to be refined, with Progressive Achievement Testing (PAT) introduced in 2025 to support the monitoring of student progress and inform teaching practice.

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School Business Plan Reflection

Green – Achieved

Yellow – on track to reach target

Red – target not met

Blue – not addressed

		2024	2025	2026
Focus Area 1 WELLBEING	Establish MESC's whole-school wellness team	Green	Green	Green
	Draft Scope and Sequence – integrate SEL, PBS and Protective Behaviours lesson sequence	Yellow	Green	Yellow
	SEL resources boxes created with a combination of resources to match lesson from scope and sequence	Green	Green	Green
	Psychosocial Hazards Risk Assessment reviewed and updated	Yellow	Yellow	Yellow
	Establish processes for identifying and supporting students at risk	Yellow	Green	Green
Focus Area 2 ENGAGEMENT	Increased use of AAC and visuals in the school and community	Yellow	Green	Green
	Full implementation of Tier 1 PBS with fidelity	Green	Green	Green
	Reduction in severe nonattendance	Green	Yellow	Green
	Establish process for recording, collating and analysing behaviour data	Red	Green	Green
	Refine processes for recording team meetings and interventions for students requiring targeted and intensive supports	Yellow	Green	Green
Focus Area 3 ACHIEVEMENT	Ensure full implementation of a Mathematics program school-wide, with consistent application across all classrooms by the end of 2025.	Yellow	Green	Green
	Continue to strengthen a whole-school literacy framework through the implementation of Decodable Readers Australia across K–6 and a text-based literacy approach in Years 7–12 by the end of 2026	Yellow	Yellow	Green
	ABLES assessments completed for all students K-12	Yellow	Green	Green
	Achieve an 80% IEP goal attainment rate for all students.	Yellow	Yellow	Green
	Assessments recorded for all students as per assessment schedule	Yellow	Green	Green

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Assessment & Data

Assessment and Data (ASDAN, ABLES, PAT)

Student progress at Manjimup Education Support Centre is monitored through a range of assessment tools designed to capture growth across diverse learning levels. Assessment practices are aligned with Individual Education Plans (IEPs) and support teachers to monitor progress, identify areas for development, and inform teaching programs.

ASDAN

A key target within the school's Business Plan is that all students leaving Manjimup Education Support Centre achieve recognised accreditation through ASDAN, another recognised certification, or Department of Education preliminary courses. This target was achieved ahead of schedule and continues to be maintained.

ASDAN remains the school's primary framework for recognised program certification for secondary students. All high school students complete ASDAN modules as part of their learning programs, supporting the development of independence, employability, and life skills.

Pathway planning supports a tailored approach to ASDAN course selection and facilitates meaningful work experience opportunities. Courses delivered at MESC include New Horizons, Transition Challenge and Towards Independence units such as work awareness, independent living, money skills and meal preparation.

ABLES

For students in Kindergarten to Year 10, progress is monitored using the Abilities Based Learning and Education Support (ABLES) framework.

ABLES provides developmental data that assists teachers to identify current levels of achievement and plan targeted learning goals. Data is collected across English (reading, writing, speaking and listening), mathematics, and personal and social capability, and informs the development and review of Individual Education Plans.

PAT Testing

Where appropriate, Progressive Achievement Tests (PAT) in reading and mathematics are used to provide standardised data on student achievement and growth. Introduced as part of the school's continued development of data collection practices, PAT supports staff to monitor progress and inform teaching programs.

Use of Data

Assessment information from ASDAN, ABLES, PAT and classroom-based evidence is used collectively to monitor student progress, inform teaching practices and guide the development of Individual Education Plans. These processes support targeted teaching and the ongoing review of programs to improve outcomes for students.

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Manjimup Education Support Centre ABLES Assessment Results – Kindy to Year 10



English – Reading and Writing (48% of students on ABLEWA in S1 & 25% in S2)

Semester	ABLEWA Stage A	ABLEWA Stage B	ABLEWA Stage C	ABLEWA Stage D	Pre-Primary	Year 1-2	Year 3-4
Semester 1	2	4	5	4	2	7	4
Semester 2	1	2	2	3	3	5	10

English – Speaking and Listening (61% of students on ABLEWA in S1 & 35% in S2)

Semester	ABLEWA Stage A	ABLEWA Stage B	ABLEWA Stage C	ABLEWA Stage D	Pre-Primary	Year 1-2	Year 3-4
Semester 1	2	3	1	13	3	7	
Semester 2	1	3	2	5	10	5	

Mathematics (31% of students on ABLEWA in S1 & 25% in S2)

Semester	ABLEWA Stage A	ABLEWA Stage B	ABLEWA Stage C	ABLEWA Stage D	Pre-Primary	Year 1-2	Year 3-4
Semester 1		4	3	4	3	8	6
Semester 2		3	2	3	1	8	8

Personal and Social Capability – Self ASD (22% of students on ABLEWA in S1 & 22% in S2)

Semester	ABLEWA Stage A	ABLEWA Stage B	ABLEWA Stage C	ABLEWA Stage D	Pre-Primary	Year 1-2	Year 3-4
Semester 1		2	1	4	3	8	6
Semester 2		1	2	2	3	5	6

ABLES

Assessment

ABLES data collected across Kindergarten to Year 10 provides insight into student progress across literacy, numeracy and personal development domains.

In English and Mathematics, results indicate gradual movement from early ABLEWA developmental stages toward curriculum-aligned levels, particularly within the Pre-Primary and Year 1–4 bands. This suggests that students are developing foundational literacy and numeracy skills and increasingly engage with early curriculum learning.

Personal and Social Capability results remained relatively stable across the year, with data continuing to highlight the importance of explicit teaching in areas such as communication, emotional regulation, and social interaction.

Overall, ABLES data supports staff to monitor incremental progress, inform Individual Education Plans, and guide targeted teaching to meet the diverse learning needs of students.

IEPs are influenced by ABLES, 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.

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Mathematics

White Rose Mathematics, whole school assessment data is being collected in all strands of the mathematics curriculum.

These assessments enable individual weekly progress to be tracked in Mathematics and provide additional data to inform teacher judgement. A whole school sequence of teaching mathematical concepts was developed in 2025 which allows for consistency across classrooms and ensures all our students are exposed to a wide variety of concepts.

Reading Data (2022–2025)

Reading data from 2022 to 2025 shows a clear upward trend in student reading development at MESC.

Consistent Improvement: Many students have demonstrated steady growth in reading levels across this period, reflecting the impact of explicit and structured literacy instruction.

Accelerated Growth: The most significant gains occurred between 2024 and 2025, with several students demonstrating substantial improvement in reading levels. This represents the strongest period of growth across the data set.

Structured Literacy Approach: Decodable Readers Australia is used consistently across the primary years to support the development of foundational decoding skills. In the secondary years, PLD programs are used alongside explicit instruction, with teaching informed by assessment data to support continued literacy development.

Variability in Progress: As expected within an education support setting, some students experienced periods of slower progress. These results continue to inform differentiated instruction and targeted intervention.

Overall, the data reflects the positive impact of the school's structured literacy approach and the consistent use of assessment data to guide targeted reading instruction.

Continue implementing structured, evidence-based literacy programs to support ongoing reading growth.

- Use assessment data to identify students requiring additional support and implement targeted interventions.
- Strengthen the use of assessment data (ABLES, PAT and classroom assessments) to guide instruction and monitor progress over time.



Work Experience

Work Experience was expanded in 2025 with both Teachers and Education Assistant's FTE being created to run the program. Work Experience was completed by 5 MESC students in 2024.

Work Experience in 2024 included:

- Students helping at MPS school and at the MPS canteen
- Manjimup Family Centre
- Manjimup Post Office
- Shire of Manjimup Property Care team
- Amber & Arlo Washing
- Manjimup Primary & High School Gardens

MESC would like to thank all the local businesses for their support in accepting our work experience students.

Professional Development

Professional development completed by staff in 2024 consisted of the following:

- Trauma Informed Practice
- ASD
- Key Word Sign
- ASDAN Training
- Team Teach 2
- PBS Tier 2
- WB Network SDD - PL
- Epilepsy Training
- Cultures of Excellence

Highlights of the Year

- 38 ASDAN modules accredited and certified
- Expansion of Work Experience
- Continuation of our successful Coffee Delights Enterprise
- Student Volunteering through Containers for Change
- Augmentative and Alternative Communication bootcamps
- Increased student enrolments
- Strong academic, social and emotional growth



School Board and Governance

In 2025, the Manjimup Education Support Centre School Board was chaired by Mr. Mark Donnelly. Manjimup ESC values the dedication of community members, families, and staff in supporting the school's strategic direction and governance.

The composition of the School Board remained stable throughout 2024, consisting of the following members: Felicity Martin (MCS), Kristie Ward (parent), Deb Beadle (parent), Danielle Mottram (DP/teacher), Pam Bodsworth (community member), Pat Martin (community member), Christina Warner (education assistant), Danielle King (education assistant), and Nicole Teague (principal). The school extends its gratitude to all board members for their time, dedication, and commitment to enhancing the educational experience of our students.

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. Please see the 2024 P&C President Report below TBA



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Financial Summary

Manjimup Education Support Centre
Financial summary as at
31-December 2025



Operational-Dec 2025

School Financial Summary

Issued on 5 March 2026

School:	Manjimup Education Support Centre	School Year:	Dec 2025 (Verified Dec Cash)
Region:	Southwest Region	Aria:	3.21
		Distance to Perth (km):	254.32

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 107,443	107,443	0
Carry Forward (Salary):	\$ 122,103	122,103	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 2,374,192	2,374,192	0
Locally Raised Funds:	\$ 207,854	47,852	160,002
Total Funds:	\$ 2,611,591	2,651,589	160,002
EXPENDITURE			
Salaries:	\$ 2,024,181	2,024,181	0
Goods and Services (Cash):	\$ 382,973	205,851	177,122
Total Expenditure:	\$ 2,407,154	2,230,032	177,122
Variance:	\$ 404,437	421,557	-17,120

Student-Centred Funding

Per Student	\$ 299,689.00
School and Student Characteristics	\$ 1,832,724.30
Disability Adjustments	\$ 25,530.30
Targeted Initiatives	\$ 61,103.30
Operational Response Allocation	\$ 659.85
Regional Allocation	\$ 160,000.00
Total	\$ 2,369,786.75

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$ 2,365,726
Minimum Expenditure Requirement	
90% of current budget	\$ 2,299,659
10% of carry forward	\$ 29,852
Total Minimum Expenditure	\$ 2,329,512
Current Forecast Expenditure	
Salaries	\$ 2,024,181
Goods and Services (Cash Expenditure)	\$ 188,851
Total Forecast Expenditure (cash and salaries)	\$ 2,213,032

Bank Account Balances (Cash)

Bank Account	\$ 209,961.54
Investment Account(s)	\$ 154,013.34
Building and Other Funds Account	\$ 0.00
Total for all Bank Accounts*	\$ 363,974.88

* Reserve balances are included in the total

Reserve Account Balances

Administration Server Reserve	\$ 13,862.00
Bus Reserve	\$ 53,000.00
Computer Equip Res Reserve <\$5	\$ 12,196.63
Furniture & Fixings Res <\$500	\$ 21,500.34
Office Equipment Res Reserve <	\$ 10,048.81
Plant & Equipment Resource Res	\$ 26,934.55
Audio Visual Equipment Reserve	\$ 15,124.97
Photocopier Replacement Reserv	\$ 6,966.66

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Total for all Reserve Accounts	\$ 159,663.96
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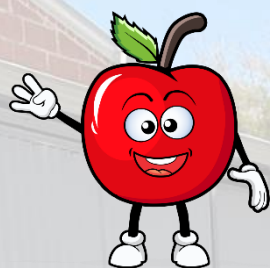


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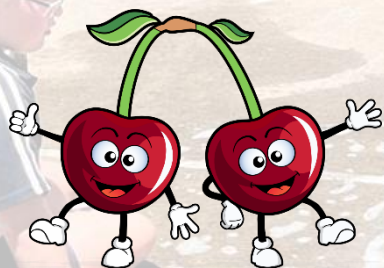




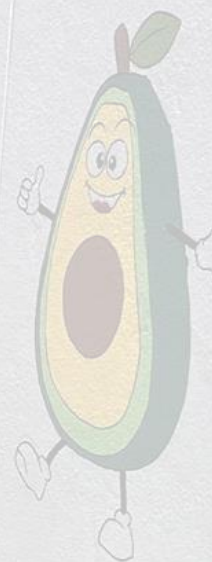
MESC is an Independent Public School in
the Manjimup IPS Cluster



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