

**Rockingham Beach**  
Education Support Centre



# Annual Report 2025

     
**Building brilliant futures**  
**for our families**

# Our School



Rockingham Beach Education Support Centre is co-located on a shared campus with Rockingham Beach Primary School. This shared environment encourages integration and fosters a strong sense of inclusion. Our students benefit from access to shared facilities, including playgrounds, where they can engage, play, and build relationships with their peers.

Located in the City of Rockingham, approximately 47 kilometres south of Perth, the Centre delivers highly individualised programs for students from Kindergarten to Year 6 with diagnosed disabilities. These programs are carefully developed by experienced education support teachers in collaboration with parents, therapists, and relevant agencies. Our dedicated team of specialist teachers and education assistants provides targeted support and intervention to meet the diverse needs of every student.

Our vision, *Building Brilliant Futures for our Families*, is underpinned by our core values: Experience the Extraordinary, Connect and Communicate, Embrace Individuality, and Embed Skills for Life. Our learning framework is built on key pillars, including evidence-based interventions, academic development, communication, and personal and social learning. These focus areas ensure explicit, purposeful instruction that supports students with special needs to thrive.

At Rockingham Beach, we take pride in our strong sense of community. We believe that children achieve their best outcomes when families and schools work in partnership to build meaningful and productive relationships.

# Vision and Values

Our moral purpose:

Rockingham Beach Education Support Centre is a passionate and inclusive community where together we nurture and guide our students to reach their full potential.

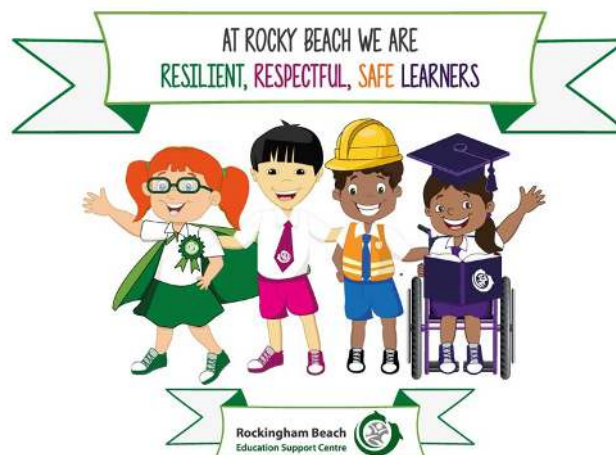
Our Vision:



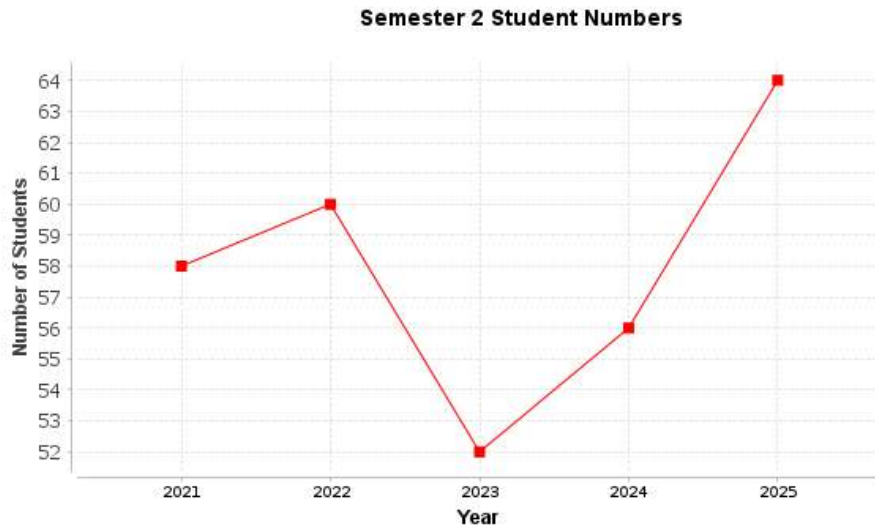
Our Values:



Our Positive Behaviour Support Values:



# Our Students



## Student numbers

Between 2023 and 2025, student numbers have risen significantly across multiple year levels. This growth may be attributed to improved screening processes and awareness among educators and families which has led to more students being identified as requiring additional support. The upward trend reflects a shortage of specialised placements in other settings and has increased reliance on education support centres. We are under a significant amount of enrolment pressure. We currently have approximately 20 students waiting for a place to become available. When we consider an enrolment we need to take into consideration the current impact as well as the compounding impact of additional enrolments.

Year 6 graduating students transitioned to Rockingham SHS ESC, Warnbro CHSESC, Leeming SHS ESC and Atwell College.

## Our Staff

Workforce Composition		
Staff Subgroup	Numbers 2025	FTE 2025
Principal	1	1.0
Associate Principal	1	1.0
<b>Total</b>	<b>2</b>	<b>2.0</b>
Teachers	13	10.2
<b>School Support Staff</b>		
Ministerial	3	2.4
SN Education Assistants	14	10.17
Adv SN Education Assistants	19	14.24
<b>Total</b>	<b>51</b>	<b>39.01</b>

Sourced from Schools Online WA

The school implemented a range of strategies to ensure it was fully staffed at the start of the year. This included -

- Fixed Term Pools for teaching and education assistants
- Permanent transfers
- Nurturing relationships with relief staff

In 2025, a Specialist AAC and Sensory Program Leader was appointed to ensure consistent, targeted support for students with communication and sensory needs. We engaged with the Complex Behaviour Support Coordinator Project to further support the diverse learning, behavioural and well-being needs of our students, including those with complex support needs.

# Student Attendance

## Attendance Overall

### Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	86.0%		90.3%	77.9%		74.3%	85.2%		88.9%
2024	83.7%		91.0%	80.8%		74.3%	83.5%		89.4%
2025	83.5%		90.7%	88.6%		73.2%	83.9%		89.1%



	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	50.9%	25.5%	14.5%	9.1%
2024	35.7%	33.9%	23.2%	7.1%
2025	51.7%	27.6%	10.3%	10.3%
Like Schools 2025				
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

The data, sourced from Schools Online, shows total attendance shows a slight decline from 85.2% (2023) to 83.5% (2024), followed by a marginal improvement to 83.9% in 2025. A small number of students continued to face significant health-related barriers that impacted their ability to attend school on a regular basis. These circumstances required ongoing support and collaboration with families and external agencies to maintain engagement. Additionally, enrolments from outside the local area presented logistical challenges for those families that do not have access to private transport. These combined factors influenced overall attendance rates and highlighted the need to explore further strategies to support vulnerable students and improve access for out of area families.

# School Priorities

2025 is our final year for the current Business Plan 2023-2025. Our Business Plan was driven by four key focus areas designed to strengthen whole-school improvement and maximise student outcomes. These focus areas were underpinned by a commitment to:

- Transformation through evidence-based frameworks
- High-impact teaching and measurable student progress
- Building staff capability
- Maintaining high expectations for both students and staff
- A consistent, whole-school approach
- A calm, orderly, and supportive learning environment

## Focus Area 1: Evidence-Based Teaching and Learning

We prioritised the implementation of evidence-based instructional practices aligned with transformation framework principles. This ensured consistency in pedagogy across the school and a strong focus on strategies proven to improve student outcomes.

## Focus Area 2: Impact on Student Achievement

A strong focus was initiated on improving student outcomes through data-informed decision-making, targeted interventions, and ongoing monitoring of progress. While this work has begun, there is still more to be done in this area. Success continues to be measured by demonstrated growth and achievement across all student cohorts

## Focus Area 3: Staff Capacity Building

We invested in upskilling teachers and education assistants through professional learning, coaching, and collaborative practices. This built collective efficacy and ensured all staff were equipped to deliver high-quality instruction aligned with school priorities.

## Focus Area 4: Whole-School Culture and Environment

We fostered a culture of high expectations and consistency, insisting on a whole-school approach to behaviour and engagement. A key priority was creating and sustaining a calm, orderly, and inclusive learning environment where all students can thrive.

As we conclude the 2023-2025 Business Plan, our focus remains on evaluating the impact of these priorities, embedding successful practices, and identifying next steps to sustain and deepen school improvement into the next planning cycle.

## Whole School Programs & Practices

### Foundational Skills

To ensure students possess the prerequisite skills required to successfully engage with curriculum content, the school is guided by the JESC Foundational Skills Assessment tool. Through the identification of specific skill deficits, our staff are able to provide differentiated classroom instruction that explicitly targets and teaches these foundational skills.

### Literacy

As part of our differentiated literacy program the school implements Read Write Inc, a structured and evidence-based approach to early literacy instruction. All teaching staff have undertaken comprehensive training in the program to ensure a consistent and high-quality approach across the school. This is supported by ongoing professional learning, including regular revision of key program elements and targeted coaching, to maintain strong fidelity of implementation in every classroom.

### Mathematics

We focus our teaching and assessment on developing solid number skills and understandings with the content strand of Number & Algebra, up to a Year 2 level. We are guided by JESC Maths Assessment to assess, monitor and track our students progress in developing the understanding, fluency, problem solving and reasoning of mathematics.

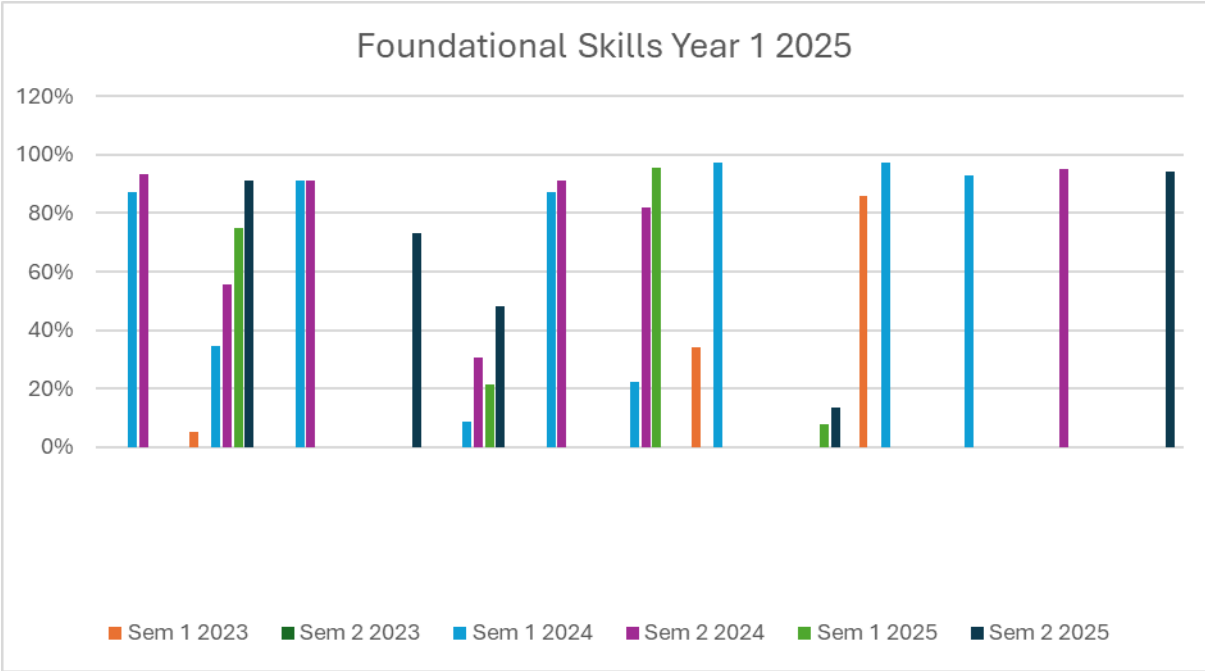
### Sensory Program

With the opening of our new sensory room this year we are able to provide students with opportunity to learn new skills in a fun and engaging way. A newly appointed Sensory and AAC leader has formalised our programs with a new scope and sequence in development.

# Tracking Student Progress

## Foundational Skills Data

Foundational skills have shown steady and meaningful growth across the past three years. Performance in 2023 established a clear baseline, with results improving noticeably through 2024 despite a brief mid year plateau. By 2025, both semesters demonstrate strong and consistent gains, with many areas meeting or surpassing expected benchmarks. The overall pattern reflects a maturing program, increasingly effective teaching practices, and more confident student cohorts, resulting in the strongest outcomes seen to date.





# Public School Review



In 2025, RBESC took part in the Public School Review process, undertaking a comprehensive self-assessment followed by validation by an external review panel. We are proud to have achieved a successful validation outcome. This reflects the collective effort, dedication and collaboration of our entire school community over the past three years. We sincerely acknowledge and appreciate the contributions, commitment, and hard work of all staff, students, families and community members who have supported this journey.

Below is a summary from the validation team:

*“The school’s self-assessment process was thorough, collaborative, and transparent. The Principal provided an honest and detailed ESAT submission outlining the school’s context, performance, and improvement priorities. Staff worked together using a clear framework to evaluate progress and align goals with evidence and planned actions. Previous review recommendations were effectively used to guide strategic improvements. During the validation visit, leaders, staff, parents, and community members engaged openly, demonstrating strong support for the school and a shared commitment to student success.”*

*Rockingham Beach ESC Public School Review February 2025*

The findings and commendations from the review will directly inform the development of the next 2026-2028 Business Plan.

## Parent & Community Relationships

Parent and community relationships were strengthened through engagement in a wide range of activities and events. These included school open days featuring a sausage sizzle, the Easter Parade, Books on Blankets, the Castaways competition, LEGO League, Film Festival and Book Week celebrations. Community connections were further supported through excursions and experiences such as visits to Bunnings, sessions at the local library, IGA shopping trips, Malibu Market, Malibu Disco, Starkick, and Try-a-Sport Day. Additional enriching events like participating in Explorasaurus and Circus Quirkus provided diverse learning opportunities. These experiences culminated in our annual shared family event at Kwinana Adventure Park, bringing the community together in a meaningful and inclusive way.

### **Sensory Room Opening May 2025**

The opening of the sensory room was made possible through the generous support of our school community, the Underwood family and the Rotary Club of Rockingham. This space has been thoughtfully designed to support the sensory needs of our students, recognising that when these needs are met, children are better able to regulate themselves and engage in learning. By providing a calm and supportive environment, the sensory room helps students get into the optimal “zone” for focus, participation, and success in the classroom.



# Finance

<b>ONE LINE BUDGET - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
Carry Forward (Cash):	25,433	25,434
Carry Forward (Salary):	4,908	4,908
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	3,597,096	3,597,096
Locally Raised Funds:	82,737	86,350
<b>Total Funds:</b>	<b>3,710,175</b>	<b>3,713,789</b>
<b>EXPENDITURE</b>		
Salaries:	3,213,254	3,213,254
Goods and Services (Cash):	405,018	387,625
<b>Total Expenditure:</b>	<b>3,618,272</b>	<b>3,600,879</b>
<b>VARIANCE:</b>	<b>91,902</b>	<b>112,910</b>

Salaries continued to represent the school’s largest area of expenditure, ensuring that the majority of funding supported high quality staff who contribute directly to student learning and wellbeing. Spending on goods and services was carefully managed to align with school priorities and operational requirements.

The Finance Committee maintained its vital role in guiding the development and ongoing monitoring of the annual budget, ensuring that all financial decisions were closely aligned with the school’s strategic direction and the individual needs of our students.

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

