



# Riverside

EDUCATION SUPPORT CENTRE



# Annual Report 2023

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The logo depicted on the cover of this report was adopted in 2022.

It portrays Riverside Schools campus as the beginning of every student’s journey (dark blue shape at bottom) beside the Serpentine River (aqua) and migrates outward and upward through the primary years, culminating in their transition to future learning pathways.

# School Report

## Riverside Education Support Centre

### School Overview

(Sources: Schools Online/School website)

Riverside Education Support Centre is a centre of excellence for the education and advancement of children with special educational needs. We take pride in the achievements of our students, the support and involvement of our community, and the high-quality teaching and care offered by our professional education team.

Riverside ESC accepts children from Kindergarten through to Year 6 and we have a transition program that enables a confident progression to local high schools. We share a campus with Riverside Primary School. Enrolment numbers continue an upward trend, resulting in expansion from 10 to 11 classrooms for the start of 2024.

We value every one of our students as unique learners. Our dedicated teachers and education assistants collaborate with families to provide targeted individualised learning programs. Each family is encouraged to become familiar with their child's progress by attending education program meetings, parent networking events, learning journey, celebration days and assemblies.

We believe all students should have a 'voice' in our school community and their education experiences. We provide opportunities for those with complex communication needs to use forms of assistive devices and picture systems such as PODD.

Our functional and life skills approaches are applied to real life situations and taught in a way that connects directly with each child's experience. A central emphasis is our protective behaviours program where every child is taught that 'We all have the right to feel safe all of the time' and 'We can talk with someone about anything, no matter what it is'.

Like all children, so much learning occurs through active engagement regardless of ability. There is a range of excursions and incursions which are tailored each year according to the needs of students and may include sports coaching, horse riding, shopping, and a school camp for senior students. Other activities may include horse riding, food preparation, dancing and more.

Our science, technology, engineering and mathematics (STEM) program offers facilitated experiential learning experiences. Your child will learn to safely engage with interactive technologies, at the same time developing confidence with decision-making, communication and fine motor skills.

The school and students are supported by a number of therapeutic and government agencies. A school psychologist, school nurse and chaplain are also available to support every student's education journey.

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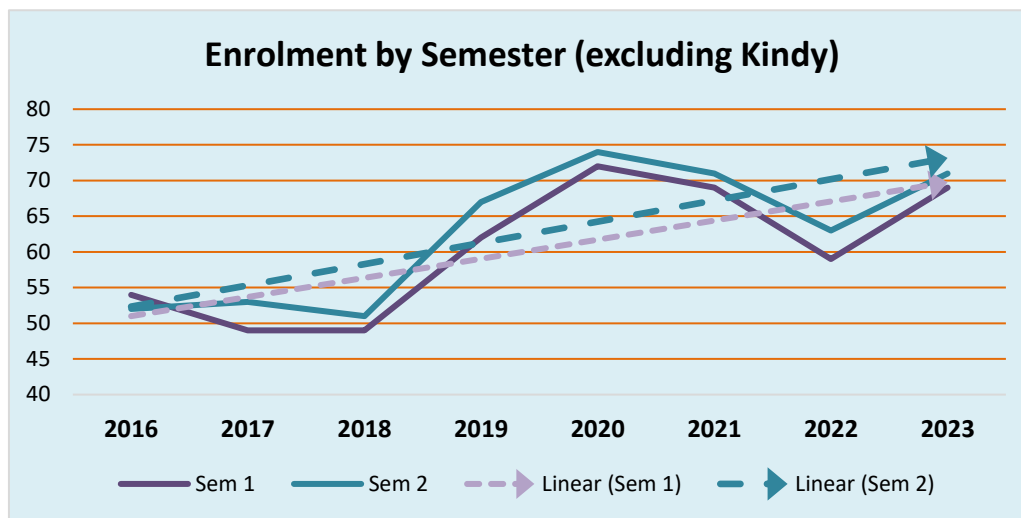
W: [riversideesc.wa.edu.au](http://riversideesc.wa.edu.au)

## Student Numbers and Characteristics

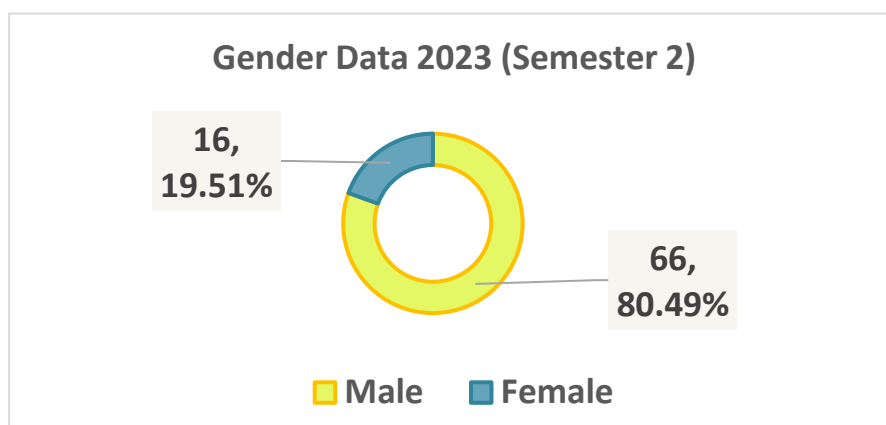
Using Schools Online data, the school finished 2023 with 82 student enrolments across class from Kindergarten to Year 6. 14.6 per cent of student identify as being of aboriginal or TSI descent.

Aboriginal/TSI by full-time equivalent (FTE) enrolment:	15.7%
Aboriginal/TSI by number of enrolments:	14.6%

Enrolment numbers continue to grow year on year and semester by semester. The trendlines in the chart below indicate a growing demand for student accommodation in the years ahead if nothing changes. Kindy enrolments for next year (2023) indicate the highest recorded early intake.



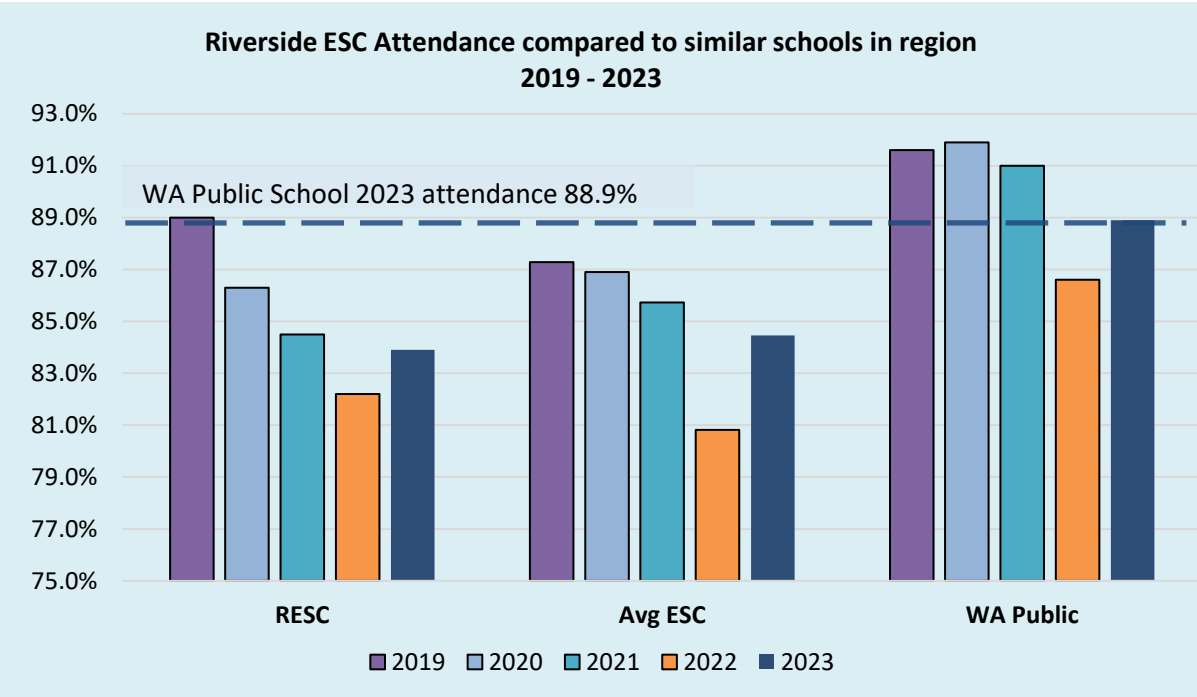
The student cohort profile continues to be predominantly male: the ratio of one girl to every four boys persists (2021 – 76%, 2022 – 78%). This ratio is in line with global figures for all children with learning challenges although some researchers suggest the number of females is under-represented for a variety of reasons, including educational expectations and lower-profile exhibited behaviours.



ACARA via 'My School' reports that in accordance with the Index for Socio-Economic Advantage (ICSEA), only 29% of RESC enrolments are recorded in the bottom and lower-middle quadrants compared to 50% average Australian distribution.

## Student Attendance

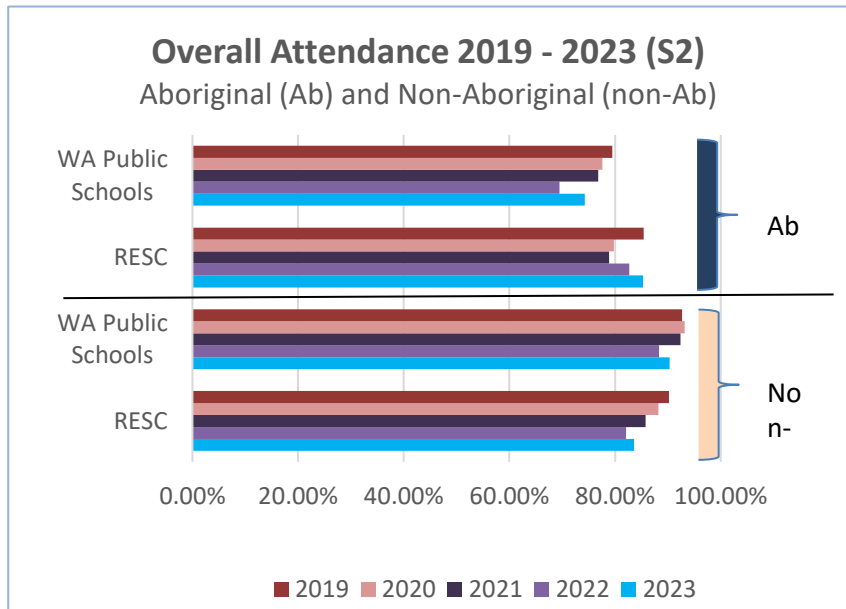
(Data source: Schools Online)



Student attendance appears to have reversed its downward trend following years of impact from COVID-19. Public school data shows a similar change.

Small class sizes at RESC means the impact of one student’s absence has an exaggerated effect on statistical data. Nevertheless, the upward growth is encouraging.

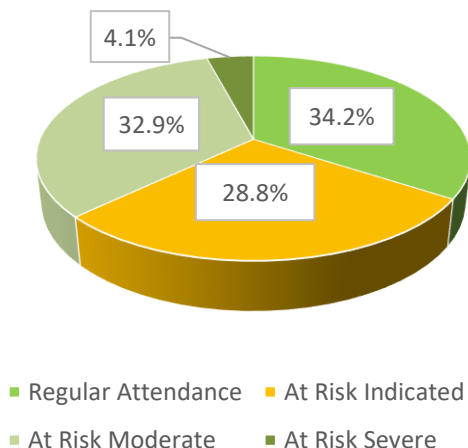
Attendance by students of Aboriginal and TSI descent is consistently higher than the state average over the period 2019 to 2023. 17.3% of FTE-equivalent students enrolled at RESC during Semester 2 2023 were of Aboriginal and TSI descent.



There were less disruptions to attendance in 2023 compared to recent years, and are attributable in large part to reduced absences

from sickness. Student attendance classified as ‘regular’ rose from 23% in 2022 to 34.2%. At the same time students at risk of severe attendance failure dropped from 6% to 4.1%, a welcome change. Attendance by students classified as ‘at moderate risk’ is an area for focus in 2024. (See chart next page)

### Attendance by Risk Factor 2023



### 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 2024

(source: school data)

Destination Schools	Male	Female	Total
1487 Austin Cove Baptist College	1		1
4043 Pinjarra SHS	1		1
4148 Coodanup College	1		1
4199 Coastal Lakes College	2	1	3
6035 Malibu School	1	1	2
6155 Halls Head College ESC	5	3	8
<b>TOTAL</b>	<b>11</b>	<b>5</b>	<b>16</b>

### Parent/student/teacher satisfaction with the school

A biennial parent survey conducted this year and subscribed to anonymously by 27 families 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.

New questions were introduced that explored areas of relationship satisfaction between the school and its community, which identified timely communication, opportunities for parent engagement, and information about student support services as areas for improvement.

## Workforce composition and professional development

(source: Schools Online)

(Data as at Semester 2, 2023)

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

The 2023 labour market has been as difficult as 2022 and presents ongoing challenges with recruitment. Nevertheless, the workforce compares well with 2022. We finished the year with 52 staff (2022 = 48) and a cumulative FTE of 42.5 (2022 = 39.5), indicating an underlying stability. The market has also affected the relief pool which has declined in size. We express our gratitude to all who have made themselves available to fill relief positions.

### Grant Success

Late in 2023, our school was informed that a grant application to Australian not-for profit organisation Schools Plus ([www.schoolsplus.org.au](http://www.schoolsplus.org.au)) was successful. Indicating its intention, the grant will assist teaching staff to build new tools and resources aimed at student Profiling and Assessment (SPaA).

Three years of funding has been approved to support the research, development analysis and implementation of a fully revised system for profiling student learning abilities and for tracking individual progress. The project commences in 2024 and will connect staff at Riverside with similar initiatives in Australia and internationally as we strive for better ways to strengthen student capacity for learning and meaningful engagement.

### School Governance Update

Late in 2023, a new School Board was formed to serve the Riverside ESC community. By comparison with the previous combined schools board (with Riverside PS), the new board has a clear mandate that focuses solely on governance matters pertaining to our school. New parent and community members have been warmly welcomed in preparation for meetings in 2024.



## Student Achievement and Progress

(source: school records)

Teachers meet with parents/carers twice per Term to discuss students Individual Education Plan (IEP) outcomes. The outcomes are linked to the WA curriculum & as required modified & levelled for each student. Teachers record & report on achievement & progress using the Reporting to Parents (RTP) module, which generates the students' academic report.

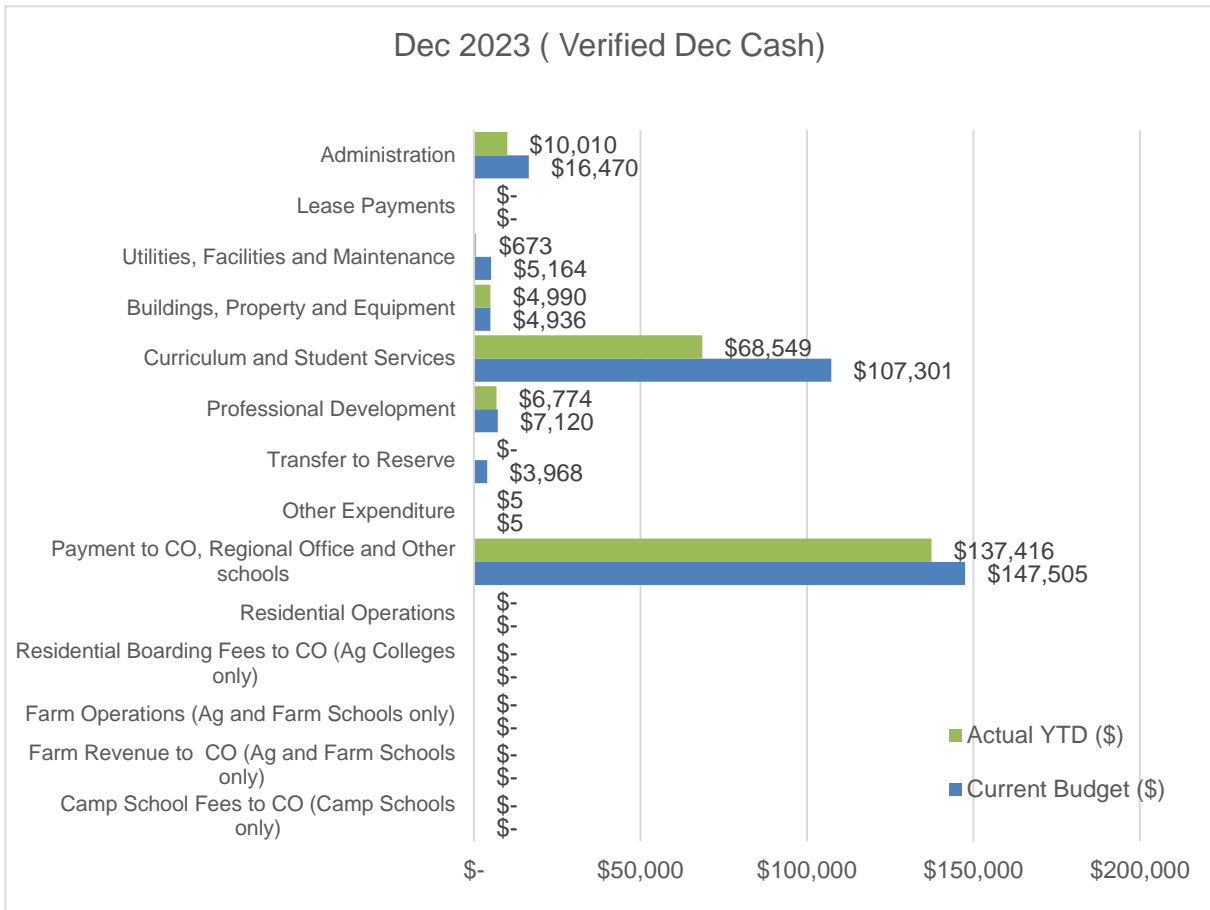
Various Tools are also used to capture Data e.g., Diana Rigg PLD, MIS, ABLEWA & Math Tracker. The above-mentioned SPaA project starting in 2024 will lead to improved methods of recording student progress.

### Analysis and Impact

Teachers analyse data to assist with the design of their respective teaching & learning programs. If outcomes are achieved a student will move onto the next outcome. If a student requires more time to help achieve the desired outcome, then this is accommodated. Achievement results/progress is reported to parents each Semester. Teacher interviews are made available to parents to discuss their child's academic standing & progress.

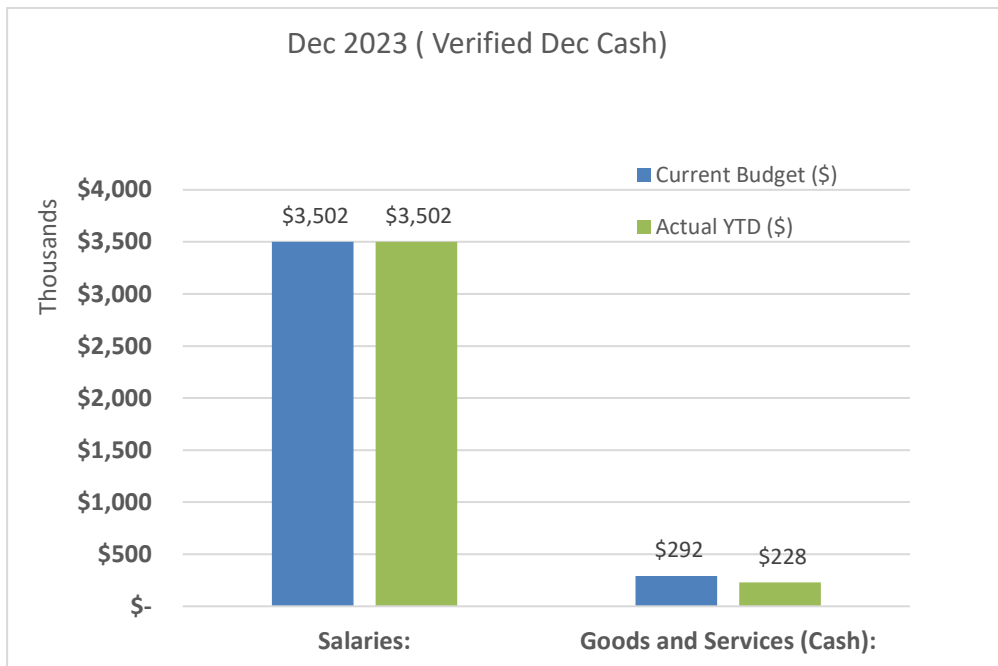
## SCHOOL FINANCIALS 2023

### Goods and Services Expenditure - Budget vs Actual





Goods and Services vs Salary expenditure



Locally Generated Revenue - Budget vs Actual

