

# ANNUAL REPORT 2022



Newton Moore  
EDUCATION SUPPORT CENTRE

# PRINCIPAL'S MESSAGE

Welcome to Newton Moore Education Support Centre's (ESC) Annual Report.

As Principal, I am extremely proud to share information about our school with you. Newton Moore ESC is a school specifically designed to meet the needs of students with intellectual disabilities and high needs autism.

The year 2022 saw us return in part to 'business as usual' as we settled back into to the school being open and covid restrictions being less.

Our year was one of reflection and growth as we built on the recommendations from our School Review and worked with our community to steer growth and change.

We saw some of our long-term staff, Wendy Forrest, Moira Kelly and Helen Smithall make the decision to retire. We thank them for their continued dedication and support of our school. We officially congratulated Penny Nunn on her retirement after many years leading our school. She built a school that is truly student focused, and that works towards providing the best opportunities for our young people both at school and as they venture out into the world.

We implemented new initiatives such as our Big PBS Breakfast, entered into new working relationships with many local businesses for Work Place Learning and saw the introduction of our new curriculum and assessment tools.

Our School Development Days have focused on providing opportunities for staff to grow in their roles with training such as Talk 4 Writing, Team Teach, Letters and Sounds, mental health for ourselves and students and PBS. Feedback from our school staff community has been that the opportunities have value added to their roles.

We ended our year with the official opening of our new Item premise, overseen by the Director General, Lisa Rogers. We celebrated the opportunities that our new premise provides our young people and our connection to our community.

# SCHOOL BOARD

Newton Moore ESC has an active School Board which met throughout the 2022 school year. Chaired by our community representative, Stephanie Tucker and with parent representatives Bec Jacob, Misty Garret and school representatives Jodi Collins, Abby Dixon and Claudine Deering. The School Board plays an active role in endorsing our annual report, financial budget and supporting our community, bringing parent and carer voices to ensure school operations are assessed and improved.

The school has been working with the School Board sharing the programs we have in the classrooms to support learning. The School Board have been part of discussions around a slight alteration to the school uniform to include leggings and around how we can welcome different members of the community onto the Board



## OUR VISION

Our VISION is to see young people with disabilities living a life of their choice, embraced and supported by the community around them.

## OUR PURPOSE

Our Purpose is to equip students with the skills they need to meet the challenges (and succeed in) in our fast paced world.

## OUR PRIORITY

Our PRIORITY is to grow and enrich the educational, social and vocational potential of students by providing a caring and supportive specialised learning environment.

## OUR SUCCESS

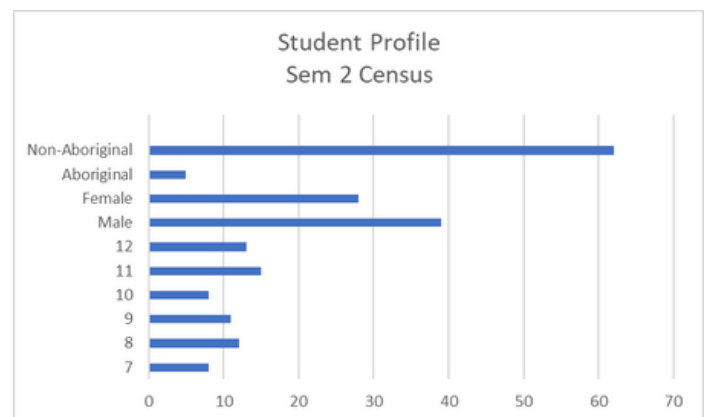
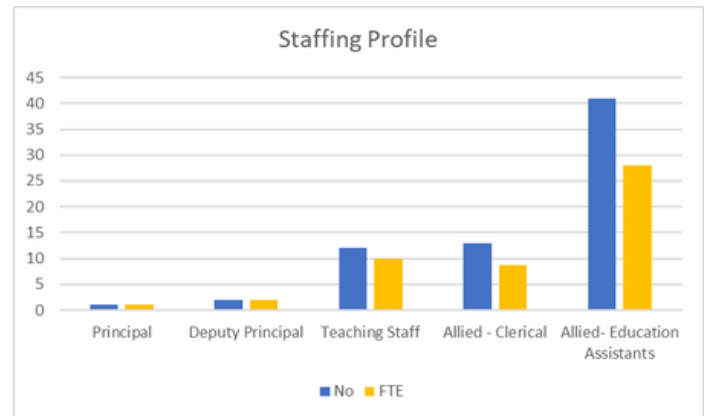
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# School Context 2022

The school context in 2022 continued to follow a similar model as it has in the past, although with a slight downturn in lower secondary enrolments. There was an increase in upper secondary enrolments, continuing the narrative that parents are choosing year 11 and 12 enrolments for our work programs.

Staffing is where we invest to ensure that we meet the requirements to run our individualised, student-centred programs. In 2022 we recruited and employed education assistants to renew the pool of talent within the school as well as prepare for staff turnover in 2023. Towards the end of the year we ran a recruitment process for teachers with good success in appointments.

In continuing the leadership recruitment process, the Principal was appointed permanently in Semester 1, whilst one of the substantive deputy positions was filled in semester two.

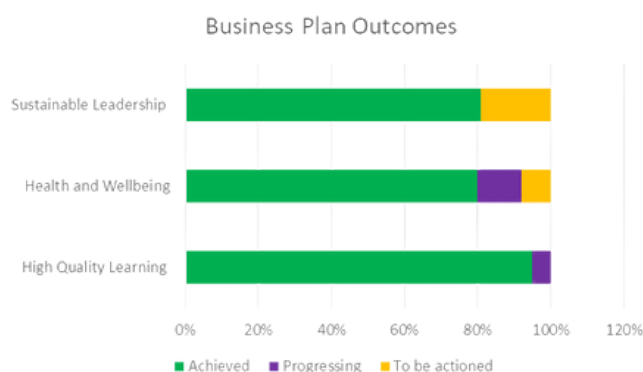


# Business and Operational Plan Outcomes

The Operational Plan sets out the steps required to achieve the Business Plan. In our Operational Plan we have 59 goals which aim to build upon the areas of High Quality Learning, Health and Wellbeing and Sustainable Leadership. At the end of the Business Plan's life we have achieved 86% of outcomes, with 5% progressing and 9% yet to be actioned. Of that 9% all are currently being addressed in Term 1 of 2023. We had a strong focus on High Quality Learning in 2022, which focused on embedding the NMESC Curriculum and developing our assessment tool. The impact of the outcomes in the operational plan can be seen through various avenues, such as; the implementation of our Tier 3 team in 2021, has supported students who have presented with higher challenges. Over the past two years we have had an increase in targeted supports which has led to lower suspension rates, halving from 37 days in 2021 to 15 days in 2022.

The High Quality Learning goals have directly linked to the implementation of our school specific curriculum with an assessment tool aimed at capturing small steps of progress.

Feedback from the National Schools Opinion Survey in 2021 saw 26% of staff strongly agreeing they received feedback on their performance. The reintroduction of EA Professional Development conversations, linked with teacher feedback, has increased satisfaction to 41% strongly agreeing, with a further 48% agreeing.





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## High Quality Learning

The focus of the High Quality Learning (HQL) committee in 2022 looked to improve the way student progress is captured in the school. A more consistent and accurate system was created to track and review student progress from on-entry level to Year 12/13. The Newton Assessment Tool (NAT) and Newton Assessment Schedule (NAS) are now part of the school's curriculum and consists of data around how students are learning and informs teacher planning to increase individual student outcomes.

A whole school four-year curriculum plan was embedded to allow teachers to plan, teach and assess differentiated learning to suit the needs of all students in the school. The school's thematic approach to learning has evolved into an effective teaching tool that allows students to develop their knowledge and skills through a variety of engaging lessons.

Feedback from the School Board regarding the learning programs used in classes prompted a re-evaluation of the programs used and the effectiveness of the content in each. An update was ready to be communicated to the school community for the beginning of the new school year along with an updated prospectus and enrolment package for new families.

With new teaching staff entering the school in 2023, a Teaching and Learning Handbook was created to provide teaching staff with well-informed knowledge of the content areas to be taught. In addition to the handbook, student profiles, transition documents and individual education plans were improved for a smooth student transition to new teachers or classes.

The HQL committee appointed a HQL Coordinator. The HQL Coordinator's role is to lead the committee, collaborate with other coordinators in the school and review each of the core eight subjects to ensure our curriculum content is relevant and that our students are accessing some of the most well researched, evidence-based programs.

'Newton Moore ESC High Quality Learning (HQL) team is responsible for strengthening effective teaching and learning practices, driving data and evidence-based improvements to meet our students' needs in alignment with the Quality Teaching Strategy'.

# Vision

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## Community Work Centres

In 2022 Newton Moore ESC opened the doors to its new retail and office premises at 109a Victoria Street in the heart of the Bunbury CBD.

Only a short walk from popular cafes and boutiques, the new location has lifted the profile of ITEM – NMESC’s retail shopfront - and positively impacted sales figures.

Additionally, it gives students an opportunity to engage with local businesses and community facilities including the City of Bunbury Libraries and the Bunbury Regional Art Gallery.

Students regularly travel by public bus services from Newton Moore ESC to 109a Victoria Street, building confidence and knowledge about how to safely use public transport.

With four discrete learning zones including a shopfront, two training rooms, a dedicated craft-making workspace and a wellness garden, both students and staff are very grateful for the new premises. The CWC Workshop continues to manufacture handcrafted furniture and homewares for ITEM including exquisite jarrah side tables and butcher blocks.

CWC Workcrew teams work hard each week to maintain lawns and gardens at Dardanup Heritage Park, Childside School in Boyanup and the Old Harvey Agricultural College.

CWC Workcrew also signed a Memorandum of Understanding (MOU) with Glen Huon Primary School in Eaton to provide regular ground maintenance services.

The purpose of the four CWCs is to provide students with opportunities to build skills and capabilities for the work environment while also working towards qualifications in the industry.

Over the four work centres we offered ASDAN Certificates in Craft Making, Office Assistant, Retail Assistant and Horticulture Assistant as well as Certificate I in Manufacturing or Agrifoods.

In 2022, three students achieved certification in Certificate I in Manufacturing (Pathways) and two students achieved Certificate I in Agrifoods.

Our Year 11 students continue to make progress towards their Certificate I in Manufacturing (Pathways), Certificate I in Retail Skills and Certificate I in Workplace Skills.

With 25 students in Years 11 to 13, students achieved certification in 39 ASDAN Towards Independence learning programmes including Money – Progression, Meal Preparation and Cooking and Horticulture Assistan



**25**

Students  
accessing  
NMESC CWCs



**2**

Achieved  
Certificate I in  
Agrifoods



**3**

Achieved  
Certificate I in  
Agrifoods



**39**

Achieved  
ASDAN  
Certification

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## Work Place Learning

Workplace Learning provides students an opportunity to access the local community while building relationships and gaining real life, employability skills. Whilst at the workplace they are supported by an Education Assistant who provides supervision and support to carry out tasks. Year 11 and 12 students accessed 30 local businesses in 2022. Our Host Employers were local to Bunbury, Australind, Eaton, Dardanup and Collie. We had 7 new businesses engage with our students in 2022. These were Rebel Sport, Shire of Collie, Fairview Primary School, Red Dot Dalyellup, DBN Custom Carpentry, Wespine and Australind Essential Grooming. The support our local businesses provide to our school enables this program to be successful.

Year 10 students had the opportunity to access our ASDAN Work Readiness course which is taught by a NMESC Trainer & Assessor. This supported our students to start the process of learning work skills and prepared them for 2023 Workplace Learning opportunities.





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## Schoolwide Positive Behaviour Support



Staff at Newton Moore Education support centre support student wellbeing, engagement and learning through the creation of safe and positive learning environments by following the principles of 'Positive Behaviour Support'.

Through 2022, students at Newton Moore Education Support Centre continued to demonstrate the schoolwide expectations of 'Respect', 'Responsibility' and 'Safety'. So much so, that a total of 136,669 PBS points were awarded to students over the year. These skills transfer directly into non-school environments and will enable our students to become active and valued members of their communities and workplaces.

Our big end of year celebration saw many of our students accessing the community for a visit to the cinema whilst others chose to engage in a fierce game of laser tag! A lot of fun was had by all, and it was a fantastic way to acknowledge students for their efforts over the year.

The school's inaugural 'Big Breakfast' event was a hit despite the unfortunate weather. It was a wonderful opportunity to connect with families and carers and we look forward to making it even bigger and better for 2023.



## Enriched Curriculum

What underpins our curriculum offer to students is the hands-on student focused approach we provide. Students are provided with kinaesthetic learning where they are up and about in the classroom and community using tactile objects to explore the world around them. Their interest is peaked with external visitors, thought provoking activities and real-life experiences that will help them grow. Some examples in 2022 were creating our mural, visiting the Nannup food bowl and the Special Olympics to name a few.



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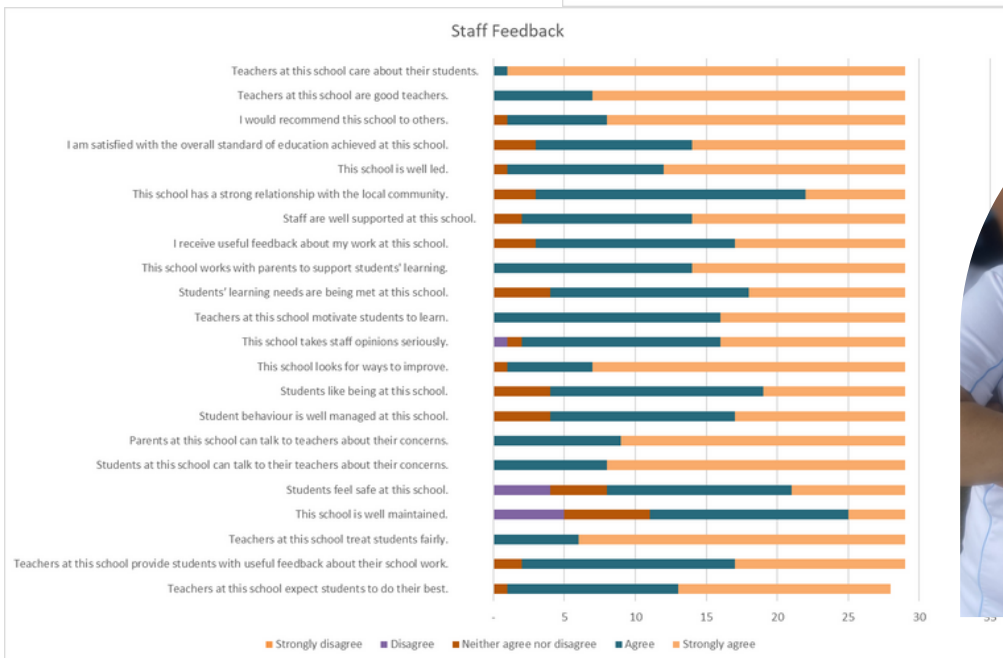
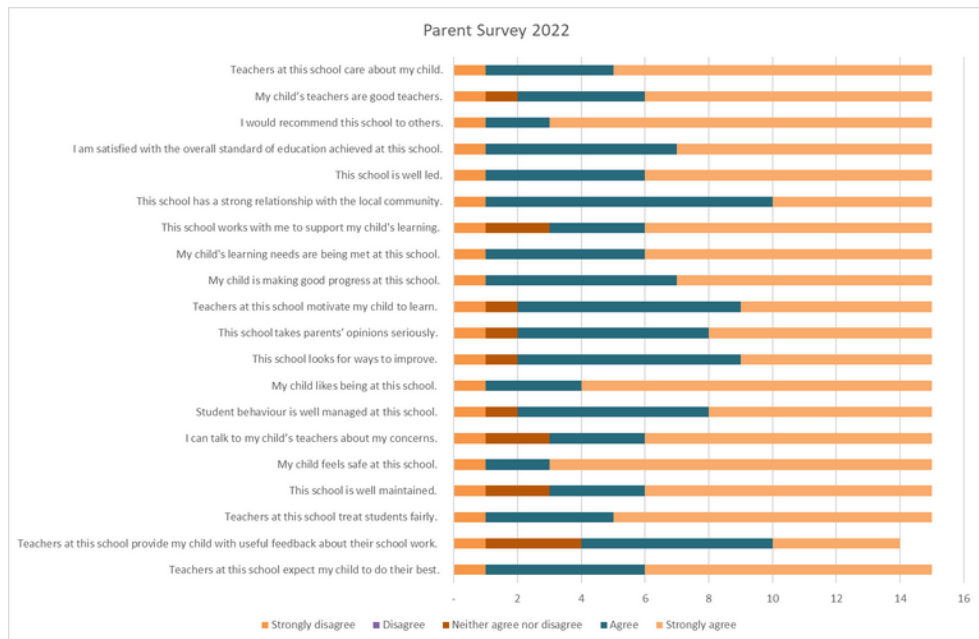
## National Schools Survey

As part of our reflection schedule and seeking feedback from our community, in 2022 we undertook a survey of students, families and staff. The information was useful in identifying our strengths as well as areas we should prioritise.

Parents, staff and students overwhelmingly strongly agreed that staff at the school care about the students in our care.

From parents we were able to identify that they are looking for more ways to engage in their child's learning journey and are seeking opportunities to receive feedback. The opportunity for parents to come into the school last year was increased and will continue to be something we offer.

A continuing theme across all surveyor's is the general maintenance and appearance of the school. We are working through our future School Action Plan and Operational Plans to improve facilities.



# Priority

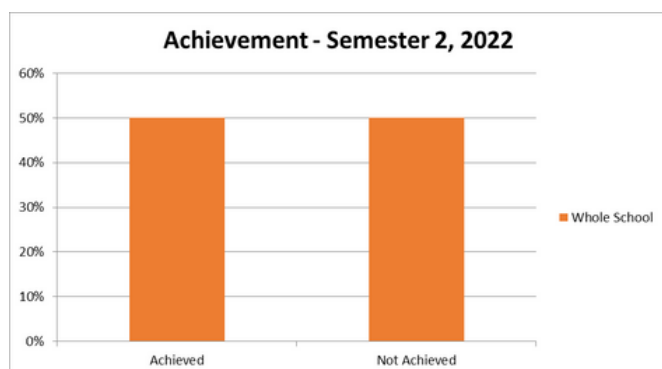
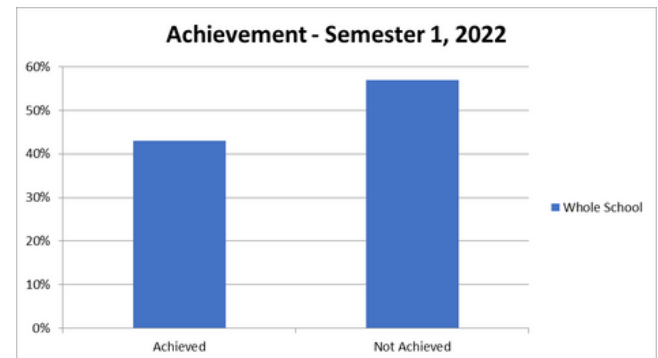
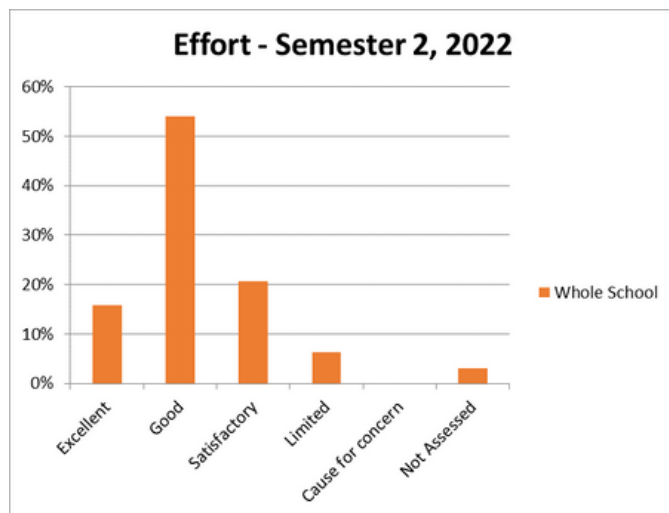
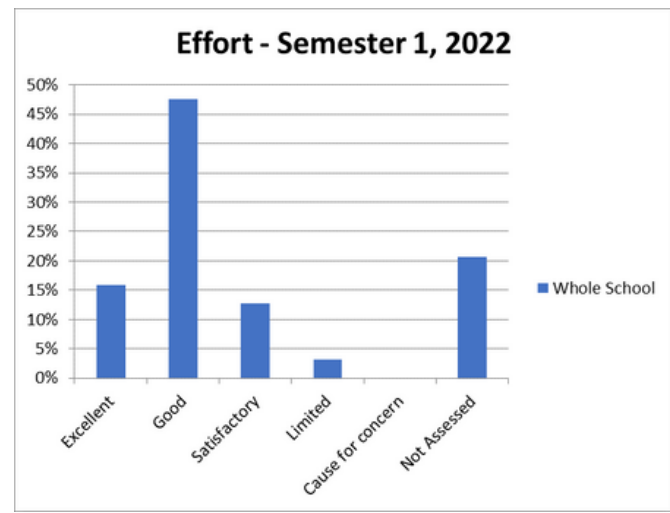
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## IEP Goal Achievement

All students at Newton Moore ESC receive an Individual Education Plan. These plans are established with students and parents and set out the priorities of learning for each student during a semester. Challenging but achievable goals in the areas of social and emotional growth, independence and attendance are set twice yearly. Achievement of goals is measured both in the students effort towards and attainment of, the goal.

Student's effort towards achieving the goals as both 'excellent' and 'good' was at 58% of the cohort. Included in this data set are students who were under attendance and participation plans and as such their results were limited.

Teachers set challenging goals, which for varied reasons can sometimes not be achieved. At the end of Semester 2 in 2022 50% of goals set for students were achieved, whilst 49% were continuing to be developed.

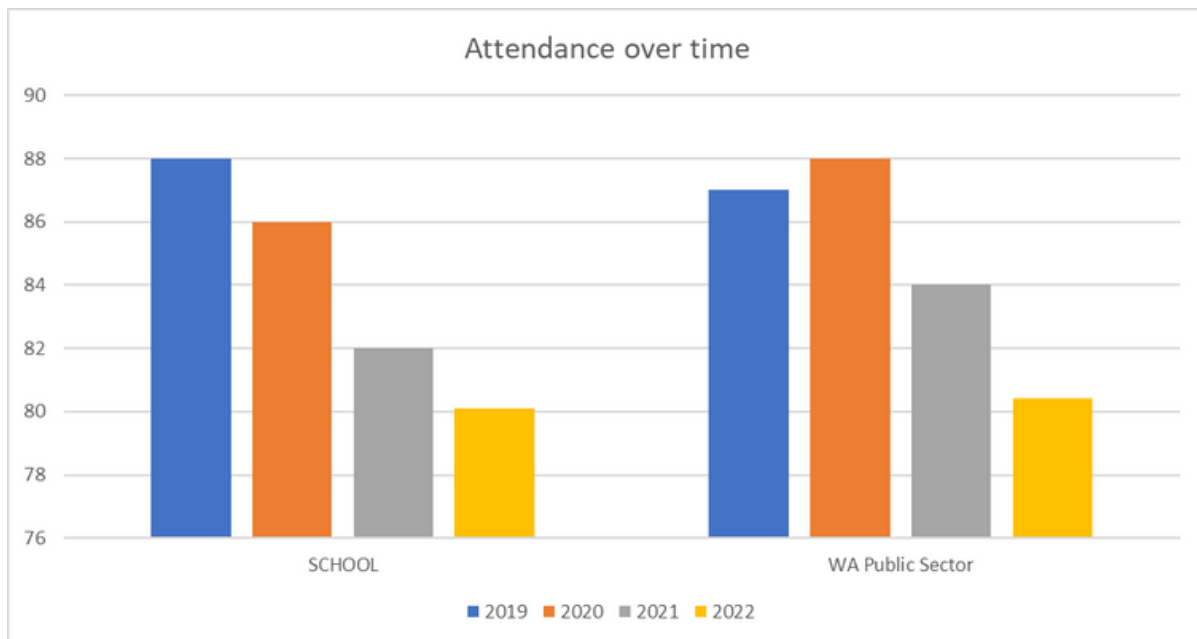




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## Attendance



Attendance in 2022 continued to trend downward. A combination of COVID related absences, health related concerns and family holidays during school terms have been the main factors. In Semester One many families were selecting to keep their child home to reduce the chances of catching COVID, concerned about implications on their already vulnerable child. Positively, we were significantly closer to the state average with our attendance in 2022.

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2020	88%	N/A	92%	81%	85%	86%
2021	81%	89%	N/A	88%	78%	87%
2022	87%	76%	79%	N/A	87%	77%
WA Public Schools 2022	85%	81%	79%	79%	81%	81%

When analysing attendance data by year group, our year 7, 9 and 11 were the same or above the state average. The year 8's and year 12's were below. Looking closer at these two year groups we were able to identify the students and work with the families to increase attendance, these students are currently tracking along better in 2023.

In 2023 we have aligned our school with the Departmental focus of, improving the attendance rate, with the goal of getting back to 'pre-covid' percentages. The student wellbeing team have implemented a whole school strategy, which is currently having the desired effects on student attendance. We are hopeful that our data will now start trend upwards



# Priority

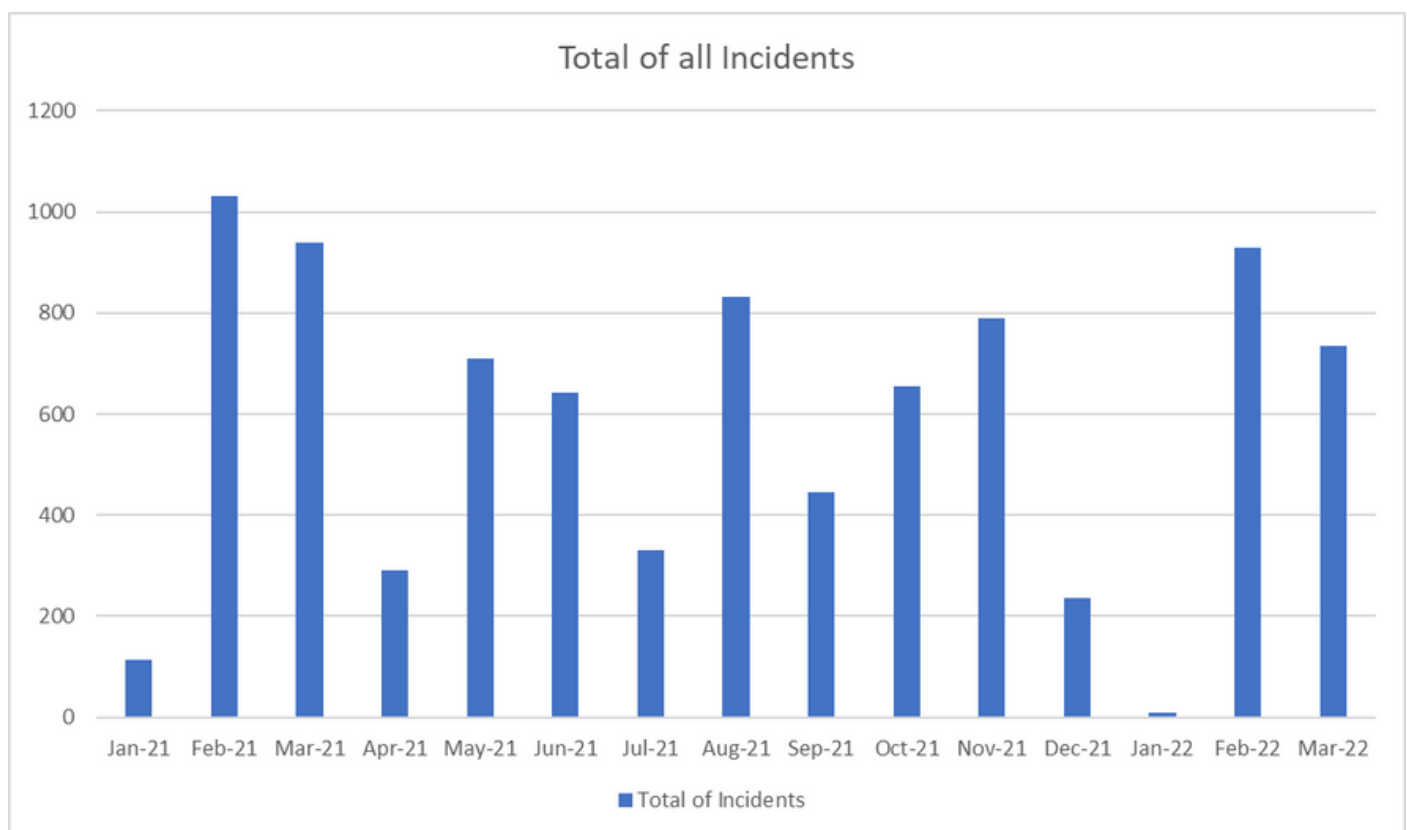
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## Social and Emotional Growth

An integral part of the Newton Moore ESC curriculum is teaching positive behaviours, emotional wellbeing and teaching and understanding of protective behaviours. The data we collect is done through our behavioural data capture tool, SchoolPod, this allows us to capture the formal and incidental learning that takes place everyday around the school. SchoolPod provides a recording system that allows the entire school the opportunity to analyse behaviours and their function, in order to develop learning and behavioural plans and encourage safer choices. With the further growth and development of Student Wellbeing, students are provided with another safe place to experience social and emotional growth. The implementation of Recess and Lunch Activities as seen student engagement increase as well as new friendships being formed.

This year we have grown our individual mentoring to 19 students and a small group girls' group of 4. This mentoring target student's needs individually and allowing us to tackle problems, offer targeted learning and allow these students to develop safe adult relationships. We encourage self-reflection, growth, and responsibility for self and behaviours.

The trend for this year, when compared to last year, seems to on the decrease. This continued decrease shows that the explicit teaching of expected behaviours within the PBS structure is working positively on our students.



# Success

Our SUCCESS is to ensure our students are empowered to live the life of their choice.

## NMESC Alumni

This year we have made contact with our past students to establish what their post school activities are. By knowing this, we are able to identify how our school program can compliment and prepare students for when they graduate.

The majority of our past students are accessing their NDIS plans to support them in community programs, whilst others have started their own business or are in employment. The impact of our Keys4Life Program can be seen with four past students earning their learners permits and then two further gaining their licence.



## Bush Ranger Cadets

Our Bush Ranger program continued in 2022 after the previous year's disruption due to Covid. Upper school students were able to apply to be a Bush Ranger and attended weekly sessions after school. Cadets were very active in working with the Department for Plants and Wildlife and in cleaning up our local community. They have learned how to care for the environment as well as crucial team building skills.



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## Iluka Visions

For a third year the school has entered art work into the Iluka Visions art competition. Aimed to showcase the depth of talent and creativity in the visual arts across schools of the South West, entries come from schools across the region. This year two of our entries won first and second prize in the Education Support category.

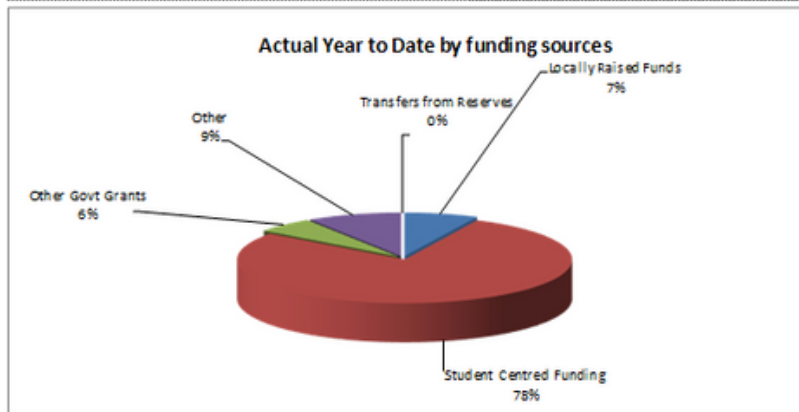
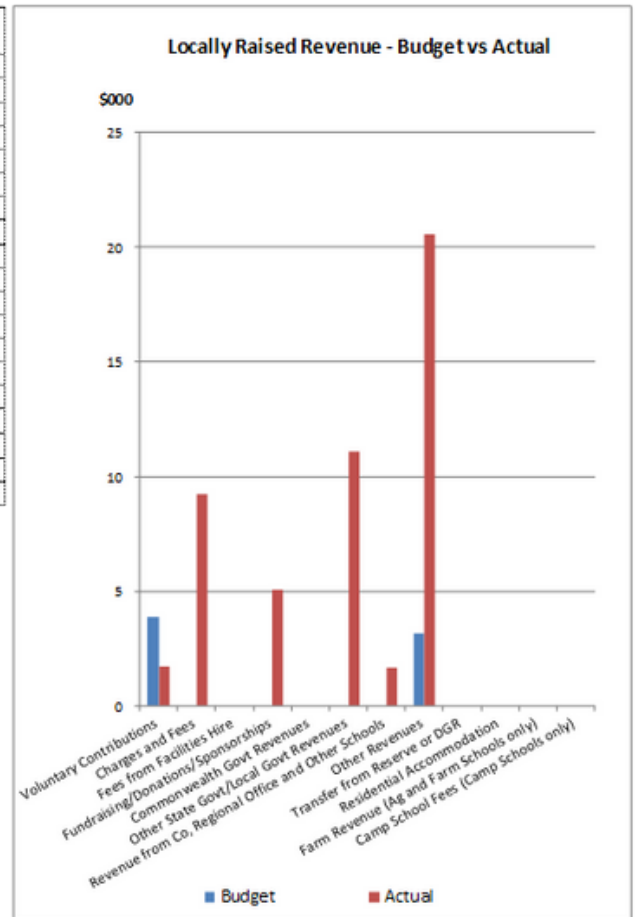




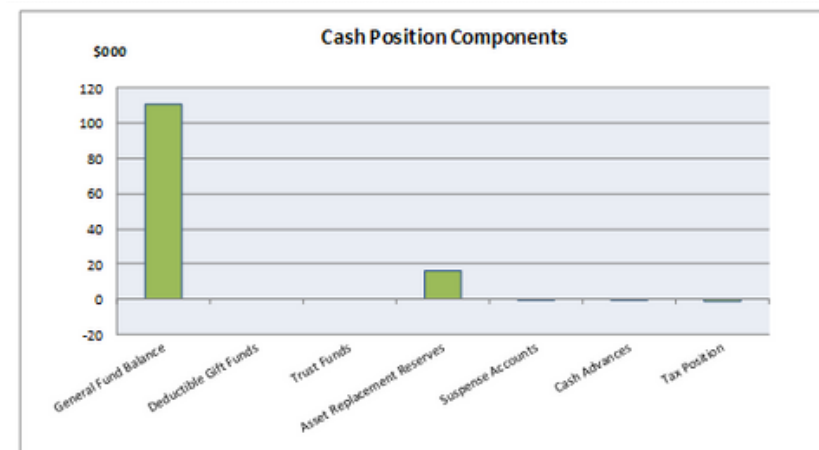
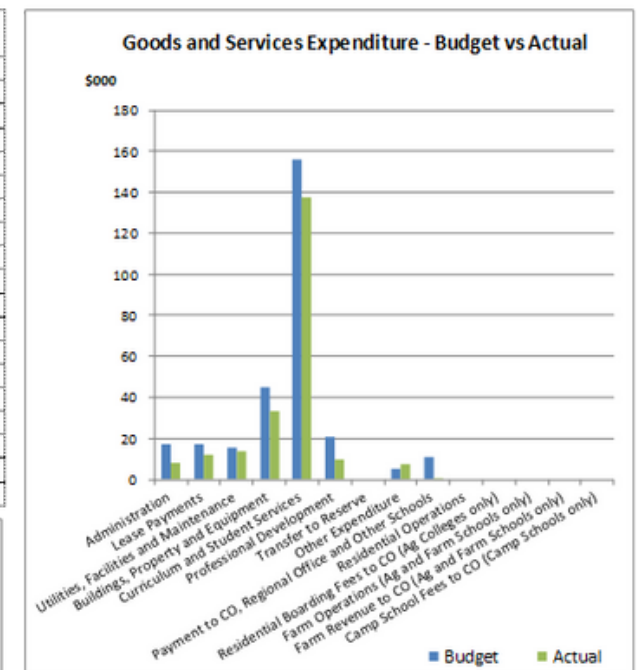
# Newton Moore Education Support Centre

Financial Summary as at  
31-December-2022

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 3,866.00	\$ 1,707.00
2	Charges and Fees	\$ -	\$ 9,207.86
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ -	\$ 5,065.20
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ 11,070.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 1,680.00
8	Other Revenues	\$ 3,130.00	\$ 20,539.59
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 6,996.00</b>	<b>\$ 49,269.65</b>
Opening Balance		\$ 108,862.00	\$ 108,861.94
Student Centred Funding		\$ 172,358.00	\$ 174,757.99
<b>Total Cash Funds Available</b>		<b>\$ 288,216.00</b>	<b>\$ 332,889.58</b>
Total Salary Allocation		\$ 4,270,367.00	\$ 4,270,367.00
<b>Total Funds Available</b>		<b>\$ 4,558,583.00</b>	<b>\$ 4,603,256.58</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 17,550.00	\$ 8,243.73
2	Lease Payments	\$ 17,084.00	\$ 12,229.46
3	Utilities, Facilities and Maintenance	\$ 15,500.00	\$ 13,764.49
4	Buildings, Property and Equipment	\$ 45,030.00	\$ 33,276.13
5	Curriculum and Student Services	\$ 156,009.00	\$ 137,381.61
6	Professional Development	\$ 20,520.00	\$ 10,111.20
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 5,165.00	\$ 7,519.04
9	Payment to CO, Regional Office and Other Schools	\$ 11,194.00	\$ 15.00
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 288,052.00</b>	<b>\$ 222,540.66</b>
Total Forecast Salary Expenditure		\$ 3,822,691.00	\$ 3,822,691.00
<b>Total Expenditure</b>		<b>\$ 4,110,743.00</b>	<b>\$ 4,045,231.66</b>
Cash Budget Variance		\$ 164.00	



Cash Position Components	
Bank Balance	\$ 125,282.30
Made up of:	
1 General Fund Balance	\$ 110,348.92
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 16,565.75
5 Suspense Accounts	\$ (396.37)
6 Cash Advances	\$ (400.00)
7 Tax Position	\$ (836.00)
<b>Total Bank Balance</b>	<b>\$ 125,282.30</b>