ANNUAL REPORT 2025

Newton Moore
EDUCATION SUPPORT CENTRE

'EXCELLENCE IN PUBLIC EDUCATION' AWARDED SCHOOL

PRINCIPAL'S MESSAGE

2025 has been a significant and productive year for Newton Moore Education Support Centre, marked by genuine collaboration and a deep commitment to strengthening outcomes for our students. A major focus has been working closely with our community to shape the school's new Business Plan for 2026–2028. This process included extensive information-sharing with students, staff, families, and community partners, ensuring our future direction reflects shared aspirations and the diverse needs of our learners. Through our participation in the Leading School Improvement training, we have been able to clarify our strategic responses and strengthen the systems that underpin high-quality teaching and learning.

Towards the end of the year, we also worked collectively to prepare for our Public School Review scheduled for early Term 1, 2026. This process provided a valuable opportunity to reflect on our achievements, examine the impact of our programs, and celebrate the many ways staff, students, and families contribute to our vibrant school community. It reaffirmed the pride we take in the work we do every day and the strong foundations that guide our improvement journey.

Our staff continue to demonstrate exceptional dedication, creating safe, supportive, and engaging learning environments where every student is known, valued, and challenged. Students have worked steadily toward their individual goals, with achievement data showing encouraging growth, supported by strong anecdotal evidence of the progress we see daily in classrooms and community-based programs.

We were proud to celebrate another successful graduating class, each student leaving with the confidence, skills, and pathways to pursue their goals beyond school.

SCHOOL BOARD

Throughout 2025, the Newton Moore Education Support Centre School Board continued to provide strong governance, community insight, and strategic direction for the school. The Board remained an important partner in shaping key decisions, offering constructive feedback, and ensuring the school's priorities reflected the needs of students, families, and the wider community.

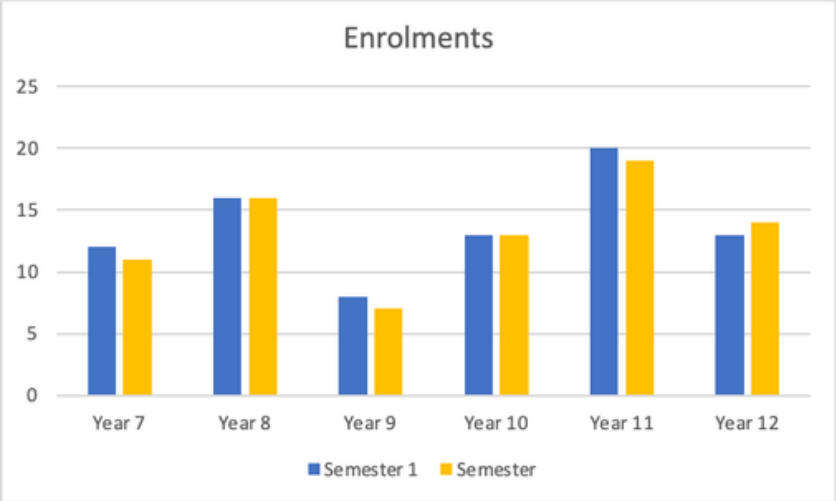
This year we acknowledged and farewelled long-standing member and former Chair, Rebecca Jacobs, who stepped away after many years of dedicated and highly valued service.

With increasing enrolments and growing community engagement, the Board undertook a review of its Terms of Reference to ensure its structure continues to reflect the school's evolving context. Adjustments were endorsed to strengthen representation, enhance diversity of voice, and provide opportunities for a broader cross-section of stakeholders to participate in school governance.

Across the year, Board members engaged closely with the leadership team, contributing meaningfully to the development of the school's new Business Plan 2026–2028. Their guidance supported clear, future-focused planning and aligned strongly with NMESC's commitment to high-quality, inclusive education.

School Context 2025

In 2025, enrolments at Newton Moore Education Support Centre (996 ICSEA) remained stable, with 82 students recorded in Semester 1 and 80 students in Semester 2. The cohort continued to reflect a diverse range of learning needs across Years 7–12, with steady numbers in each year level and a strong representation of both Aboriginal and non-Aboriginal students. This consistent enrolment pattern supported well-balanced classes and ongoing demand for specialist programs, enabling the school to maintain high-quality teaching, personalised learning, and transition planning for all students.



Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	13	11.6	0
Total Teaching Staff	13	11.6	0
Allied Professionals			
Clerical / Administrative	15	8.5	1
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	43	31.4	2
Total Allied Professionals	59	40.6	3
Total	**75**	**55.2**	**3**

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	11	16	7	13	19	14		80

	Kin	PPR	Pri	Sec	Total
Male				52	52
Female				28	28
Total				80	80

	Kin	PPR	Pri	Sec	Total
Aboriginal				10	10
Non-Aboriginal				70	70
Total				80	80

School Context 2025

Business Plan Outcomes

In 2025, Newton Moore Education Support Centre continued to make strong progress towards the strategic priorities outlined in our Business Plan. Early in the year, staff completed a whole-school survey reflecting on our advancement against set targets. Survey results demonstrated a shared belief that we were nearing completion of several priority goals, particularly in high-quality teaching, collaboration, and student engagement (Focus Area Two: Excellence in Teaching and Student Achievement).

Parent and community participation increased significantly, with stronger attendance at school events, celebrations, and transition-focused workshops. These sessions enhanced families' confidence in navigating post-school pathways, directly supporting our priority to strengthen Relationships and Partnerships (Focus Area One: Our People and Place – "Welcome more of our local community…").

The school continued to make meaningful progress along the Cultural Framework continuum, supported by a dedicated working group and a whole-school focus on culturally responsive practice. Staff demonstrated increasing confidence embedding Aboriginal perspectives and building collaborative relationships with families and community members (Together We Will – Build a culturally responsive environment).

Targeted investments in modern IT infrastructure, including new laptops and classroom technologies, enhanced accessibility and supported the diverse learning needs of students. The school also continued to strengthen the use of Augmentative and Alternative Communication (AAC), expanding opportunities for student voice, choice, and active participation in the learning environment (Focus Area One – Improve opportunities for student voice).

To enhance **teaching quality**, staff engaged in peer observations, collaborative planning, and shared moderation. The introduction of **new data analysis tools** has begun to build data literacy, supporting teachers to set more purposeful and challenging targets aligned with individual student pathways (Focus Area Two – Student Achievement and Progress).

Finally, the introduction of the use of the **High Performing Schools Framework** is strengthening **trust, collaboration, and collective teacher efficacy** across teams. These practices are becoming embedded and are contributing to a strong culture of professional growth and shared responsibility for improving student outcomes (Focus Area Three: Effective Leadership and Planning – Our People and Wellbeing).

As the year drew to a close, the school began shaping the new Business Plan, building on the strong foundations established through the achievements of 2025. While many targets have been met or are nearing completion, several key areas will continue as a focus to ensure sustained improvement. These include deepening our commitment to high-quality teaching, strengthening data-informed practice, enhancing student voice, and further embedding culturally responsive approaches. The new Business Plan outlines how we will extend and refine the work already underway, ensuring that the progress made this year serves as a platform for continued growth, collaboration and improved outcomes for all students.

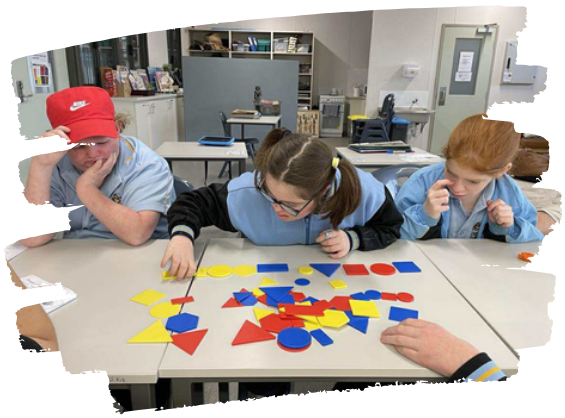
Purpose

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

High Quality Learning

High quality teaching remained a key focus at NMESC throughout 2025. Staff continued to build their professional skills through targeted professional development, collaboration and reflective practice. A strong emphasis was placed on exploring not only what we deliver in classrooms, but how we deliver it, ensuring teaching approaches meet the diverse learning needs of our students.
Teachers worked together to identify and build on existing good practice, with a particular focus on strengthening our mathematics offering. This included reviewing curriculum content, teaching strategies and resources to support student engagement and progress.
The thematic curriculum continued to provide meaningful learning contexts, with themes such as Our Place in the World and Belonging and Diversity supporting social, emotional and academic development. These themes enabled students to make connections between learning areas, develop self-awareness and understand their place within the community.
Through ongoing professional learning and collaboration, NMESC continues to strengthen teaching practice to support positive student outcomes.







Vision

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

Community Work Centres

In 2025, our Community Work Centres continued to provide authentic, high-quality vocational learning for students, supporting the development of practical skills, confidence, and workplace readiness. Despite the temporary pause in accessing the Harvey Woodwork facility, our Woodwork program remained uninterrupted. Classes were successfully delivered in senior high school classrooms, allowing students to continue producing high-quality items for sale in our shop. The adaptability of staff ensured that learning remained hands-on, creative, and purposeful.
Our Work Crew program continued its strong partnerships with Dardanup Heritage Park, Child Side School, and former Harvey Agricultural College. Students gained valuable experience in grounds maintenance, community service, and project-based work, contributing positively to each site. A highlight of the year was another successful open evening in Term 4, where students showcased the exceptional products manufactured through the Item enterprise program.

Retail and Business Skills programs were delivered from the Item store, giving students real experience in customer service, office administration, and daily shop operations. Students completed a range of nationally recognised qualifications, including Certificate I in Work Skills, Certificate I in Retail, ASDAN in Retail Assistant, Office Assistant, Craftmaking, and Horticulture Assistant. These pathways continue to strengthen students' readiness for further training, employment, and community participation.





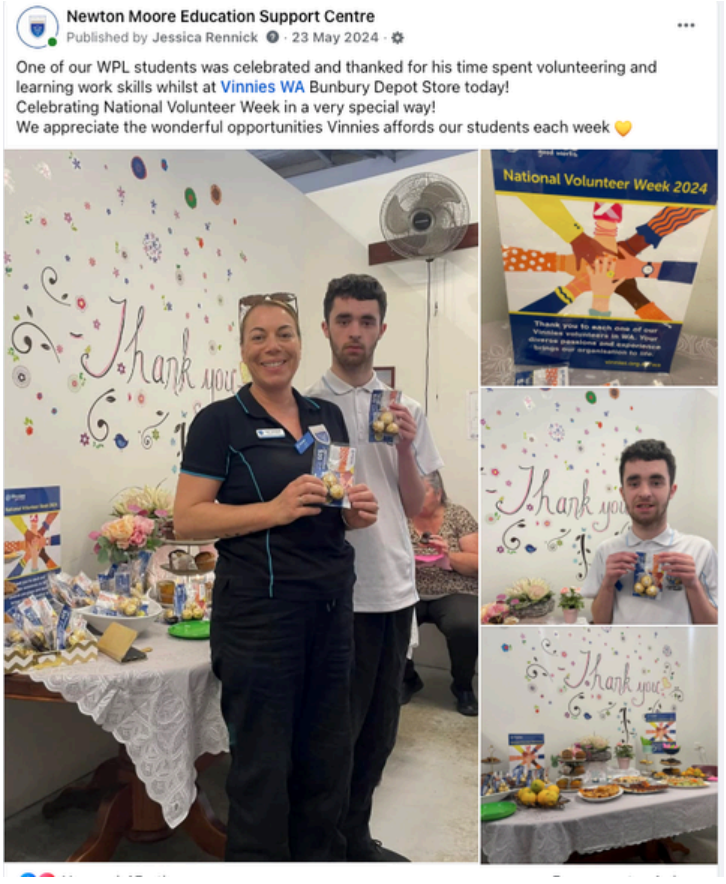


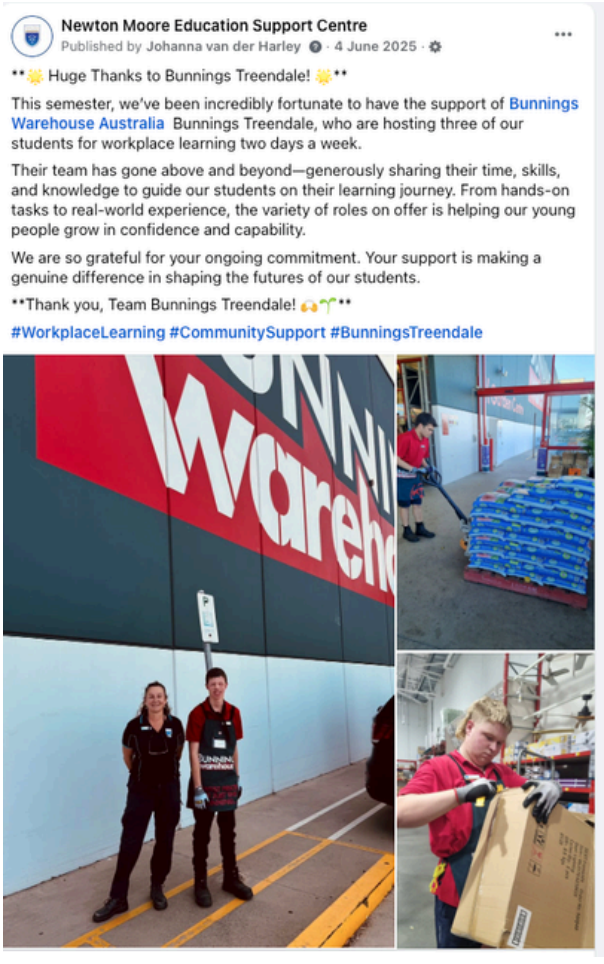
Vision

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

Workplace Learning

Workplace Learning provides NMESC students with up to 200 hours per year of real-world experience across diverse industries. Partnerships with local businesses such as Bunnings, BIG W, Red Dot, WACHS, Gen-U, Vinnies, Salvos, Proudly Productive, Spud Shed and Newton Moore SHS are critical to the program's success.
These partnerships equip students with valuable work and life skills in safe, supportive environments and exemplify the strength of NMESC's community relationships.
A dedicated staff member coordinates the program, liaising with exisiting workplaces, building links with new workplaces and coordinating the placement of our students in their environments.
The positive experiences, the support the employer gets and the strong relationships built ensure we can continue to sustain this program. Employers are supported to understand the student attending with detailed handover by the WPL Coordinator, termly visits and experienced EA's supporting.
In 2025, NMESC successfully implemented its first School-Based Traineeship in partnership with Good Sammy's, supporting a Year 11 student to work towards completion of a Certificate II in Retail Services.





Purpose

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

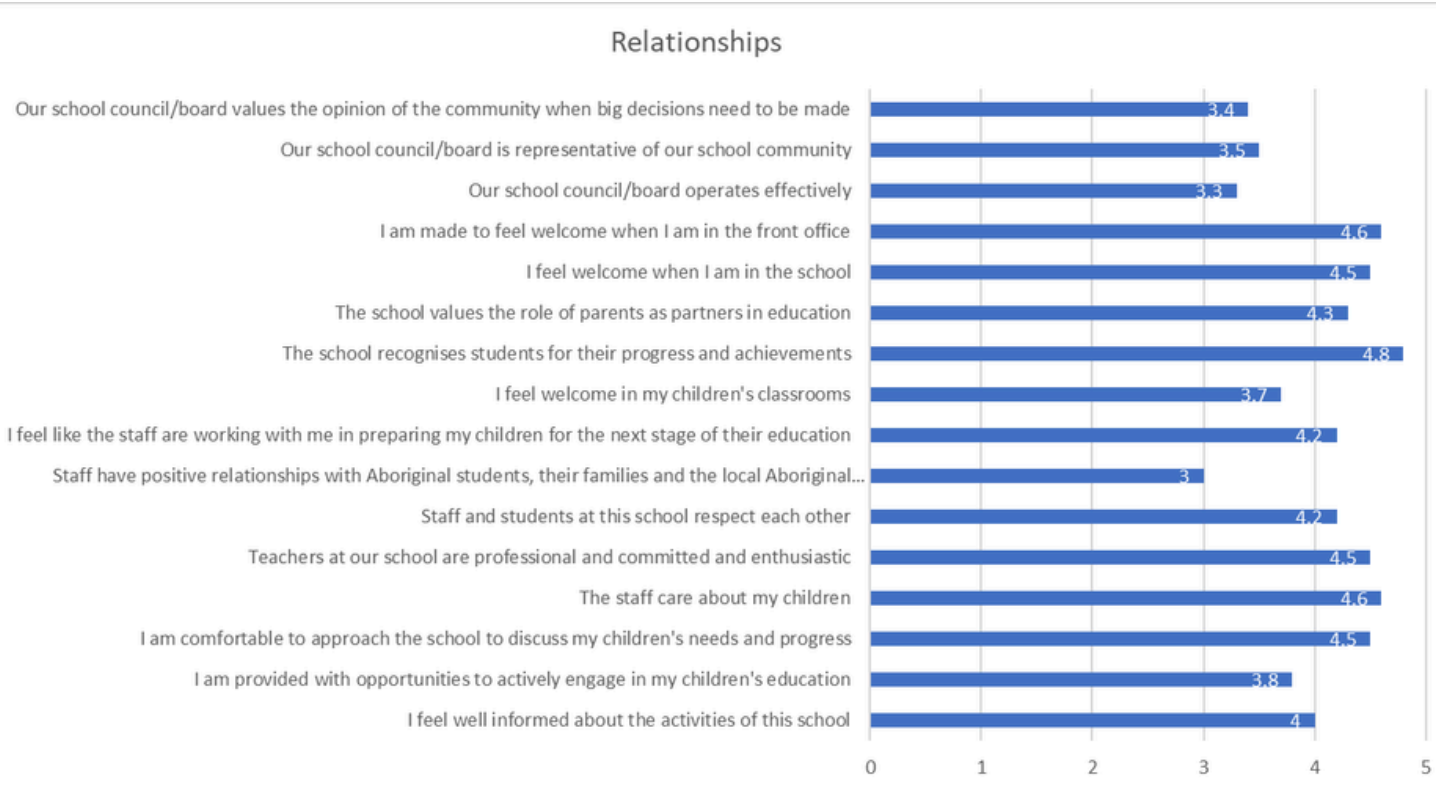
Parent Consultation

The 2025 Annual Report highlights the strong sense of purpose and partnership that underpins the work of Newton Moore Education Support Centre. Our core purpose is to grow and enrich each student's educational, social and vocational potential through the provision of a caring, supportive and specialised learning environment. This commitment guides our daily practice and long-term planning.

Parent and carer feedback continues to play an important role in shaping our school culture. Results from the 2025 Newton Moore Community Culture Survey show that families feel welcomed, respected and valued within the school community. Parents reported high levels of satisfaction with staff professionalism, the care shown toward students, and the positive, welcoming atmosphere of both classrooms and the front office.

The survey also confirmed that communication between home and school is effective, with families feeling well informed about school activities and confident in approaching staff when needed. These findings reflect the strong relationships built between staff, students and families, and reinforce the importance of collaboration in supporting student success.

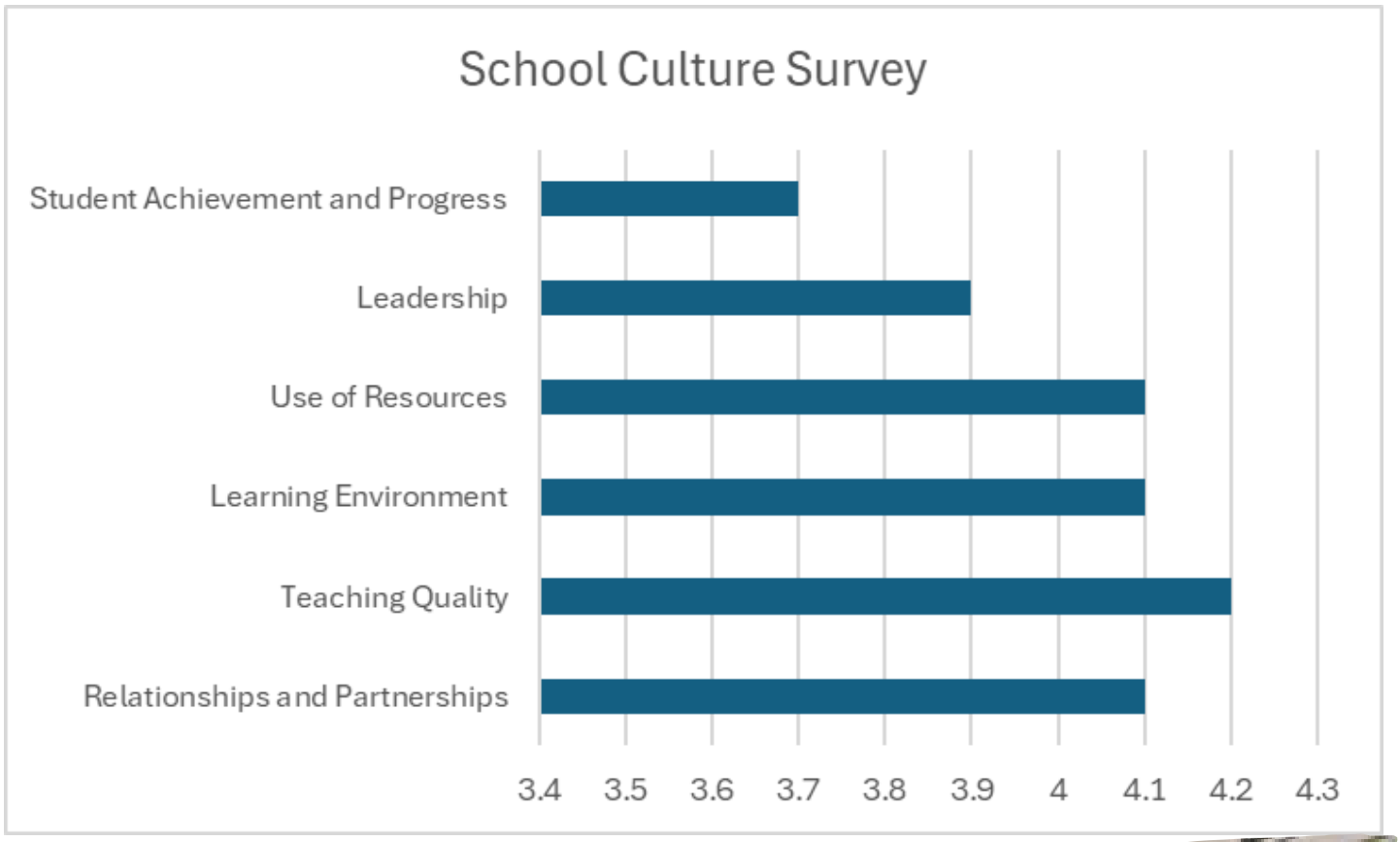
Overall, the data affirms our ongoing focus on positive relationships, clear communication and inclusive practices, ensuring that parents and carers are genuine partners in their child's educational journey.

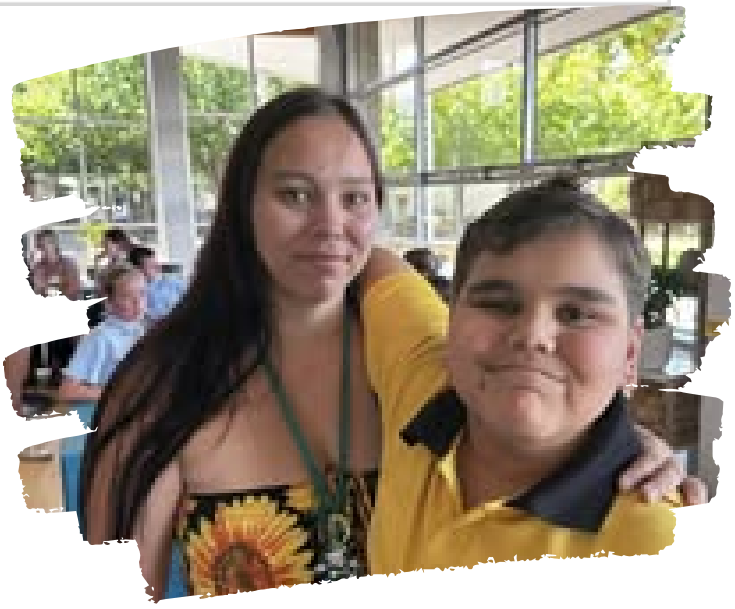


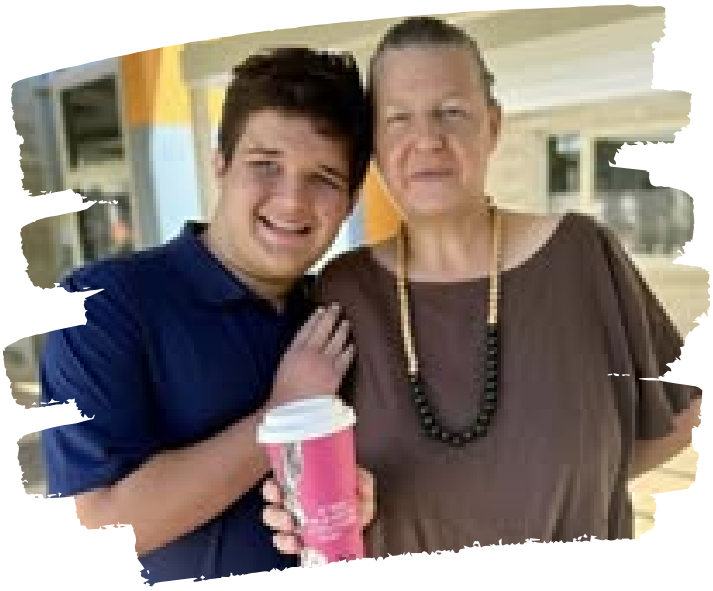
Purpose

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

Parent Consultation







Purpose

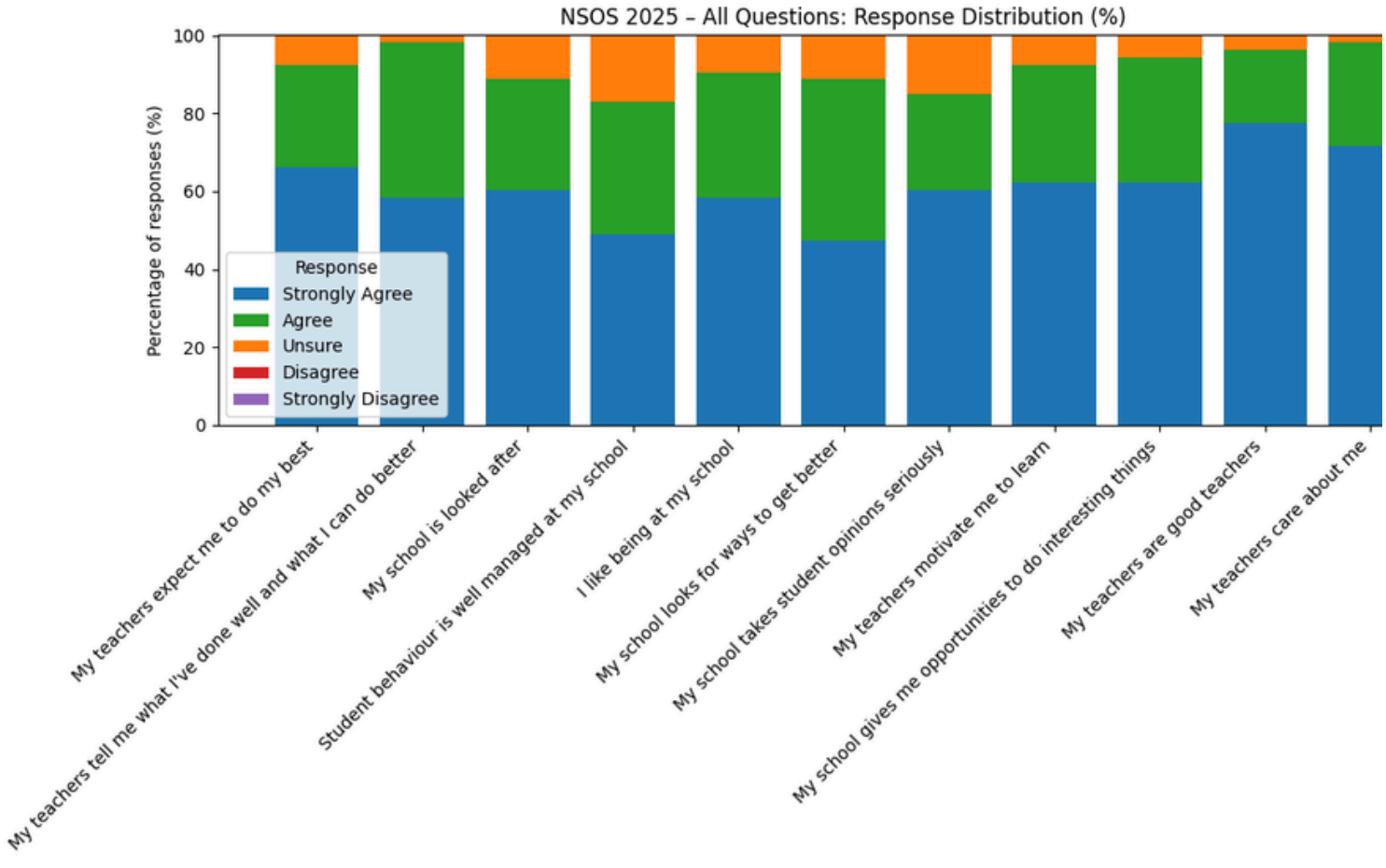
Our PURPOSE is to grow and enrich the educational, social and vocational potential of students by providing a caring and supportive specialised learning environment.

Student Consultation

The 2025 National School Opinion Survey results reflect a highly positive learning environment at our school, with students expressing strong levels of satisfaction across key areas of safety, support, and engagement. A significant majority of responses were in the Agree or Strongly Agree categories for most survey items, indicating that students feel respected, supported by staff, and confident in their ability to learn and succeed. In particular, the highest levels of endorsement were observed for items relating to teacher encouragement, feeling safe at school, and positive relationships, with more than 30 students selecting Strongly Agree on multiple questions.

Only a small proportion of students selected Disagree or Strongly Disagree, suggesting that negative experiences are limited and isolated. Some items recorded a moderate number of Unsure responses, which may highlight opportunities to enhance clarity around expectations, communication, or consistency of practice. These areas will be explored further to ensure all students are confident and informed in their school experience.

Overall, the results affirm the strength of our school culture and the effectiveness of our wellbeing and engagement strategies. The feedback provides valuable direction as we continue to refine our practices to support every student's success.



Purpose

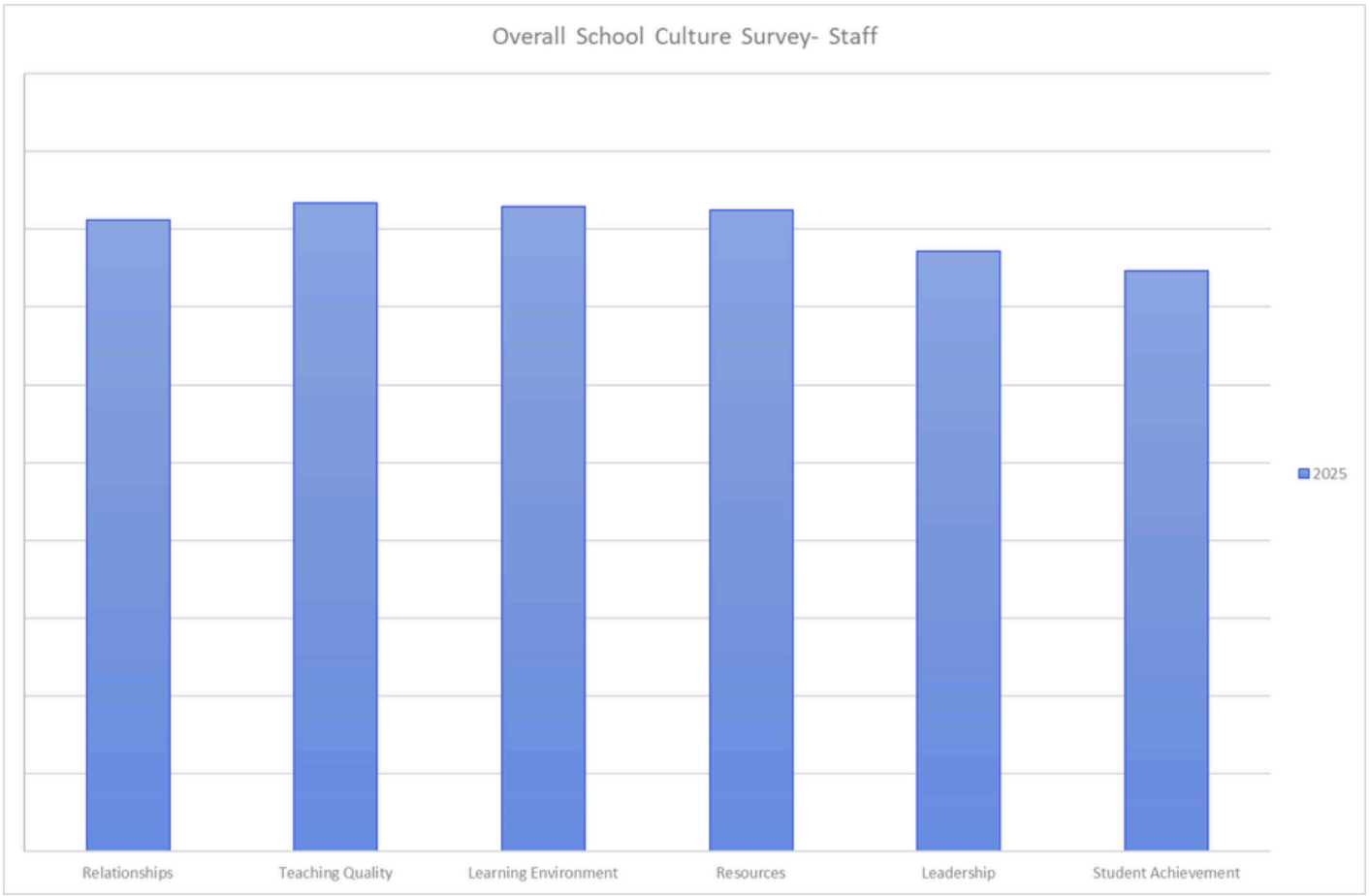
Our PURPOSE is to grow and enrich the educational, social and vocational potential of students by providing a caring and supportive specialised learning environment.

Staff Consultation

In 2025, staff consultation formed a key component of our ongoing school improvement processes. The School Culture Survey provided valuable insights into staff perceptions of relationships, teaching quality, learning environment, resources, leadership and student achievement. Overall, results indicate a positive and cohesive school culture, with particularly strong feedback in the areas of relationships, teaching quality and the learning environment. These results reflect a collaborative staff culture and a shared commitment to student learning and wellbeing.

Feedback relating to leadership, resources and student achievement has been carefully considered to inform future planning and improvement priorities. Staff responses have supported open dialogue around strengths to be maintained and areas for further development. Importantly, the survey process has reinforced the value of staff voice and professional collaboration.

The outcomes of the School Culture Survey are being used to guide strategic planning, professional learning and decision-making, ensuring that improvement initiatives are aligned with staff experience and focused on achieving the best possible outcomes for students



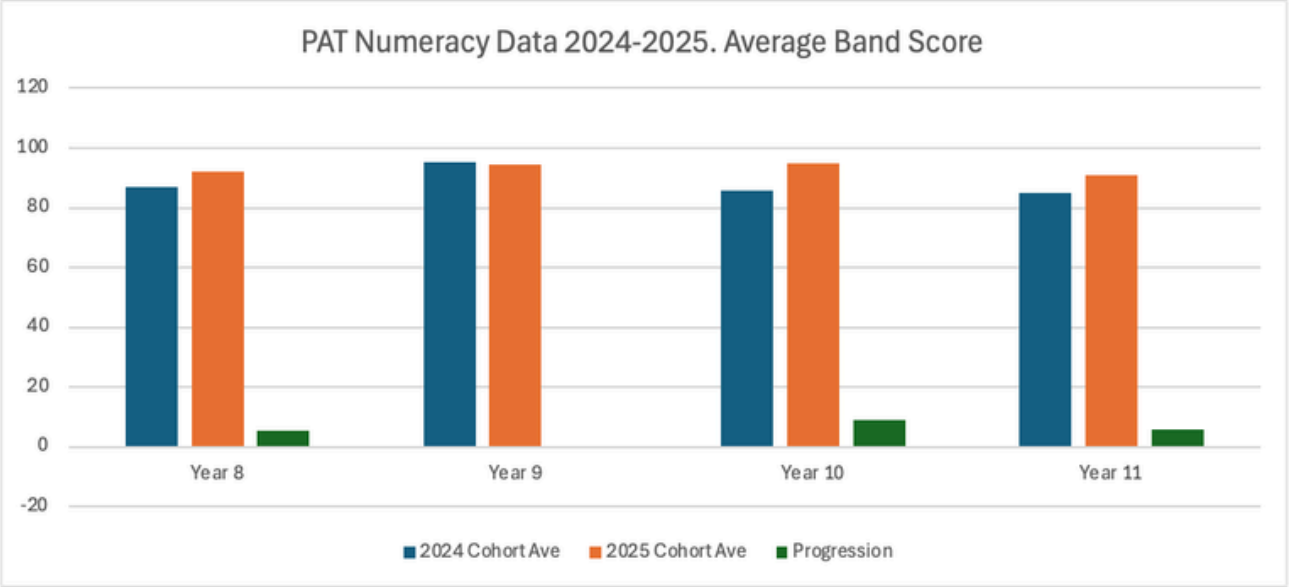
Priority

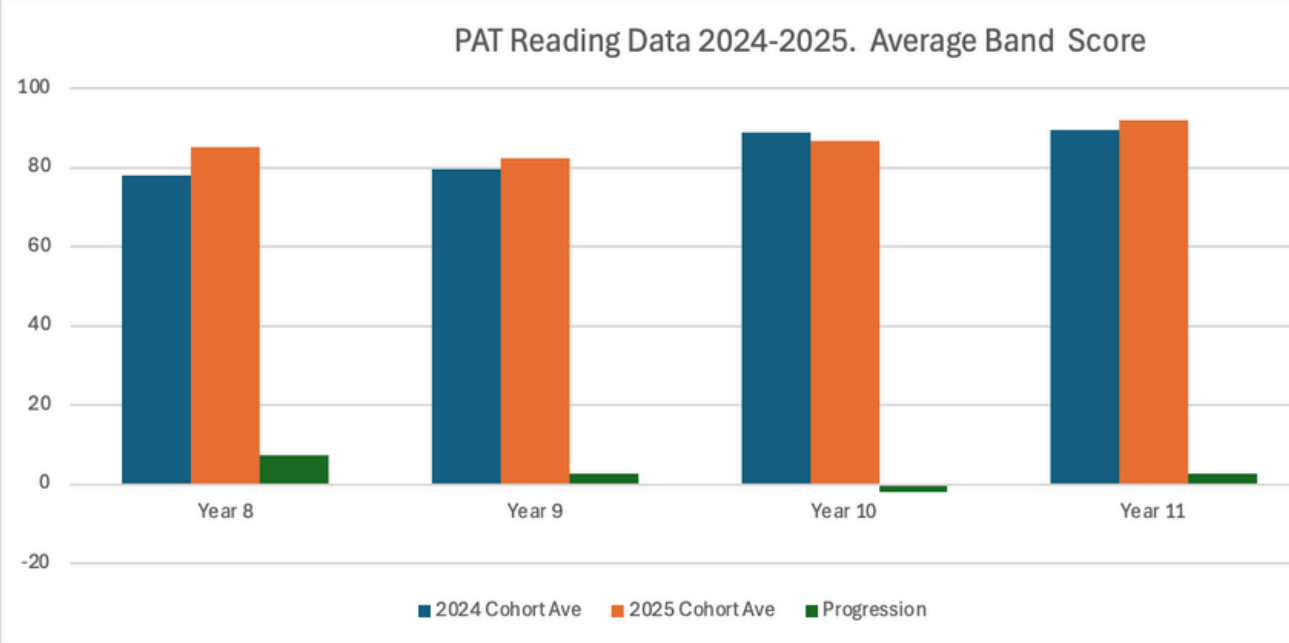
Our PRIORITY is to equip students with the skills they need to meet the challenges (and succeed) in our fast paced world.

Achievement

In 2025 we engaged with Elastik, which has enabled us to analyse whole-school PAT data and track the progress of groups of students. This has provided valuable insights into achievement trends and allowed us to make more informed decisions about resource allocation and targeted support.

We can see that progress within bands in PAT assessments for numeracy and literacy can now be captured and discussed, for the majority of groups and across learning areas we can see an increase in the value added. We will work with the teachers to establish if that progress is 'good enough' and if the interventions being used are having the desired impact.



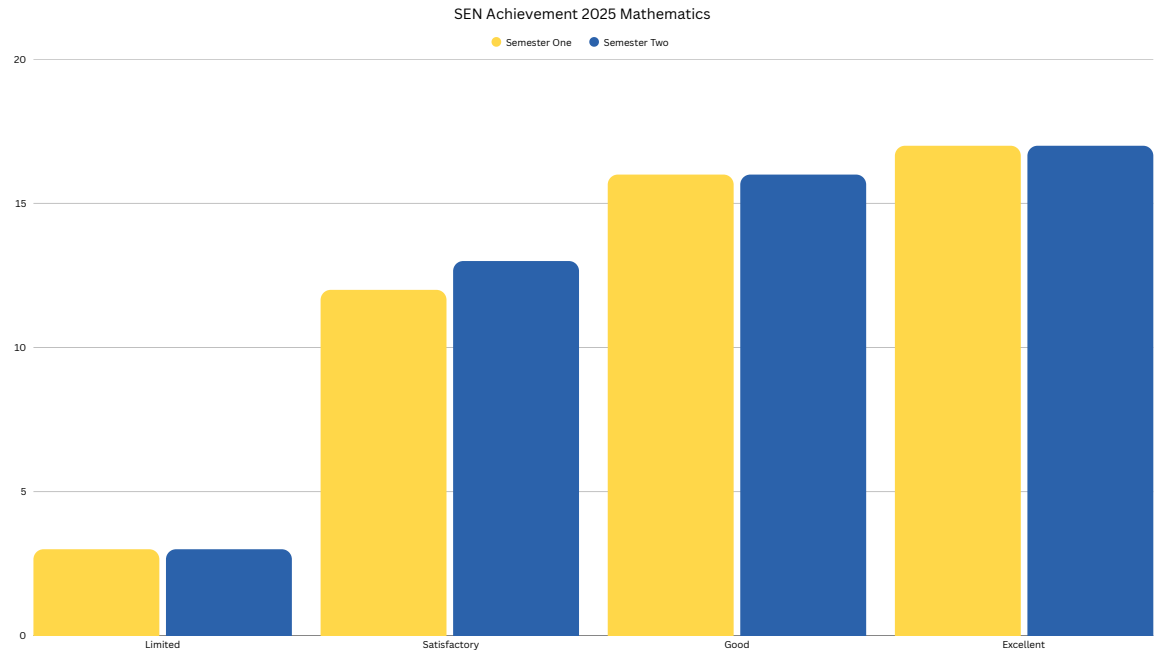


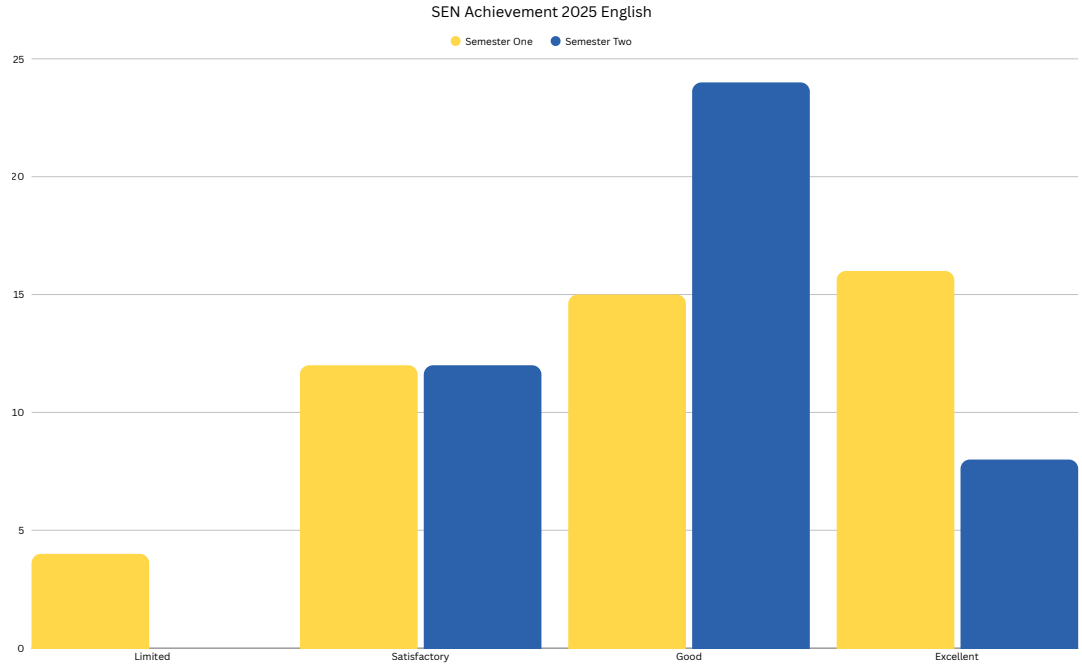
Priority

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

Achievement

When looking at IEP goals for Numeracy and Literacy we can see that the majority of Numeracy and Literacy goals set are achieving at least Satisfactory achievement, with the majority being good or excellent.





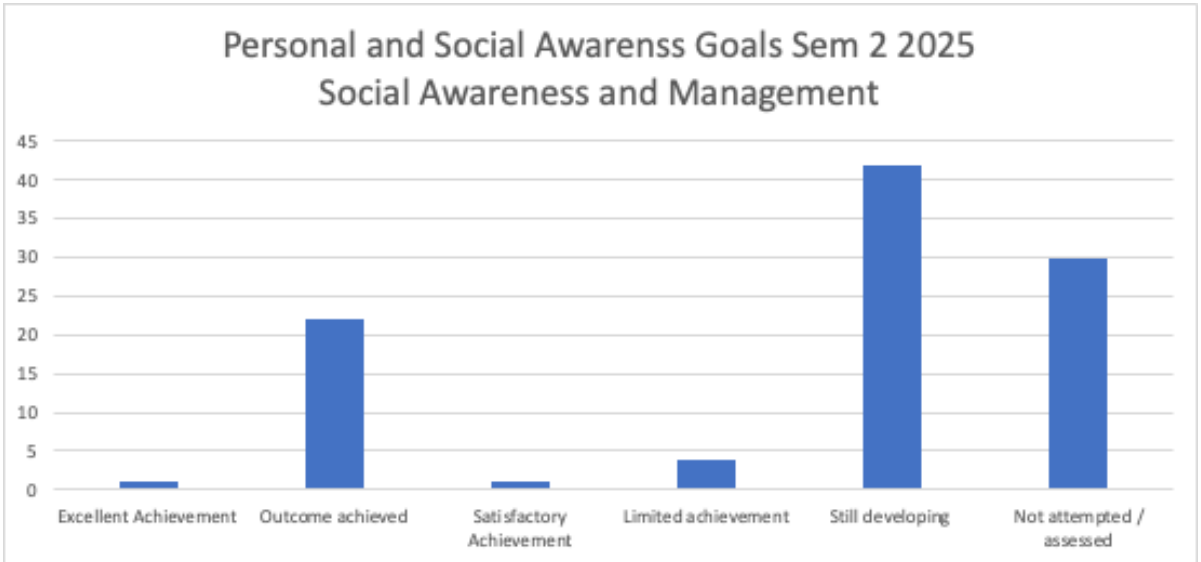
Priority

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

Achievement

Analysis of our 2025 Semester 2 data indicates strong progress in self-awareness, with over half of goals achieved or rated satisfactory. High achievement levels demonstrate effective explicit teaching strategies in this domain. However, a significant proportion of goals remain “still developing,” particularly in social awareness and management, where nearly half of targets are yet to be met and a large number were not assessed. This suggests the need for greater consistency in goal-setting and evidence collection. Moving forward, embedding ABLEWA progressions into planning, strengthening social-emotional learning instruction, and implementing targeted interventions will be priorities.





Priority

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

Attendance

Newton Moore ESC is committed to fostering a safe, positive, and supportive learning environment where every student can thrive. In alignment with the Department of Education's policy, our school prioritises student attendance as a key factor in engagement and academic success. We recognise that regular attendance is essential for students to access the full range of learning opportunities and to develop strong social and emotional connections within the school community.

To encourage consistent attendance, the school has implemented a range of proactive strategies designed to motivate and celebrate student commitment. Our Shining Knights program acknowledges students who maintain attendance above 90%, reinforcing the value of regular participation. Students who sustain this level throughout the year are awarded Diamond Knight status, which includes special rewards such as a pizza lunch with the Principal or a celebratory morning tea in town. Additionally, we introduced a 100% Attendance Award presented at assemblies to recognise students who achieve perfect attendance, further promoting a culture of commitment and responsibility.

For students experiencing attendance challenges, we provide individualised support through attendance plans. These plans are developed collaboratively with families and reviewed each term to monitor progress and adjust strategies as needed. Regular meetings with parents ensure open communication and shared responsibility for improving attendance. This targeted approach reflects our commitment to supporting students at educational risk and addressing barriers that may impact their ability to attend school consistently.

Attendance data is monitored closely to identify trends and inform decision-making. Attendance data for 2025 shows the school above WA Public School averages for Aboriginal students and the school as a whole.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	84.7%		84.9%	72.0%		59.2%	83.2%		82.5%
2024	82.6%		84.7%	69.1%		57.6%	80.7%		82.2%
2025	82.5%		84.5%	78.7%		55.6%	82.0%		81.7%

Success

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

Bush Ranger Cadets

The Bushranger Cadets program continues to provide students with valuable learning experiences focused on leadership, teamwork and connection to community and environment. In 2025, students proudly transitioned into new uniforms, including jumpers and hats, which strengthened group identity and pride in the program.

Throughout the year, students participated in a range of engaging incursions to learn about local wildlife. These sessions increased understanding of native species such as koalas, possums, bees and snakes, and promoted respect for the natural environment.

Cultural learning formed an important part of the program, including participation in a Noongar Opera, which supported students' understanding of local Aboriginal culture, storytelling and connection to Country.

Students also demonstrated their commitment to caring for Country by taking part in Clean Up Australia activities. These experiences encouraged responsibility, environmental awareness and active citizenship.

Overall, Bushranger Cadets continues to enrich students' learning through hands-on, meaningful and community-focused experiences.







Financial Summary

One Line Budget – Dec 2025

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	$	193,000	208,647	-15,647
Carry Forward (Salary):	$	518,823	518,823	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	$	5,197,501	5,197,501	0
Locally Raised Funds:	$	64,407	75,540	-11,133
Total Funds:	$	5,973,731	6,000,511	-26,780
EXPENDITURE				
Salaries:	$	4,865,570	4,865,570	0
Goods and Services (Cash):	$	466,385	311,021	155,364
Total Expenditure:	$	5,331,955	5,176,591	155,364
Variance:	$	641,775	823,920	-182,145

Student-Centred Funding		
Per Student	$	902,144.00
School and Student Characteristics	$	4,175,067.13
Disability Adjustments	$	72,441.44
Targeted Initiatives	$	145,135.69
Operational Response Allocation	$	2,604.05
Regional Allocation	$	32,000.00
Total	**$**	**5,329,392.31**

This financial information demonstrates our school's accountability for the 2025 Funding Agreement. Along with the school Finance Committee, our school structures targeted strategies to meet the needs of our student population.

Minimum Expenditure Requirement Summary		
Current Budget - SCFM and Locally Raised Funds	$	5,273,041
Minimum Expenditure Requirement		
96% of current budget	$	5,062,119
10% of carry forward	$	74,404
Total Minimum Expenditure	**$**	**5,136,523**
Current Forecast Expenditure		
Salaries	$	4,865,570
Goods and Services (Cash Expenditure)	$	311,021
Total Forecast Expenditure (cash and salaries)	**$**	**5,176,591**