



Creaney

EDUCATION SUPPORT CENTRE

every child, every opportunity

ANNUAL REPORT 2024



every child, every opportunity

Every child is unique and has value.

Every child can learn and achieve.

Every child deserves fair and equitable opportunities.

Every child deserves respect and dignity.

Every child deserves to be heard and to have input and choice.

Every child thrives best when part of a collaborative and positive community.

Everyone deserves a safe learning and work environment.



Principal's Message

The 2024 Annual Report for Creaney Education Support Centre (CESC) provides parents and members of the wider community with information about our school over the last year. It highlights the school's strengths and identifies focus areas for ongoing improvement.

We opened a 9th classroom in the centre, at the start of 2024, which allowed for increasing enrolments and enabled us to maintain smaller class sizes to ensure maximum opportunity and engagement for all students. While there are the typical movements of staff leaving for maternity leave and long service leave, we have been fortunate to maintain a consistent and stable staff across the school.

We are in the middle of our Business Plan cycle and have well established numeracy and literacy approaches across the school. I must commend our highly professional and committed staff for their focus and dedication in working towards and achieving the goals and priority areas to ensure improved learning outcomes for all students.

All staff participated in professional development in the assessment and teaching in foundational skills and this was implemented across the school throughout the year. This has been integral in working towards our priority area of offering the 'most viable curriculum' so that all students have the opportunity to engage in their learning from pre-curriculum levels and throughout.

In 2024 Creaney ESC underwent a very successful Public School Review, receiving a 3 year review cycle. I could not be more proud of the staff and the community who contributed towards the review, and the commendations the staff and school received.

Thank you to everyone in the community who has supported the centre and helped us to provide the very best to each of our students. I feel extremely privileged and fortunate to have such a passionate and dedicated staff, active School Board and supportive parent community. I am confident that as we continue to work together, reflecting on our practices, responding to our ever-changing needs and striving to provide the best for our students, that Creaney ESC will continue to maintain its high reputation and be the centre of choice.

Storm Breen
Principal

Board Chair Report

2024 flew by in a flash! It was a monumental year at Creaney Education Support Centre (ESC), marked by numerous achievements and milestones.

One of the most significant events was the highly successful Public School Review conducted in June 2024. This review aims to assure our school's performance in delivering high-quality education. The review report highlighted the exceptional students and the outstanding work of the Creaney ESC staff. Some of the key strengths identified in the report include:

- **Quality Teaching and Enthusiastic Staff**
- **Effective Use of Visual Aids and Communication Tools**
- **Strong Parental Involvement**
- **Commitment to Improvement**

The School Board was also commended in the review for its effectiveness in working constructively with the school. We have been actively advocating for activities that build community capacity and strengthen

family connections. Notable initiatives include The Parent Connect Group who have organised Stay and Play sessions, morning teas, Dad's get-togethers, and social activities.

At the end of 2024, the Board said goodbye to two long-standing parent representatives, Neil Bisland and Lauren Bridges. A huge thank you to both for their contributions to our community— Neil for organising busy-bees that included creating the yarnning circle, and Lauren for our many social events!

In 2025, we welcome Christy Connor and Tracey Jewel as our new parent representatives.

As we reflect on the past year, we are proud of the achievements of our Creaney ESC students and feel safe in the knowledge that the Creaney staff remain committed to providing an inclusive and supportive learning environment for all our children.

Verity Morris
School Board – Chair 2024-2025



School Profile

Creaney Education Support Centre (CESC) was established in 1986 and offers placement to primary aged students with a range of disabilities such as Intellectual Disability, Autism Spectrum Disorder and physical disabilities.

Students are taught using highly structured programs and strategies that reflect current best-practice for students with special educational needs. Evidence-based programs and instructional approaches support students to achieve to their full potential. Examples of these include TEACCH and Direct Instruction.

Classes are typically small and are arranged according to age and individual learning needs. Most classes represent multi-age groups. There are between 6 – 9 students in a class staffed by one specially trained teacher and at least 3 Education Assistants. In 2024 there were 9 classes.

Teaching is highly individualised with each child’s learning program determined by an Individual Education Plan (IEP). IEPs are written at the beginning of each semester, in collaboration with parents, staff and relevant professionals. IEPs cover each learning area and describe the specific objectives to be taught and assessed. Task Analysis is used to break academic and personal goals into small, fine-grained progressive steps which are explicitly taught using a variety of strategies and specialised approaches. Our aim is to promote student independence and the development of communication and self-regulation skills. At the end of each semester, parents are provided with a written report which directly relates to each objective on the IEP.

Creaney ESC shares a campus with Creaney Primary School. This allows both schools to offer their students a range of opportunities to integrate with each other.



Student Information

65 students were enrolled at Creaney ESC in Semester 2, 2024.

It was a great year of growth and being able to add a 9th class, due to the classroom being granted to us, helped reduce the numbers of students in the classes.

In 2024, graduating Year 6 students moved to West Coast SHS ESC, Belridge SHS ESC, Wanneroo Secondary College, Gladys Newton School and Balcatta Senior High School. Most students participated in supported transition programs to enable successful starts at their new schools in 2025.

We also supported one of our younger students to transition to a Special School environment to better meet his needs,

	Kin	PPR	Pri	Sec	Total
Male	5	5	38		48
Female	1	2	14		17
Total	6	7	52		65



Attendance

The decrease in attendance rates is due to a few students who have higher medical needs and had more time off school, as well as a couple of other students receiving intensive therapy and a couple of students going on extended international holidays with their families.

	Attendance Rates	
	Creaney ESC	WA Public Schools
2022	92.1%	86.6%
2023	91.4%	88.9%
2024	88.5%	89.4%



	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	0.8	0
Total Administration Staff	2	1.8	0
Teaching Staff			
Other Teaching Staff	17	12.2	0
Total Teaching Staff	17	12.2	0
Allied Professionals			
Clerical / Administrative	2	2.0	0
Other Allied Professionals	40	28.8	0
Total Allied Professionals	42	30.8	0
Total	61	44.8	0

Staff Information

All teaching staff meet the professional requirements to teach in Western Australian schools and have special qualifications in teaching students with special needs. Teachers are supported by teams of experienced Level 3 Education Assistants.

Staff retention rates are high with 80 % of staff employed in a permanent capacity.

Regular professional development supports staff in their ongoing understanding of curriculum, special needs intervention strategies and best practice research information.

In 2024 there was increased participation in Face-to-face Professional learning opportunities again with some online options still offered. Professional Development in 2024 included:

- First Aid Training
- Work Health and Safety Rep
- Educating students with Down Syndrome
- Phonics PL
- Teaching Emotional Regulation
- Key Word Sign
- Employee Work force Induction
- Teaching for Impact – Differentiation
- Gestalt Language Development
- Collaborative and Proactive Solutions – an approach to Behaviour Management
- Identifying function of behaviour and 5 step behaviour modification workshop.
- Classroom teachers of Dead and hard of hearing students
- Enhanced Letters and Sounds – Train the trainer
- Masterclass – managing challenging behaviour in the classroom
- Team Teach Trainer Accreditation
- Training De-escalation and Positive Handling training
- Understanding school record retention and disposal
- Foundational Skills Assessment
- Gatekeeper Suicide Prevention
- Effective Phonics Instruction
- Recruitment and Selection Panel Training
- Work health and Safety for Employees
- Leading School Improvement •

Taking up leadership opportunities and collaboration is encouraged in the Centre. All staff are supported to apply for Coordinator and Committee roles and to share their expertise to build the capacity of their colleagues. In 2024, 7 teachers and 5 Education Assistants took up leadership responsibilities, as well as a teacher who took on an administration capacity in leading peer observations across the school.



2024 Highlights

- Hosting the Combined junior ESC Sports Carnival
- In-term swimming lessons
- School Disco
- New School Chaplain
- Soccer Clinic hosted by Soccer West
- Westcoast Eagles Footy Clinic
- Cahoots Archery Incursion
- BHP Community Project
- Combined ESC Leadership Camp
- Students participated in the Lego League competition
- Triple P Parenting Workshops and Seminars
- Joint ESC and Primary School Activity Days (Book Week; Harmony Day etc)
- Bunnings workshops
- Sensorium Excursion and Incursion
- Karin Green, Tracy Clarke, Adele Whitehead and Kylee Fallon being nominated for WAESPAA awards
- Parent Connect group catch ups and social events
- Outdoor Classroom Day
- ESNN Performing Arts Exhibition
- Thriving in Motion incursion
- End of Year Concert
- ESC Graduation Ceremony
- Range of excursions for all classes
- Naidoc Week Art Incursion – Mural Creation
- Joint Creaney ESC and PS Sports Carnival
- High school transition program for Year 6 students





Community Satisfaction

WA Public Schools administer National School Opinion Surveys every two years. Our community was due to be surveyed again in 2024. However, due to the National Opinion Surveys tool not being available to schools in 2024, we will complete these in term 2 of 2025.

Student Achievement

Student achievement is assessed through a variety of methods across different learning areas to support a holistic approach to student development. It is important to note that year-to-year comparisons are not based on 'raw data,' as the student population fluctuates annually with students both entering and leaving the school, and these changes are reflected in the data each year.

Numeracy

In 2024 Creaney ESC continued to assess using the Joondalup Maths Assessment and Bright path tools. The data can be seen below.

Assessment Level	Curriculum	Number of students Sem 2	Progress	Number of students new to level
Conceptual	ABLEWA A/B			
Level 1		5	2 (33%)	3
Level 2		7	4 (57%)	3
Level 3		9	4 (44%)	3
Level 4		6	4 (67%)	2
Level 5		7	3 (43%)	4
Pre-Foundation	Kindergarten -ABLEWA C/D	14	8 (57%)	3
Foundation	Pre-Primary	10	5 (50%) with 3 mastering	3
Year 1	Year 1	22	15 (68%) with 3 mastering	3
Year 2	Year 2	11	5 (46%)	4
Brightpath	Year 3-6	7	6(86%)	0

Phonics

In 2024, Creaney continued to implement the Letters and Sounds phonics program and assessment, a Department of Education-recognized resource. This program is designed to enhance children's speaking and listening abilities, while also laying a strong foundation for reading by developing essential phonics knowledge and skills. It offers a structured and systematic approach to teaching phonics, beginning at age five, with the goal of helping children become fluent readers by the age of seven.

A total of 44 students were monitored using the Letters and Sounds assessment. Key data from the end of Semester 2 includes:

- 78% of students progressed through the phonics phases.
- 3 students (7%) tested out of the program, demonstrating a high level of phonics proficiency.
- 2 new students joined the program during the second semester.

These results reflect the continued success of the program in supporting students' early literacy development.



Student Achievement on IEP Goals: 64 students

- Semester One: 94% of students successfully achieved over 75% of their Individualized Education Program (IEP) goals, demonstrating strong academic progress and goal attainment.
- Semester Two: 92% of students successfully achieved over 75% of their IEP goals, maintaining high levels of achievement.

It is important to note that the slight reduction in achievement percentage in Semester Two can be attributed to increased student absences during the period, particularly due to holidays and medical-related issues. These absences may have impacted the ability of some students to consistently meet their goals.

Foundational Skills

In 2024, staff received comprehensive training on the implementation of the Foundational Skills Assessment, part of the Quality Teaching School Initiative, led by the Joondalup Education Support Centre. This assessment is designed to monitor the progress of students working at the pre-curriculum level (Pre-Kindergarten), a stage where learning and development are tracked using specialised tools.

Students at this developmental level are primarily assessed through this Foundational Skills Assessment, although some may also participate in the Letters and Sounds and Numeracy Assessment Groups, with any gaps in learning being monitored via the Foundational Skills framework.

At the end of 2024, the assessment was trialled successfully with a small focus group, yielding positive outcomes. Based on the success of the trial, the assessment has now been fully implemented for the 2025 academic year. Results from this assessment will be included in the next annual report.

ABLEWA

All students are assessed using the ABLE WA curriculum.

In ABLE WA Speaking and Listening, the following progress was observed:

- 16 students (25%) advanced by one year level, marking significant improvement in the Education Support context.
- 34 students (53%) showed progress within their current stage of learning.
- 9 students (14%) were new to the school.

In total, 78% of students demonstrated measurable progress.

In ABLE WA Reading and Writing, the following progress was recorded:

- 16 students (25%) progressed by one year level, indicating notable improvement in the Education Support program.
- 32 students (50%) made progress within their current stage of learning.
- 9 students (14%) were new to the school.

In total, 75% of students demonstrated progress in this area.

Communication

All students are assessed annually using the Communication Matrix Assessment Tool, a comprehensive framework that includes seven levels of communication. This tool is designed to identify how individuals are communicating and to set appropriate, achievable communication goals based on their current level of functioning.

The 2024 assessment data reveals the following:

- 32% of students progressed by one level, demonstrating significant advancement in their communication skills.
- 19% of students showed progress within their current communication level.
- 8 students were assessed for the first time and 18 students deemed to have mastered the matrix.

These results highlight the ongoing development of students' communication abilities, with a focus on setting meaningful goals for continued improvement.



Priority Areas Review

In 2024 we continued our work on our 2023-2025 Business Plan cycle in the four Priority Areas. As this was the second year of a 3-year cycle, we reviewed our progression according to how we are achieving at halfway through the cycle. Most of the goals and targets will still be ONGOING or INPROGRESS as we consolidate the work in each area.

Progress against each Priority Area to date are;

Priority One – High Quality Teaching

Focus One: Teaching Practice: Consistent high quality teaching practice in every classroom.

- Structured induction and mentoring program utilised with all new staff. - ONGOING
- Professional learning register shows evidence of both formal and informal learning opportunities. - ONGOING
- Staff have access to a bank of quality teaching resources (video exemplars etc). - ONGOING
- Performance development process utilised with all staff by 2024. – ACHIEVED

Focus Two: Most Viable Curriculum: Deliver a well-sequenced and wholistic curriculum appropriate for each individual student.

- Targeted whole school phonics assessment demonstrates average student improvement of at least 10% each year. - ONGOING
- Whole school maths assessment demonstrates average student improvement of at least 10% each year. - ONGOING
- CESC developmental checklists used to monitor progress in non-academic dimensions. - ONGOING

Priority Two – Community Relationships

- National School opinion Surveys demonstrate an improved rating in “relationships with the local community”. – ONGOING (results expected in the 2025 survey)
- Results of National Schools Opinion Surveys indicate parents feel supported by the school and able to communicate concerns (minimum 4.6 rating). – ONGOING (results expected in the 2025 survey)
- Attendance at parent/school community events indicates value places on family/school relationship. - ONGOING
- Increase in cross-campus events and activities. - ONGOING
- Number of community events increase to reflect extended relationships. - ONGOING

Priority Three – Effective Leadership

- Future Leaders Framework implemented by 2025. – IN PROGRESS
- Senior Mentors appointed to provide leadership to student body. – ON GOING
- All interested staff allocated leadership opportunities regardless of job position. – IN PROGRESS

Priority Four – Resources

- Teaching resources catalogued and electronic borrowing system established. - MET
- Resource Support officer employed to manage teaching resources. - MET





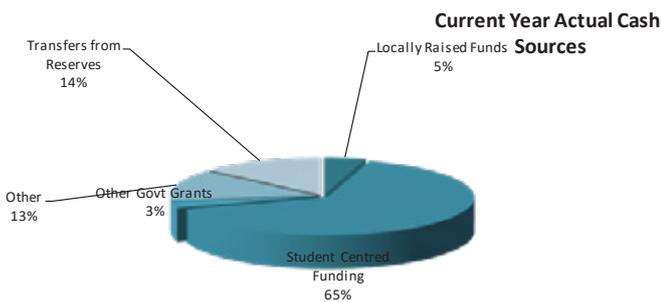
Breakdown of Department of Education funding

Student-Centered Funding - 2024

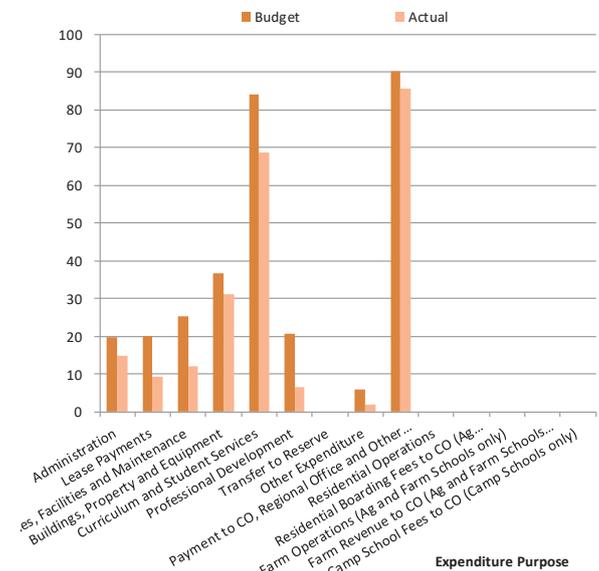
Per Student Funding:	\$541,762.00
Student and School Characteristics:	\$3,538,849.70
Disability Adjustments:	- \$7,634.15
Targeted Initiatives:	\$32,375.23
Operational Response Allocation:	\$29,057.93
Regional Allocation	\$0.00
Total:	\$4,134,410.71

Revenue - Cash & Salary Allocation

	Budget	Actual
Voluntary Contributions	\$3,780.00	\$2,870.00
Charges and Fees	\$10,825.00	\$8,174.80
Fees from Facilities Hire	\$-	\$-
Fundraising / Donations / Sponsorships	\$50.00	\$25
Commonwealth Govt Revenues	\$1,465.00	\$1,462.91
Other State Govt / Local Govt Revenues	\$3,300.00	\$3,300.00
Revenue from Co, Regional Office and Other Schools	\$1,850.00	\$1,845.27
Other Revenues	\$33,540.00	\$32,321.19
Transfer from Reserve or DGR	\$42,692.66	\$32,692.16
Residential Accommodation	\$-	\$-
Farm Revenue (Ag and Farm Schools only)	\$-	\$-
Camp School Fees (Camp Schools only)	\$-	\$-
Total Locally Raised Funds	\$97,502.66	\$82,691.33
Opening Balance	\$87,981.06	\$87,681.06
Student Centred Funding	\$156,810.33	\$156,810.33
Total Cash Funds Available	\$342,294.05	\$327,482.72
Total Salary Allocation	\$-	\$-
Total Funds Available	\$342,294.05	\$327,482.72



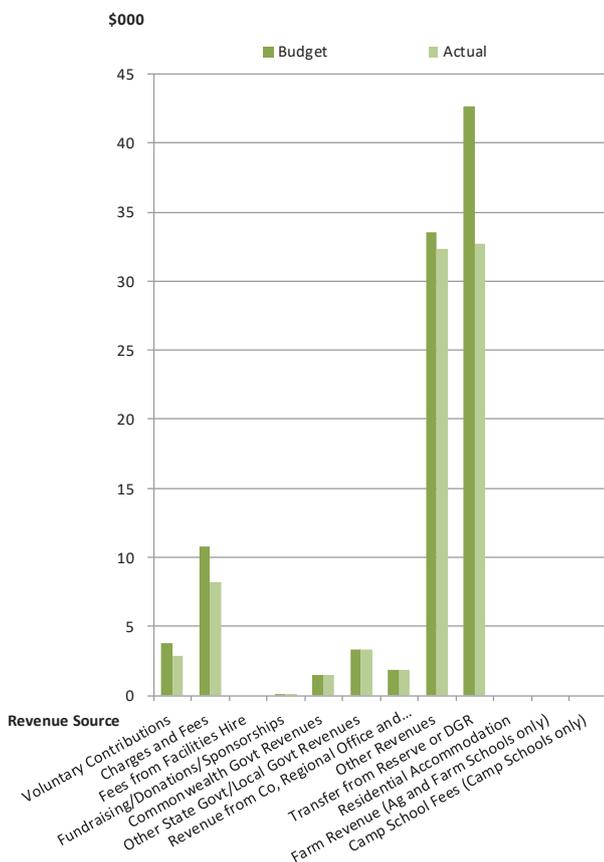
Goods and Services Expenditure - Budget vs Actual



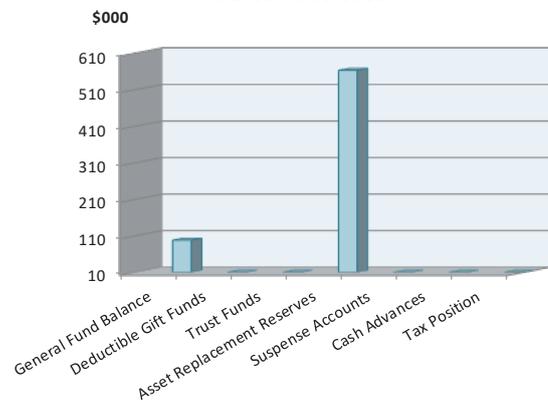


Expenditure - Cash & Salary	Budget	Actual
Administration	\$19,705.00	\$14,693.16
Lease Payments	\$20,000.00	\$9,290.05
Utilities, Facilities and Maintenance	\$25,250.00	\$11,915.26
Buildings Property and Equipment	\$36,735.00	\$30,959.28
Curriculum and Student Services	\$83,982.23	\$68,673.80
Professional Development	\$20,500.00	\$6,601.34
Transfer to Reserve	\$-	\$-
Other Expenditure	\$5,750.00	\$1,955.90
Payment to CO, Regional Office and Other Schools	\$90,200.00	\$85,535.90
Residential Operations	\$-	\$-
Residential Boarding Fees to CO (Ag Colleges only)	\$-	\$-
Farm Operations (Ag and Farm Schools only)	\$-	\$-
Farm Revenue to CO (Ag and Farm Schools only)	\$-	\$-
Camp School Fees to CO (Camp Schools only)	\$-	\$-
Total Goods Expenditure	\$302,122.23	\$229,624.57
Total Forecast Salary Expenditure	\$-	\$-
Total Expenditure	\$302,122.23	\$229,624.57
Cash Budget Variance	\$40,171.82	

Locally Generated Revenue - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$631,893.93
Made up of:	
General Fund Balance	\$97,858.15
Deductible Gift Funds	\$2,795.82
Trust Funds	\$-
Asset Replacement Reserves	\$563,090.62
Suspense Accounts	\$203.00
Cash Advances	\$500.00
Tax Position	\$31,553.66
Total Bank Balance	\$631,893.93



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