



2024 ANNUAL REPORT

**WEST COAST SECONDARY
EDUCATION SUPPORT CENTRE**

PROUD TO BE AN INDEPENDENT PUBLIC SCHOOL



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PRINCIPAL'S INTRODUCTION

West Coast Secondary Education Support Centre is an Independent Public School located on a shared site with Warwick Senior High School. We provide a safe and connected learning environment where our students can grow and develop. Our aim is to create a high-quality learning experience for students with disabilities, who have a diverse and complex range of educational needs.

At West Coast SESC, students are supported to develop the knowledge and skills that will help them to achieve their personal, social and learning goals and promote participation in all aspects of their lives. This holistic approach to education is delivered through the programs we offer and the teaching practices we use, in the focus we give to student well-being, and in the strong relationships we build with families and the wider community.

We encourage students to achieve their highest potential and aim to prepare them for life and work in a rapidly changing and diverse society. We help each student and their family to plan an individualised pathway to achieve a successful life after school, based on their interests, preferences and goals. We deliver a range of future planning and career education programs, workplace and enterprising opportunities, SCSA endorsed programs, and access to industry specific training and higher education.

Schools are reviewed by the Department of Education on a regular basis and in the 2024 Public School Review of West Coast SESC, a broad range staff, students, parents and community members, including the principal of co-located Warwick Senior High School, provided an open account of the operations, improvement agenda and context of the Centre, and recognised the significant increase in student enrolments over recent years.

The review team acknowledged the school's extensive efforts to collaborate with families to create an environment where students and their families feel a strong sense of connection, belonging and support, including the role of the parent liaison officer. They commended the whole-school approach to support positive student behaviour and the role of the student services team.

They recognised that the strategies and targets for improvement set in the West Coast SESC Business Plan (2023-2025) provide opportunities for staff to assume leadership roles aligned to strategic goals; that there is effective management of resources responsive to the changing needs of students, including the allocation of resources for increased chaplaincy and school psychologist time; and that careful consideration has been given to workforce planning and professional learning. They validated that teaching staff demonstrate a clear understanding of the importance of evidence-based decision making and draw on assessment data and evidence to develop IEP goals that allow for longitudinal tracking of student progress.



Carol Clarke
Principal

Our Vision

Within a safe and supportive environment, we commit to providing each of our students with the educational and social opportunities they need to succeed, so that they can confidently grow and develop towards a meaningful future.

Our Priorities

Focus Area 1

Strengthen Excellence in Teaching and Learning

Focus Area 2

Develop a Progressive and Shared Leadership

Focus Area 3

Develop Strong Partnerships and Sustainable Future Pathways



Endorsement from the School Board

2024 has been another successful year for West Coast Secondary Education Support Centre. As a School Board, we have been proud to work alongside a committed group of staff, parents, and community members who share a passion for supporting our students' learning, growth, and pathways beyond school.

This year, we welcomed new members who brought fresh perspectives and expertise, strengthened our partnership with Warwick Senior High School, and celebrated the opening of the upgraded pool - an important milestone that will benefit students for many years to come.

The Board wishes to thank our whole school community, staff, and fellow board members for their collaboration and support. It's through this strong, shared commitment that we continue to make positive progress.

At the end of 2024, the serving Board Chair David Wilson stepped down from his tenure. We would like to thank David for his contribution and for the dedication, expertise and leadership that he offered during his time in the role.

Ashlee Holohan

Ashlee Holohan
School Board Chair

STAFF SNAPSHOT

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.0	0
Total Administration Staff	4	3.0	0
Teaching Staff			
Other Teaching Staff	21	15.6	0
Total Teaching Staff	21	15.6	0
Allied Professionals			
Clerical / Administrative	5	4.6	0
Other Allied Professionals	65	49.7	0
Total Allied Professionals	70	54.3	0
Total	95	72.9	0

In 2024, 95 staff members were employed at West Coast SESC, including 21 teaching staff with an allocated FTE of 15.6. The Executive Team consisted of the Principal and three Deputy Principals, representing four Administrative Staff positions with a total FTE of 3.0.

A total of 54.3 FTE was allocated to Allied Professional staff, with 65 Special Needs Education Assistants (SNEA) employed across the centre, and five Clerical/Administrative staff. To support the delivery of Student Services, the allocated FTE for the role of the School Chaplain was increased to 0.8 FTE in 2024 and the School Psychologist is on-site two days per week. West Coast SESC continues to resource 1.0 FTE for the provision of a Parent Liaison Officer, who performs an important and highly valued role in supporting and guiding parents, enhancing community engagement and contributing to collaborative planning strategies.

To ensure students have access to a diversified curriculum, resource allocation considers the investment of staff time required to ensure effective planning and the successful delivery of programs. In 2024, 0.6 FTE for a Level 3 Teacher and 1.2 FTE of Allied Professionals was used to deliver the Pathway Planning program, supporting student transition to post-school options through VET, Workplace Learning (ADWPL) and alternatives to employment programs. West Coast SESC runs a specialist project in collaboration with Landsdale Farm, where students gain recognition for ADWPL and ASDAN modules, and this was appointed the staff resources of 1.2 FTE SNEA and 0.2 FTE Teacher.

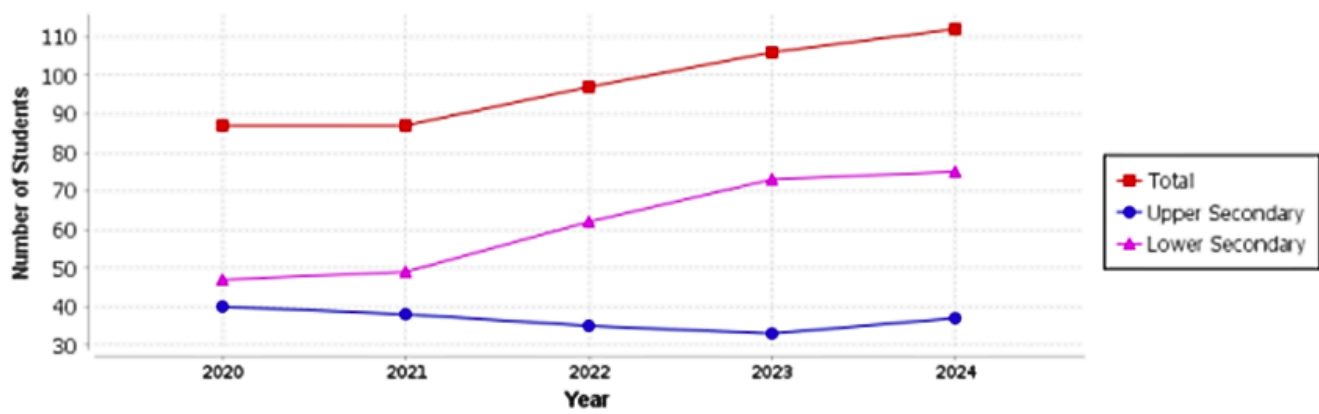
To support the specialist and complementary programs, 1.4 FTE SNEA was allocated to Enterprise, 0.8 FTE SNEA and 0.4 FTE of Teacher time were used to deliver Photography, and the Work Skills program and Microbusiness Development received 2.4 FTE SNEA. MultiLit is used to provide intensive literacy intervention to identified students, and this was supported through the allocation of a full-time SNEA to implement the programs.

STUDENT NUMBERS

Student numbers have risen across both upper and lower secondary cohorts. The total number of full-time students rose to 112 in 2024, and data displayed a 22.3% increase for the five-year period of 2020-2024.

A total of 13 students transitioned into Year 7 from schools including Madeley Primary School, Roseworth ESC, Creaney ESC, Glendale Primary School and West Leederville Primary School. When considering future student enrolments, including intake numbers of Year 7 students, consideration has been given to school capacity in relation to the availability of existing infrastructure.

West Coast SESC: Trends in Student Numbers (2020-2024)



Student Cohort	2020	2021	2022	2023	2024
Lower Secondary	47	49	62	73	75
Upper Secondary	40	38	35	33	37
Total No. of Students	87	87	97	106	112

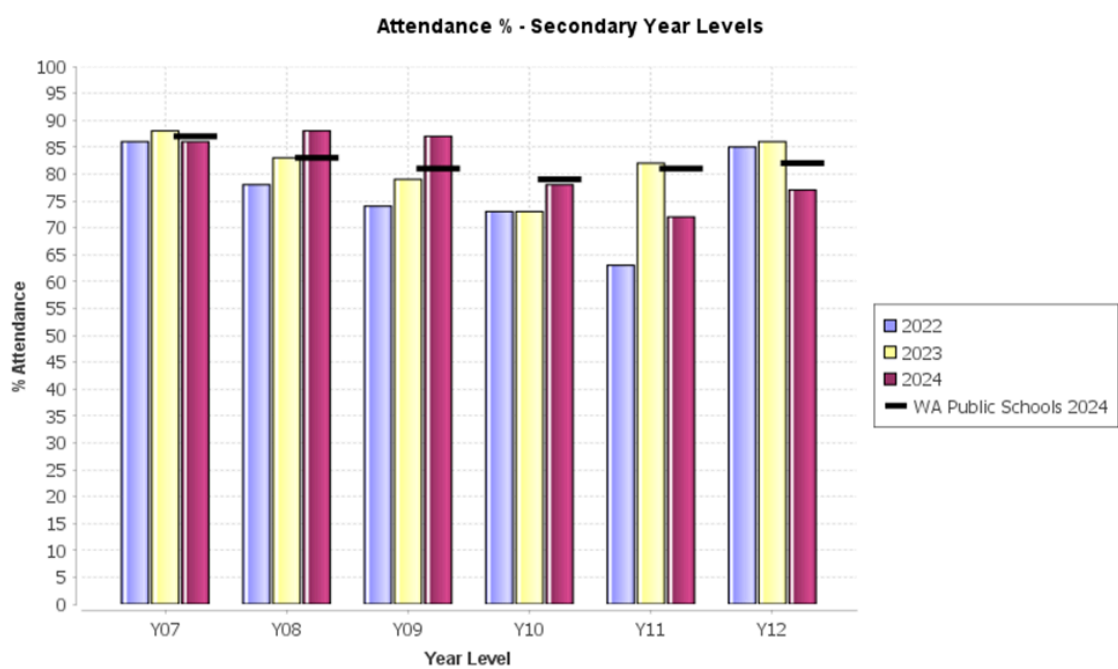
In 2024, West Coast SESC continued to have a higher number of male students when compared to female students. The demographic report of student characteristics remained consistent with previous years for the domain of gender, with 27% of students identifying as female and over 72% identifying as male.

At the time of data collection, three students identified as Aboriginal and/or Torres Strait Islander peoples, which currently represents approximately 3% of the total student population. With the aim of building a culturally responsive school environment, West Coast SESC has initiated development of an Aboriginal Cultural Framework and Reconciliation Action Plan, with expected completion in 2025. School leaders are evaluating the growing need to gain access to the expertise of an Aboriginal Islander Education Officer (AIEO).

STUDENT ATTENDANCE

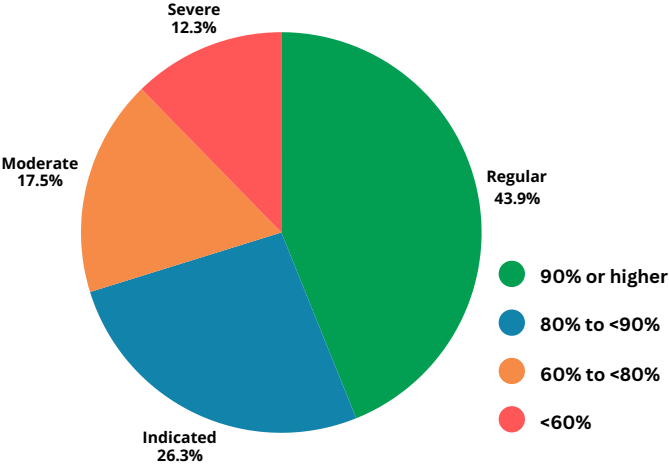
The overall student attendance rate in 2024 was 81.5%. In previous years, attendance has been comparatively lower than WA Public Schools data. In 2024, the relative difference decreased to 0.7% below the WA Public Schools rates, demonstrating that attendance rates at West Coast SESC are improving year on year. Currently, the Schools Online platform does not publish attendance data for the category of Like Schools, which would represent a more accurate data set for comparison.

Data for the middle school student cohort demonstrated a consistent trend of increasing attendance for the period of 2022-2024. Lower school year groups achieved relatively stable attendance between 2022 and 2024, with a slight decrease of 2% for the period of 2023-2024.



In 2024, 43.9% of students achieved regular attendance, demonstrating a rise of 13.5% since 2022. The percentage of students with At Risk attendance rates decreased across all categories for the period of 2022-2024. West Coast SESC will continue to work collaboratively with students, parents and caregivers to provide individualised support and to identify and reduce barriers to attendance.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	30.4%	31.4%	24.5%	13.7%
2023	43.0%	22.4%	24.3%	10.3%
2024	43.9%	26.3%	17.5%	12.3%
Like Schools 2024				
WA Public Schools 2024	48.0%	25.0%	15.0%	12.0%



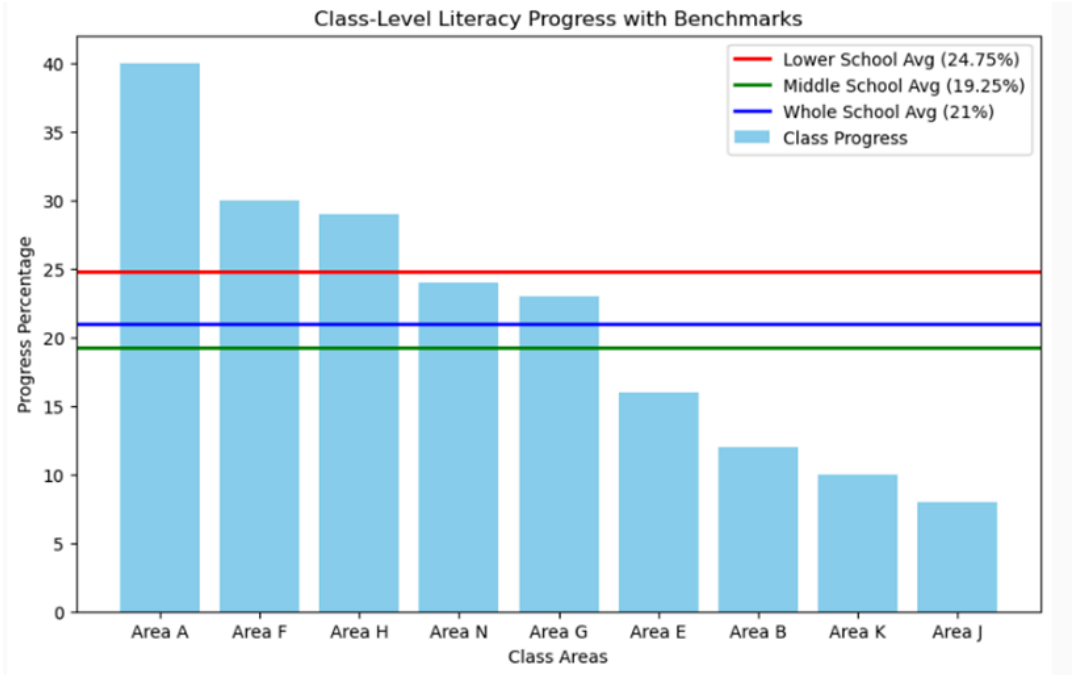
STUDENT ACHIEVEMENT & PROGRESS

Literacy

The West Coast SESC whole school approach to literacy has been created, with significant input from staff and guidance from an expert teacher, to enhance literacy outcomes through structured and evidence-based approaches. The development of Literacy Pathways provides a structured approach to delivering differentiated programs and assessments via the Core Pathway aligned with the Australian Curriculum (ACARA), the Engagement and Vocational Pathway for upper school students, and the ABLEWA Pathway.

The Promoting Literacy Development (PLD) program was implemented across all classrooms following a successful trial period in 2023. The focus in 2024 was to embed the Spelling (Structured Synthetic Phonics (SSP)) and Reading domains, ensuring consistency and quality in literacy instruction across all classrooms. To improve the collection and use of literacy assessment data, PLD Spelling and Reading screens were introduced. These tools provide a comprehensive view of a student's current learning stage and enable both regular and longitudinal tracking of progress across year levels. To support effective transitions and continuity of learning, PLD screening was also conducted towards the end of Term 4 to facilitate a smooth handover of student data to the 2025 classroom teacher.

Assessment and data tracking have been strengthened through the introduction of the South Australian Spelling Test in 2024. This standardised assessment will be administered annually in Term 3 to provide a robust longitudinal data set with comparative age norms.



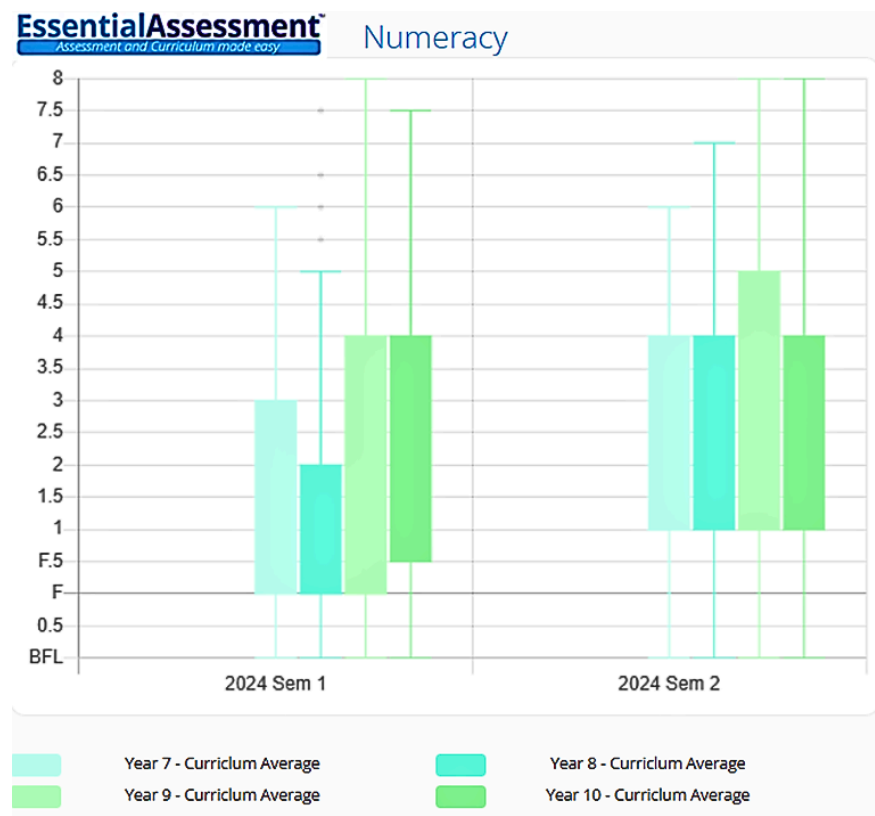
In terms of measurable outcomes, the school has seen encouraging growth in literacy achievement across all levels. On average, Lower School classes achieved 24.75% of their total possible growth, while Middle School classes achieved 19.25%, suggesting steady and meaningful progress was made in the first year of program implementation. The average growth across the whole school stands at 21%, demonstrating the positive impact of delivering a structured approach to literacy built around evidence-based practices.

STUDENT ACHIEVEMENT & PROGRESS

Numeracy

In 2024, West Coast SESC focussed on strengthening and refining the whole school approach to Numeracy. A key change was the shift away from Maths Groups, with student learning levels being analysed and utilised as part of the class placement process. This approach ensured that class-based instruction could be delivered more efficiently and effectively to meet each student’s learning profile. The implementation of the Oxford Maths program across the school supported this approach. It provides a consistent, curriculum-aligned framework for teaching mathematics to both foundational and advanced learners.

To ensure accurate and individualised assessment, the dynamic assessment feature was used on the Essential Assessment platform. This ensured reliable and adaptable data collection and minimized the risk of negative growth attributed to external factors unrelated to a student’s actual numeracy ability.



The box and whisker plot shows the average curriculum level for students in each year group at the beginning of Semester 1 and the end of Semester 2, as reported through the Essential Assessments platform. The data indicates comparative progress for all year groups, with the most prominent growth seen in students in the year 7, 8 and 9 cohorts. The Essential Assessments platform does not currently have dedicated curriculum resources for Year 11 and 12 students; therefore, the Year 10 student category represents all upper school students, as it is the highest age allocation that the platform allows students to be placed into for reporting.

Essential Assessments has expanded its scope to include the ABLEWA curriculum, enabling students with pre-foundation abilities to participate in assessments that reflect their learning level. In 2025, a trial period will be commenced for the use of the Flexi Assessments feature, which will provide specific data measuring student understanding at the conclusion of each learning unit.

STUDENT ACHIEVEMENT & PROGRESS

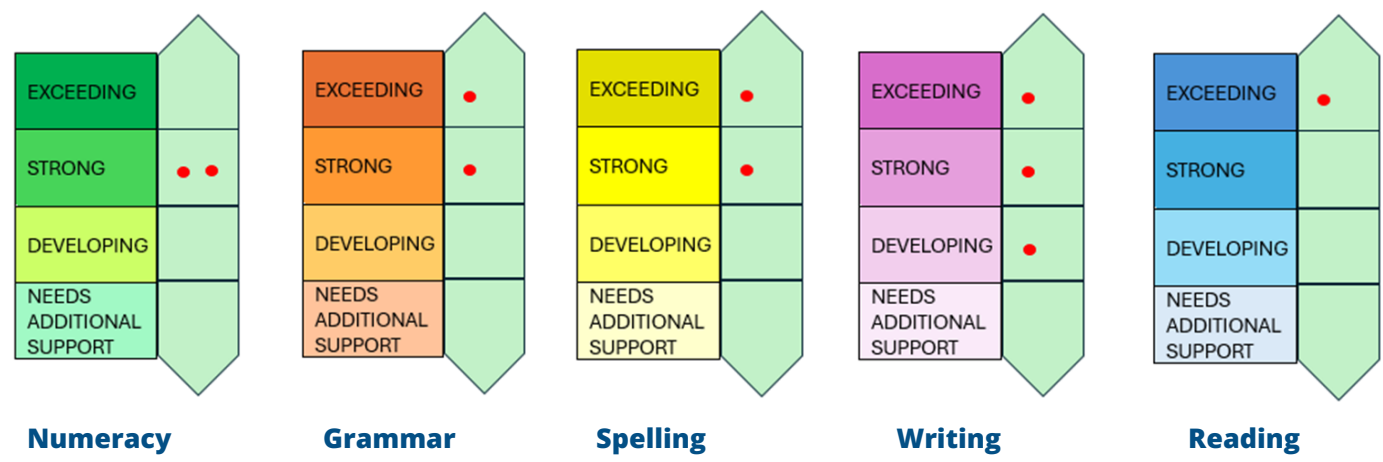
OLNA

The OLNA is an online literacy and numeracy assessment designed for secondary students and implemented by the WA State Government and School Curriculum and Standards Authority. The OLNA is designed to enable students to successfully meet the minimum standard of literacy and numeracy required for WACE eligibility.

A targeted program was introduced in 2024 to prepare students, with small group OLNA lessons delivered for each assessment domain – Numeracy, Reading and Writing. Classes provided individualised support to students by programming content to meet each student’s identified knowledge and skill gaps. Support and resources were also provided to the classroom teachers working with these students, to enable the required content to be delivered and give participants the greatest chance of success. OLNA lessons also taught candidates the specific skills required for each assessment domain, including how to approach different question types.

West Coast SESC had 13 students sit a total of 25 tests across the assessment domains of Numeracy, Reading and Writing. This is a 30% increase in candidate numbers from the previous year. Students achieved a total of 13 tests at a Category 3 level, which is required to demonstrate the standard through the OLNA.

NAPLAN



West Coast SESC has seen an increase in the number of students participating in NAPLAN, with three students sitting tests across the domains of Numeracy, Writing, Spelling, Grammar and Reading in 2024. Student achievement in NAPLAN is reported using proficiency standards for each assessment area at each year level. The proficiency level descriptions below describe some of the skills and understandings students can generally demonstrate at the time of testing, with the indicators providing a summary of typical skills and understandings for a student at that level.

In 2024, one student achieved a proficiency level of Exceeding and one student scored as Strong in the domains of Grammar, Writing and Spelling. One student scored as Exceeding for the Reading domain and two students met the criteria for Strong proficiency in Numeracy. A proficiency level of Developing was also achieved by one student in the Writing domain, indicating that this student is working towards meeting the expectations for their current year level.

STUDENT ACHIEVEMENT & PROGRESS

ASDAN

ASDAN Award Programs blend activity-based curriculum enrichment with a framework for the development, assessment and accreditation of key skills and other personal and social skills, with emphasis on rewarding achievement. Student portfolios show their learning journey over time and allow them to demonstrate understanding in numerous ways. Portfolio evidence can include photos, worksheets, checklists, witness statements and videos, and can be presented in paper-based, digital form or a combination of the two.

In response to the ongoing evaluation of learning needs and abilities in 2024 upper school student cohort, key changes were made to the delivery of ASDAN modules across the school. Endorsed ASDAN programs have been streamlined, due to a large percentage of students working towards higher level VET certifications.

Year Level	Endorsed Programs	Modules Submitted	% Achieved
10	Transition Challenge: <i>Introduction & Progression</i>	28	100%
11/12/13	Towards Independence: <i>Business Enterprise</i>	5	100%
12/13	Towards Independence: <i>Photography</i>	2	100%

In 2024, the ASDAN programs delivered by teachers were Transition Challenge: Introduction and Progression, a two-year course that was delivered to students in years 9 and 10; and two Towards Independence programs - Photography and Multimedia, delivered across a two-year period, and Business Enterprise, a one year course provided for students in the senior school cohort.

28 Transition Challenge and 7 Towards Independence modules were submitted for moderation in 2024. A sample of each module was selected by ASDAN Western Australia for rigorous external moderation. All submitted samples received positive feedback and students achieved a pass rate of 100%.

Career Taster Program

The Career Taster Program (CTP) provides an exciting opportunity to challenge student thinking, spark career curiosity and make connections between education and post-school opportunities. The CTP enables students to explore the stages of early career discovery and study pathways, helping them to make informed decisions about their subject selections in Years 10, 11 and 12.

In 2024, West Coast delivered Career Taster experiences to students in Years 9 and 10. Hairdressing/Styling was attended by four students, Early Childhood by eight students and four students participated in Try-a-Trade: Bricklaying, Tiling and Plastering. The creative and digital courses Animation 3D, Song Factory, Pinhole Photography and Animation 2D proved very popular and received high attendance rates of between 8-11 students per course.

STUDENT ACHIEVEMENT & PROGRESS

Senior Student Outcomes

Vocational Education & Training (VET)

VET (Vocational Education and Training) is a system of education and training focused on providing skills and knowledge for specific occupations and industries. It offers a practical, job-focused pathway to careers and includes various options like apprenticeships, traineeships, and standalone qualifications. VET courses lead to nationally recognized qualifications, such as Certificates, Diplomas, and Advanced Diplomas, which are recognized across Australia.

The courses are often designed by industry experts to ensure that the skills taught are relevant to the current and future needs of the workplace across various industries, including trades, business, health, and more. VET courses can be undertaken in school, at TAFE institutes, or through other registered training organizations (RTOs). In 2024, West Coast SESC had 35 students enrolled in Certificate level VET courses, reflecting the increasing number of students accessing further education and training opportunities.

Year Level	VET Certificate	No. of Students	% Achieved
10	Cert I Workplace Skills	3	100%
10/11/12	Cert II Retail Services (Y12 SBT)	9	8x 100% 1x ongoing
11	Cert II Integrated Technologies	1	Ongoing course
11	Cert II in Government (SBT)	1	Ongoing course
11	Cert I Hospitality	1	100%
11/12	Cert II Building and Construction	2	100%
11/12	Cert II Applied Digital Technologies	4	100%
11/12	Cert II Supply Chain Operations (SBT)	6	1 x 100% 5 x ongoing
12	Cert II Horse Care	1	Ongoing course
12	Cert III School Based Education Support	1	Ongoing course
12	Cert II Hospitality	2	1x 100% 1x ongoing

West Coast SESC has been expanding the delivery of courses over the past two years, through the Vocational Education and Training Delivered to Secondary Students (VETDSS) program and via access to School Based Traineeships (SBT). VETDSS provides the opportunity for students in Years 10, 11 and 12 to attend a TAFE institute and study a qualification over a period of one to two years.

STUDENT ACHIEVEMENT & PROGRESS

Senior Student Outcomes

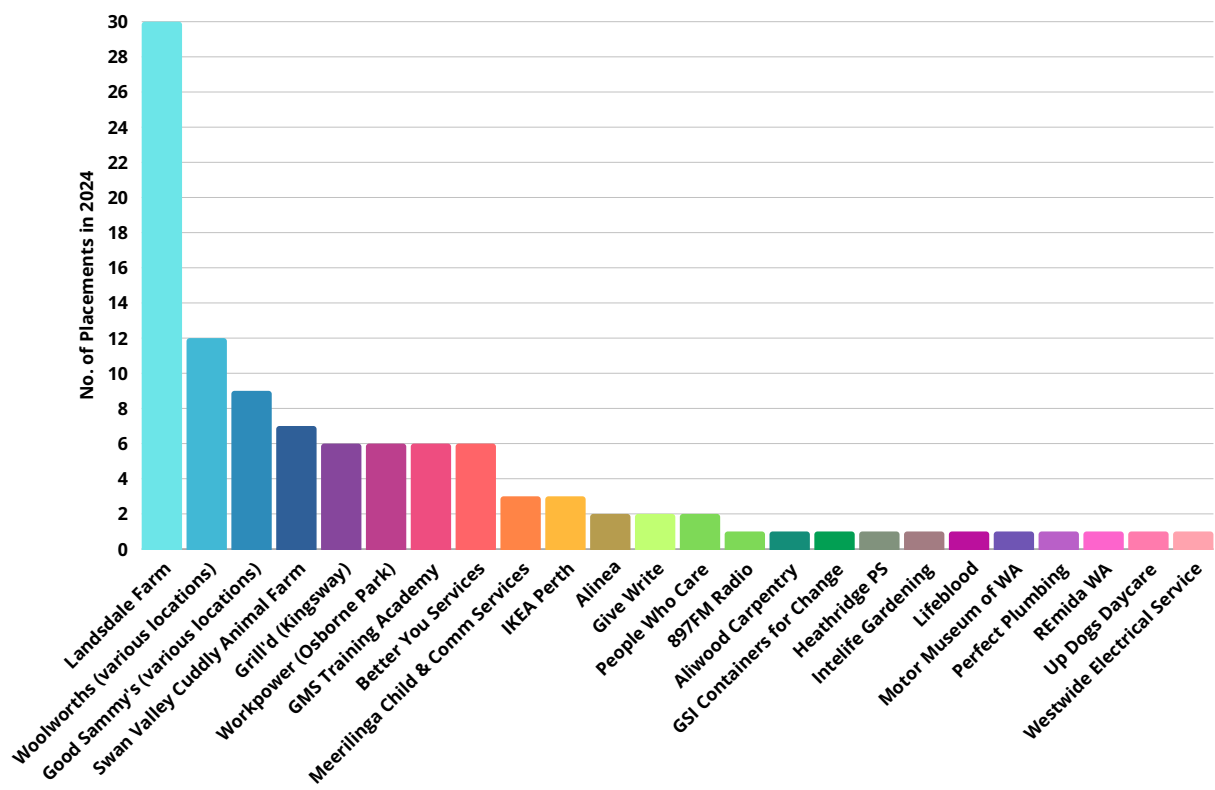
Authority Developed Workplace Learning (ADWPL)

The School Curriculum and Standards Authority has developed a Workplace Learning program, which is managed by individual schools. To complete the ADWPL program, a student must work at least 55 hours in a real workplace, complete a logbook, and complete a skills journal. The program may be repeated and count towards a student’s WACE, contributing the equivalent of up to four course units.

Benefits to students include developing first-hand experience and competence in a real workplace in preparation for the transition from school to work. The Workplace Learning program at West Coast SESC aims to support students in developing career pathways by providing experiences to help them decide if a particular industry or role is suitable, interesting and has the potential to provide meaningful future employment.

Year Level	No. of Students Enrolled	ADWPL Units Achieved
11	12	11
12/13	16	42
Total	28	53

Employers Providing ADWPL Placements in 2024



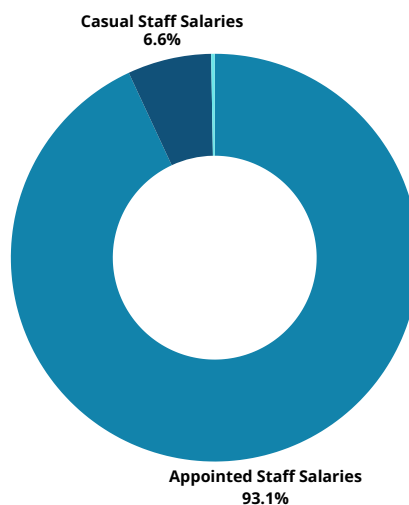
FINANCIAL REPORT

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	115,959	115,959
Carry Forward (Salary):	216,099	216,099
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,203,292	6,203,292
Locally Raised Funds:	167,350	174,795
Total Funds:	6,702,700	6,710,145
EXPENDITURE		
Salaries:	5,952,687	5,952,687
Goods and Services (Cash):	729,650	685,074
Total Expenditure:	6,682,337	6,637,761
VARIANCE:	20,363	72,384
INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	115,959	115,959
Carry Forward (Salary)	216,099	216,099
STUDENT-CENTRED FUNDING		
Per Student	1,181,817	1,181,817
School and Student Characteristics	4,931,025	4,931,025
Disability Adjustments	37,322	37,322
Targeted Initiatives	135,467	135,467
Operational Response Allocation	800	800
Total Funds:	6,286,431	6,286,431
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(477,190)	(477,190)
School Transfers - Cash	408,841	408,841
Department Adjustments	(14,790)	(14,790)
Total Funds:	(83,139)	(83,139)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	10,200	10,408
Charges and Fees	12,550	13,622
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	0	100
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	55,300	55,320
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	89,300	95,345
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	167,350	174,795
TOTAL	6,702,700	6,710,145

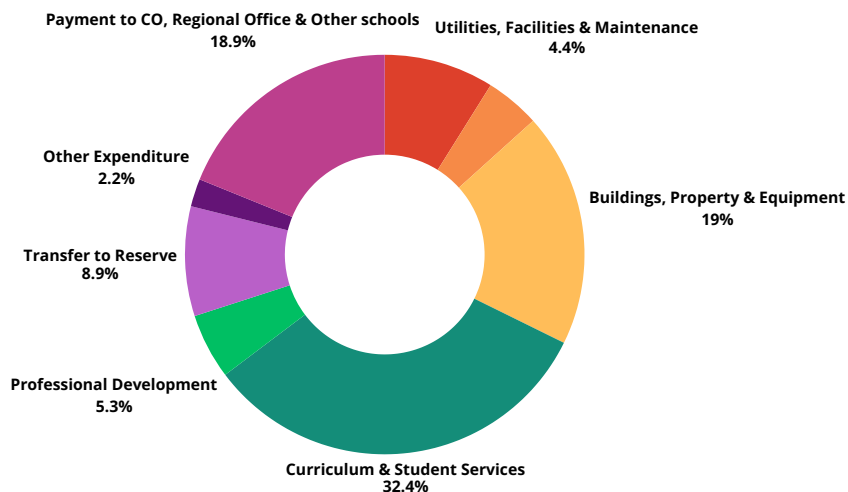
FINANCIAL REPORT

<u>Expenditure Summary 2024</u>	<u>Current Budget (\$)</u>	<u>Actual YTD (\$)</u>
SALARIES		
Appointed Staff	5,540,261	5,540,261
New Appointments	0	0
Casual Payments	395,680	395,680
Other Salary Expenditure	16,746	16,746
Total Funds:	5,952,687	5,952,687
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	63,433	60,952
Lease Payments	0	0
Utilities, Facilities and Maintenance	67,100	30,327
Buildings, Property and Equipment	119,150	129,912
Curriculum and Student Services	295,370	222,160
Professional Development	36,000	36,329
Transfer to Reserve	60,797	60,797
Other Expenditure	17,800	15,383
Payment to CO, Regional Office and Other schools	70,000	129,213
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	729,650	685,073
TOTAL	6,682,337	6,637,760

**Proportional
Expenditure:
Salaries**



**Proportional
Expenditure:
Goods & Services**



PROGRESS TOWARDS TARGETS IN 2024

FOCUS AREA 1: STRENGTHEN EXCELLENCE IN TEACHING AND LEARNING

TARGETS	EVIDENCE OF PROGRESS	RECOMMENDATIONS
Annual and measured growth for all students towards individualised Literacy goals.	<ul style="list-style-type: none"> The PLD Spelling & Reading programs were successfully introduced across all classrooms. Literacy assessment data showed an average of 21% of total possible growth was achieved in 2024. The SA Spelling Test was introduced - annual standardized assessment providing longitudinal data & comparative age norms. The number of students sitting NAPLAN increased & proficiency levels of Exceeding, Strong & Developing were achieved across the domains of Spelling, Writing, Reading & Grammar. 	<ul style="list-style-type: none"> Progress focus to developing oral language skills through Heggerty & PLD oral language programs. Cross-curricular focus to include explicit comprehension in every lesson. Ongoing PLD professional learning at staff meetings & SDD.
Annual and measured growth for all students towards individualised Numeracy goals.	<ul style="list-style-type: none"> The Oxford Maths program was implemented school-wide. All year groups displayed strong annual growth in Numeracy assessment outcomes. The dynamic assessment feature was used on Essential Assessments to strengthen evaluation of individual student progress in Numeracy. Increased number of students sat NAPLAN & achieved proficiency levels of Strong in the Numeracy domain. 	<ul style="list-style-type: none"> Develop Numeracy loading sessions to prepare students for assessment. Trial Flexi Assessments in 2025 to measure individual student understanding at the end of each learning unit.
All identified students will have the opportunity to prepare for & participate in the OLNA during the period of 2023-2025.	<ul style="list-style-type: none"> 30% increase in student candidate numbers - 13 students completed a total of 25 tests. Students achieved 13 test outcomes at Category 3 level. Targeted OLNA preparation program was introduced in 2024, providing small group lessons with a dedicated Teacher for each learning area. 	<ul style="list-style-type: none"> Strengthen OLNA data analysis, evaluation & presentation to inform preparation program & report outcomes.
Teachers will develop increased autonomy and competency when implementing Literacy & Numeracy assessments.	<ul style="list-style-type: none"> Expert Teacher completed the Essential Assessment online platform PL. Numeracy assessment guide & timeline updated as part of the WSNP document. All Teachers involved in the Teaching for Impact PD delivered as a 12 month program to implement the DoE WA Quality Teaching Strategy. 	<ul style="list-style-type: none"> Staff to be upskilled in the use of Flexi Assessments on the Essential Assessment platform.
Teachers will develop increased competency and autonomy in collecting relevant data for analysis.	<ul style="list-style-type: none"> Numeracy Co-ordinator provided review sessions for Teachers after collecting assessment data. All Teachers involved in the Teaching for Impact PD delivered as a 12 month program to ensure engagement in the DoE WA Quality Teaching Strategy. PLD Expert Teacher provided upskilling for Teachers in the use of PLD online data tracking sheets. 	<ul style="list-style-type: none"> Establish peer groups for Teachers to support the effective use of student data. Continue development of scope & sequence documents for spelling/SSP, oral language & writing.
Teachers will collect and use student data to drive evidence-based practice in the classroom.	<ul style="list-style-type: none"> All Teachers involved in the Teaching for Impact PD delivered as a 12 month program to ensure engagement in the DoE WA Quality Teaching Strategy. Promoting Literacy Development (PLD) assessments & programs were introduced school-wide for the domains of Spelling & Reading. 	<ul style="list-style-type: none"> PL to be delivered to staff by Oxford Maths. Literacy Co-ordinator to provide further PL on PLD instruction & session planning. Develop documentation showing example of a Literacy block with essential elements.

PROGRESS TOWARDS TARGETS IN 2024

FOCUS AREA 2: DEVELOP A PROGRESSIVE AND SHARED LEADERSHIP

TARGETS	EVIDENCE OF PROGRESS	RECOMMENDATIONS
By the end of 2024, 90% of staff will have engaged in professional development that builds skills & knowledge aligned with the Business Plan priorities for 2023-2025.	<ul style="list-style-type: none"> Team Teach PL continued to be delivered to staff by our on-staff Team Teach trainers. The Case Study initiative was delivered to all staff at staff meetings & SDD to provide more regular & in-depth positive behavioural support strategy upskilling. All Teaching staff engaged in the Teach for Impact PD program to ensure individualised support & development aligned with the DoE WA Quality Teaching Strategy. Deputy Principals attended & completed the Leading School Improvement Workshop. 	<ul style="list-style-type: none"> Further develop instructional leadership within the school to support the implementation of consistent practices. Continue to strengthen the leadership roles & understanding of student performance & data analysis & the use of these metrics to inform strategic planning.
By the end of 2024, clear leadership roles will be outlined for staff that drive planning, assessment & change.	<ul style="list-style-type: none"> Expert Teachers provided specialist support and delivered PL sessions to further the skill development of Teaching Staff. Staff were provided with more leadership opportunities as Committee Leaders & in the delivery of specialised programs. Continued development of the West Coast SESC Teaching/Instructional Guide in collaboration with school & curriculum area leaders. 	<ul style="list-style-type: none"> Continue development of a whole-school instructional framework in collaboration with staff. Strengthen the leadership roles & understanding of student performance & data analysis & the use of these metrics to inform strategic planning.
By the end of Term 1 2024, all staff will be assigned to committees for collaborative planning of annual operational plans.	<ul style="list-style-type: none"> All staff were allocated to & engaged in committees to collaboratively plan & develop the Operational Milestones for that learning area. Staff were strongly involved in the Public School Review process in 2024. Resourcing was provided to ensure operational planning was allocated time during SDD & Co-ordinators were supported to review milestones. 	<ul style="list-style-type: none"> Strengthen the budget process for operational planning committees. Establish timelines, roles & responsibilities within committees. Allocate an Operational Planning Co-ordinator role to oversee process and documentation.

PROGRESS TOWARDS TARGETS IN 2024

FOCUS AREA 3: DEVELOP STRONG PARTNERSHIPS AND SUSTAINABLE FUTURE PATHWAYS

TARGETS	EVIDENCE OF PROGRESS	RECOMMENDATIONS
By the end of 2024, 90% of students will be engaged in pathway planning programs.	<ul style="list-style-type: none"> Vocational Pathway Co-ordinator & Engagement Pathway Co-ordinator roles were allocated further resourcing to strengthen the development & refinement of senior school pathways. The Career Taster & Try-A-Trade programs were continued for middle school students. Volunteering & microenterprise programs offered the opportunity for engagement in vocational skill development to a wider range of students. 	<ul style="list-style-type: none"> Improve the collection of post-school survey data to evaluate the efficacy of pathway planning programs on post-school transition outcomes.
90% of senior students will be engaged in WPL, VET or ATE placements.	<ul style="list-style-type: none"> School Based Traineeships (SBT) offered three pathways in 2024 - Certificate II in Government, Certificate II in Retail services and Certificate II in Supply Chain Operations. In 2024, West Coast SESC had 35 students enrolled in Certificate level VET courses. A total of 28 students in Year 11- 13 participated in the ADWPL program to attain SCSA endorsed units. 	<ul style="list-style-type: none"> Continue to develop the VET offerings & opportunities to maximise the benefit to students in line with their interests & goals post-school.
All students will be provided with opportunities to actively participate in planning a future pathway through holistic and person-centred programs.	<ul style="list-style-type: none"> The Career Taster Program was accessed for students in Year 9-11 with 7 courses being offered in 2024. COMPASS meetings were held with Year 10, 11 and 12 students in 2024. ASDAN continued to be delivered as an Endorsed Program, with 35 modules submitted for moderation receiving a 100% pass rate. Parent Liaison Officer role was formalised & strengthened in 2024. 	<ul style="list-style-type: none"> Continue to resource & promote the Parent Liaison Officer role to assist parents in post-school planning and NDIS access. Establish the West Coast SESC Student Council to support student voice & encourage student engagement in civics & citizenship processes.
Student health & well-being will be supported through school-wide initiatives, and data will be collected at the end of 2024 to measure the success of programs.	<ul style="list-style-type: none"> What's the Buzz program was implemented school-wide in 2024. You Can Do It program was continued in 2024 as a whole school program. The resourcing for extra FTE for the School Chaplain was maintained. The collection of personal and social capabilities data was introduced to inform the development of students' IEP goals, monitor student progress & provide ongoing support for social & emotional development. 	<ul style="list-style-type: none"> Continue to develop Aboriginal cultural awareness & embed across the curriculum. Hold elections for West Coast SESC Student Councillors to increase student voice & its role as a source of data for the school improvement cycle.

