



ROSEWORTH

EDUCATION SUPPORT CENTRE

TOGETHER WE CAN DO IT

2025 ANNUAL REPORT

Roseworth Education
Support Centre

(08) 9338 2580

www.roseworthesc.wa.edu.au

Roseworth.esc@education.wa.edu.au

30 Stebbing Way, Girrawheen WA 6064



PRINCIPAL'S MESSAGE: 2025

2025 has been another busy and productive year for Roseworth Education Support Centre. We continued implementing our three-year Strategic Plan, which began in 2024, focusing on the priorities of:

- Mathematics – building fundamental math skills
- Reading – strengthening phonics-based instruction
- Social and Emotional Learning – supporting student wellbeing

Our commitment to these priorities has resulted in a continued upward trend in student achievement. Alongside our academic programs, we have provided rich opportunities for students to engage in all areas of the curriculum, as well as participate in community and local network events.

This year, we maintained 9 classes with 69 students, ensuring a strong sense of belonging and individualised support for every learner.

At the end of 2023, we successfully secured funding for a new Kindergarten/Pre-Primary block. In 2025, the project progressed to the tender stage, with BARNA Constructions awarded the contract. Construction is scheduled to commence during the January 2026 school holidays, marking an exciting milestone for our school community.

A significant change occurred in Term 4, 2025, with the retirement of Principal Pat Watt. I was honoured to be appointed as Principal and look forward to continuing the strong foundation of excellence and care that defines Roseworth ESC. We are all looking forward to an exciting and productive 2026 as we build on our achievements and prepare for the next phase of growth.



Natalie Carrara
RESC Principal

ABOUT OUR SCHOOL

At Roseworth ESC, we proudly celebrate the diversity of our student population. Our students come from a wide range of cultural backgrounds, and this richness fosters a stimulating and inclusive learning environment. Sharing our site with Roseworth Primary School, we work together to create a caring and supportive community that promotes the best possible educational and social outcomes for all students. In addition, our partnership with the Child and Parent Centre, also located on our campus, strengthens our ability to deliver holistic support for families and students.

Our dedicated ESC staff collaborate closely with parents and external service providers to ensure every student can achieve their personal best. Using current technologies, students are empowered to express themselves and showcase their achievements in innovative and engaging ways. Our core commitment remains to identify and provide opportunities for each student to develop their individual potential.

We continue to prioritise a strong sensory program across the school. Staff are highly skilled in implementing sensory diets and creating personalised sensory toolboxes to meet student needs. Our all-weather outdoor classroom provides a safe and inclusive space for students to learn, interact, and play alongside their peers. This area also hosts our whole-school Friday morning breakfast, reinforcing our focus on developing independent living skills and communication.



OUR STUDENTS

Enrolments:

Our enrolments have been steadily increasing over the last several years. We finished 2025 with an enrolment of 70 (FTE) students with a total of 74 students. This included 66 full time students enrolled from Pre-Primary to Year 6, and 11 part-time students in kindergarten. This cohort included students with Intellectual Disability, Autism Spectrum Disorder, Down Syndrome, and various high need medical conditions.

Student Numbers

Primary	Kindy	PP	Y1	Y2	Y3	Y4	Y5	Y6	Total
Full Time	(4)*	13	11	10	11	8	7	2	66
Part Time	8								

*The Kindy Full time figure represents the Full Time equivalent of the Part Time students

	Kindy	PP	Pri	Total
Male	6	10	38	54
Female	2	3	11	16
Total	8	13	49	70

	Kindy	PP	Prim	Total
Aboriginal	1	2	11	14
Non-Aboriginal	7	11	38	56
Total	8	13	49	70

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	87.60%	null%	90.30%	92%	null%	74.30%	88.30%	null%	88.90%
2024	88.20%	null%	91%	90.10%	null%	74.30%	88.60%	null%	89.40%
2025	86.50%	null%	90.70%	84%	null%	73.20%	86%	null%	89.10%

Our high attendance rates reflect best practice in school engagement at Roseworth ESC. Attendance rates are impacted by ongoing therapy and medical needs of our students.



OUR STAFF & EXPERTISE

At Roseworth ESC, all staff are fully qualified and trained to work in an Education Support setting. Unlike mainstream primary schools, each class at Roseworth ESC has a maximum of 8–10 students, supported by one teacher and a minimum of three Education Assistants, ensuring a highly individualised approach to learning.

Graduate teachers receive strong support through an allocated mentor and participation in graduate modules throughout the year. All Education Assistants hold accredited Special Needs qualifications and are provided with targeted professional development as required.

In 2025, staff engaged in a wide range of professional learning opportunities, including:

- Our staff accessed multiple professional learning workshops at our biennial conference including:
 - Collaborative & Proactive Solutions (CPS) Model
 - From Reaction to Prevention: Proactive Approaches to Behaviour Support in Schools
 - Professional Learning: Teaching for Impact through Differentiation
 - Relationships, Connection & Appreciation
 - ADHD with Me: Smart Strategies for Educators
 - Explicit Instruction through the Lens of Cognitive Load Theory
 - Mastering Explicit Instruction: Advanced Techniques for Implementation & Effectiveness
 - Sensory: Smart Classrooms, Creating Inclusive Environments for Neurodivergent Learners
 - Understanding Functions of Behaviour: Practical Strategies for Educators
 - Beyond School Refusal: Supporting Autistic Students to Re-engage
 - A Whole School Comprehensive Approach to Teaching and Learning
 - Emergent Literacy Instruction for Students with Complex Communication Needs
- Team teach
- Development Norms of Speech and Language
- Sensory Processing and Food Play
- Phonological Awareness and Phonics Instruction
- Kaartdijin: Schools
- Integrity Education

Our recruitment philosophy focuses on attracting high-quality, highly skilled candidates to join our team. This commitment, combined with a positive school culture and supportive work environment, is reflected in our consistently high staff retention rates.

Staff Numbers

Administration Staff	No	FTE	AB/L
Principals	1	1	0
Associate / Deputy / Vice Principals	1	1	0
Total Administration Staff	2	2	0
Teaching Staff	No	FTE	AB/L
Other Teaching Staff	13	11	0
Total Teaching Staff	13	11	0
School Support Staff	No	FTE	AB/L
Clerical / Administrative	4	1.4	0
Gardening / Maintenance	1	0.2	0
Instructional	1	0.2	1
Other Allied Professionals	32	27	0
Total School Support Staff	38	28.8	1
Total	53	41.8	1

Professional Learning

We began 2025 with professional learning for all our education assistants in Trauma Informed practice and Augmented and Assistive Communication in the Classroom. Our whole school took part in Disciplined Dialogue of our School Culture Survey and carried out a Whole School Self-Assessment as part of our ongoing cycles of school improvement.

In Term 2 the whole staff reviewed and reflected against the DoE Code of Conduct and participated in “What’s in the Box – Understanding Trauma and Positive Behaviour Support”. Our staff feedback was that the PL was very informative and contributed to strengthen our multi-tier approach to positive behaviour support.

We all had great fun on our Team Building day in Term 3. We value our strong staff relationships and as our school grows, we commit to building and strengthening relationships, in our teams and in our school.

Our Term 4 staff development day was devoted to Disciplined Dialogue of our Student Achievement Data. This reflection every year allows us to ensure we are meeting milestones in our strategic planning and meeting our students’ educational needs. We concluded the day by undertaking a Whole School Self-Assessment, this allows us to identify strategies that have been put in place throughout the year, and future strategies.

Key members of staff have attended various PL on our key priority areas, including, Letters & Sounds, UFLI Phonics, and PAT Testing.



SPECIALIST PROGRAMS

At Roseworth ESC, our academic focus is on functional English, communication, and functional Mathematics.

Applied Behaviour Analysis (ABA)

ABA helps children develop their social, academic, self-help, and behavioural skills needed to interact with others and to cope with the challenges of everyday life. It is a highly structured program designed to meet the individual requirements of each child, while building the foundations for life-long learning including reading, writing, mathematics, and communication, gross and fine motor skills, and daily living skills.

TEACCH

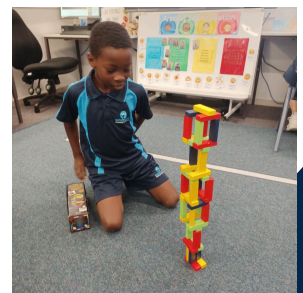
The TEACCH approach tries to respond to the needs of people with autism using the best available approaches and methods known so far, for educating and teaching autonomy. We emphasise the skills appropriate for the child's age and developmental level in a highly structured learning environment. The curriculum is developmentally sequenced and functionally based. General domains for skill development are communication, socialisation, and practical skills. The learning environment is clearly defined with concrete physical boundaries. Separate areas are designed for specific activities including independent workstations, play areas, and group work areas.

A personal schedule is designed for each student. The daily routine is displayed visually through picture symbols, photographs, line drawings, and written words in a top to bottom or left to right progression. The student is taught to manipulate the schedule independently.

Direct instruction (DI)

DI is a method of teaching that is based on behaviour analysis techniques and mastery learning:

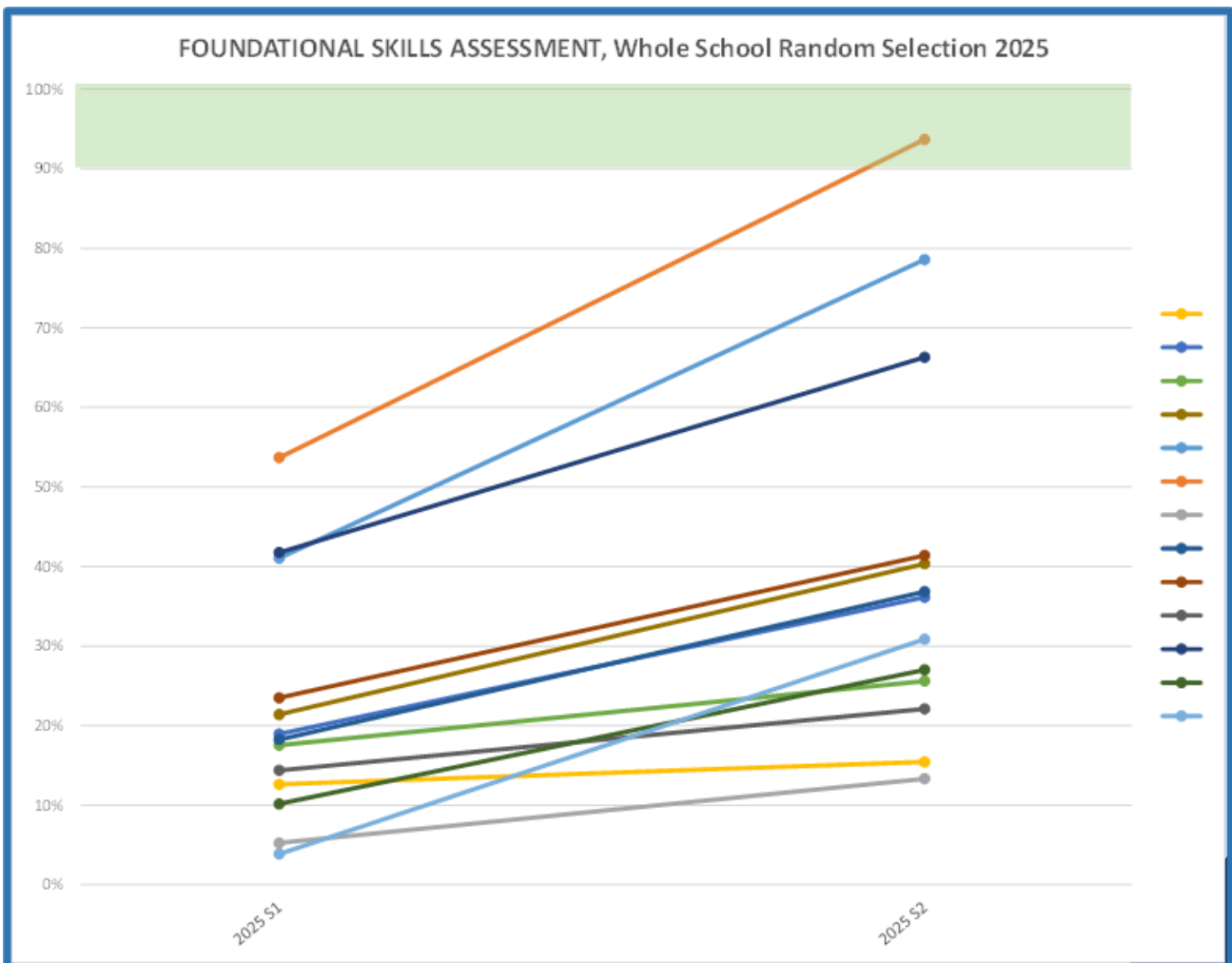
- Is explicit instruction.
- Is designed to teach more in less time.
- Has been labelled 'faultless' instruction because the wording is unambiguous, lessons are structured in such a way that student errors are minimised, and learning is maximised through repetition.



STUDENT ACHIEVEMENT

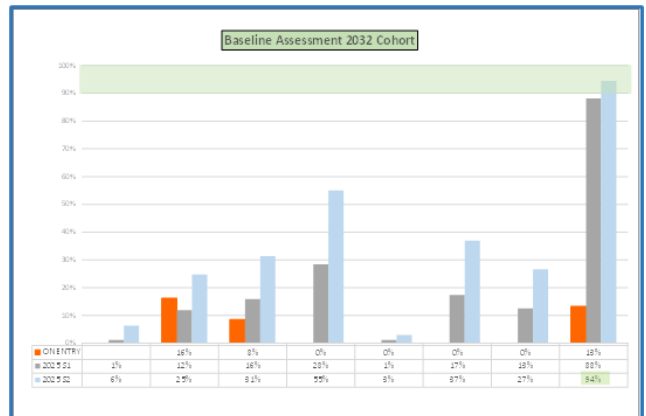
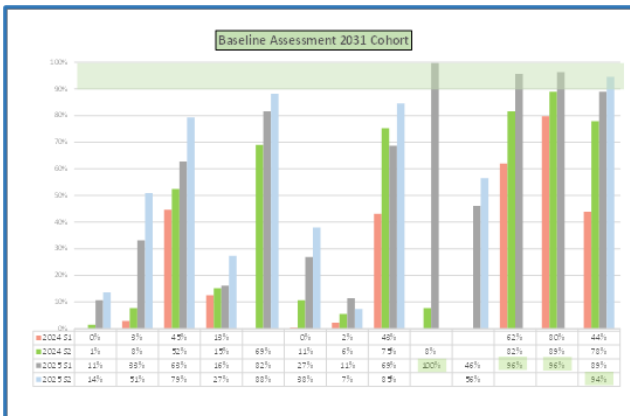
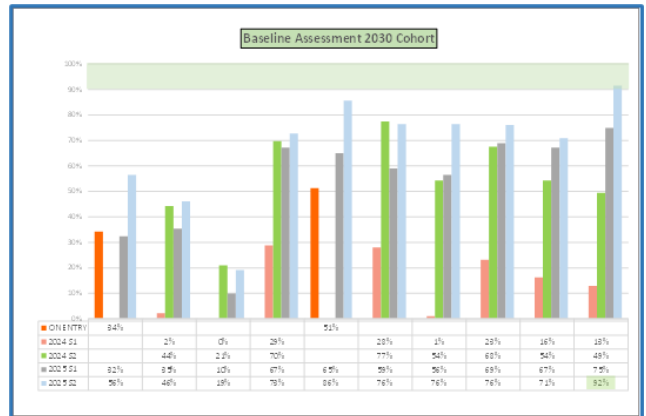
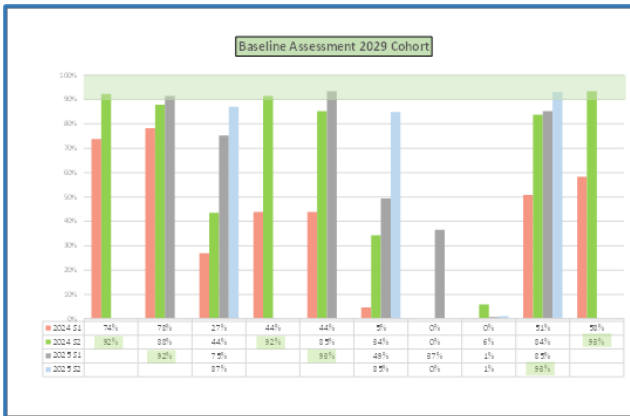
Foundational Skills Assessment

The Foundational Skills Assessment (FSA) assesses students' readiness to learn behaviours, across 36 levels. Once a student has achieved 80% on this assessment they move onto more formalised literacy and numeracy assessments aligned to the Western Australian Curriculum. The table below shows a randomised cohort of our students in this assessment since 2022. Our teachers use assessment information to inform IEP planning and create goals to fill the gaps in our student's readiness to learn. As can be seen in the table below, most of our students make continued progress in this assessment and test out of the assessment within 2-3 years. Instances where students have not made progress or have gone backward are examined and there is usually an explanation such as, attendance, changes in medication, or changes in the student's circumstances. In all instances the student has subsequently made progress, usually demonstrating further progress than previously recorded. The introduction of this assessment in 2022 and teachers using this information to plan has led to ongoing student achievement progress across English, mathematics and Personal & Social capabilities.



RESC Baseline Assessment

The baseline assessment is a school-based assessment that assesses students' adaptive behaviours, fine motor skills, language and literacy, phonemic awareness, and mathematical knowledge. The assessment is given to ALL students on entry, this information helps inform planning for new students, it is repeated in early childhood during our whole school assessment weeks in Terms 2 & 4. We began collating the data from the assessment in semester 2 last year. The tables below clearly indicate that all of our early childhood students have made progress over the year in 2025.



STRATEGIC DIRECTIONS

2025 marked the 2nd year of our 3-year strategic plan. We continued with our 2 Key Priority Areas off Teaching & Learning Excellence and Relationships & Partnerships, aligned to the Departments current strategic directions, “Building on Strength” and “Focus 2025”.

KEY PRIORITY AREAS 2024-2026

1. TEACHING & LEARNING EXCELLENCE
2. RELATIONSHIPS & PARTNERSHIPS



ROSEWORTH
EDUCATION SUPPORT CENTRE
TOGETHER WE CAN DO IT!

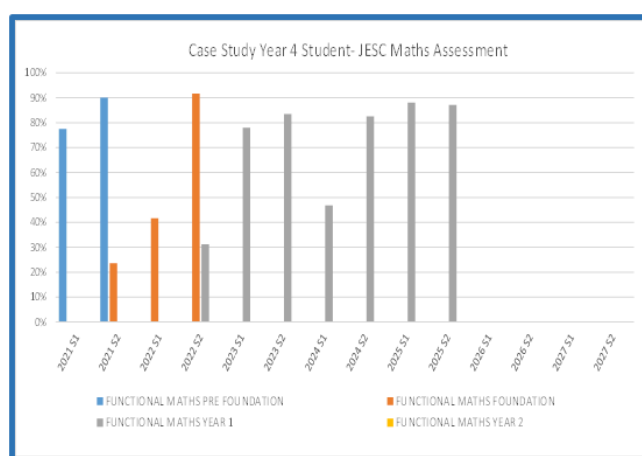
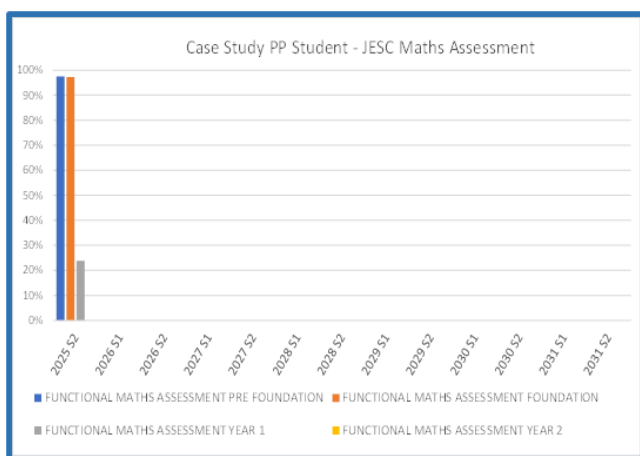
1. Teaching & Learning Excellence

Mathematics

During this phase of learning, the Maths Committee conducted thorough research and, in consultation with the teaching staff, implemented a school-wide assessment tool to evaluate the Number Strand. This tool enabled consistent data collection for each student as they progressed through the school.

Once assessment data was gathered, resources were specifically tailored to align with identified student needs. This ensured that Individual Education Plan (IEP) goals were targeted effectively and that teaching was responsive and data informed.

At the same time, the committee gathered feedback from teaching staff regarding the resources required in classrooms to support the Maths learning strands. Based on this input, structured resource boxes were developed and distributed annually to each class. This approach ensured consistency and uniformity of materials across the school.



Test Goals Achieved

- Finding and implementing a uniform testing tool JESC Maths Y2 with data collected.
- For the students that tested out Waddington Number, 10 Number only with data collected.

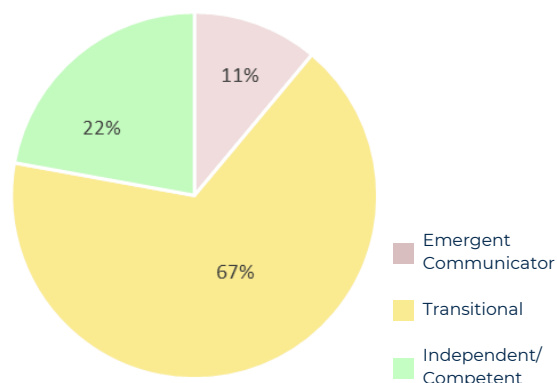
English

The school has been strengthening its approach to early literacy development through the trial of two synthetic phonics programs, UFLI and Letters and Sounds. Following a review of both programs, UFLI was selected as the school's whole-school phonics approach. To support consistent implementation, all staff will be upskilled during the first professional learning day of 2026. This work will further strengthen through ongoing collaboration with the school Speech Pathologist, who will provide in-class support to teachers, and model lessons in an aim to build staff capacity and confidence.

In addition, the school is currently developing purposeful environmental signage to support students' literacy development, enhance comprehension, and promote meaningful community participation.

In 2026, we aim to explore opportunities to further strengthen and standardise writing practices across the school. The committee will investigate evidence-based approaches and ensure consistency and continuity in writing instruction across all year levels.

Whole school 2025



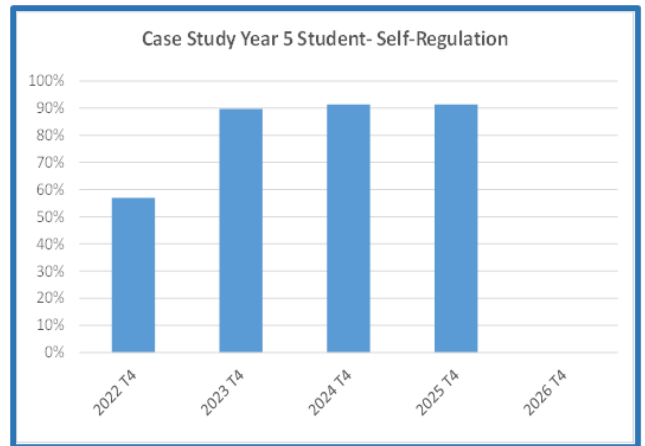
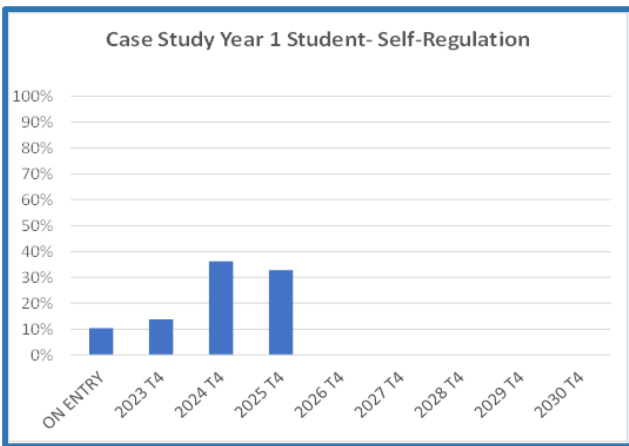
Social & Emotional Learning

Social and emotional learning (SEL) is part of a high-quality education for students. It promotes responsive relationships, safe environments, and skills development.

In 2025, the committee investigated the programs available and/or currently used within the Department with the aim of supporting students to understand and manage their emotions, demonstrate empathy, build and maintain positive relationships, and make responsible decisions.

It was decided to continue with the existing program 'Zones of Regulation', supported by Protective Behaviours. In 2026 the aim is to standardise the implementation across the classrooms including:

- Standardising language/visual resources/sensory toolboxes across all classes.
- Incorporate Zones into everyday behavioural situations and language.
- Incorporate the use of school AAC devices into the resources available.



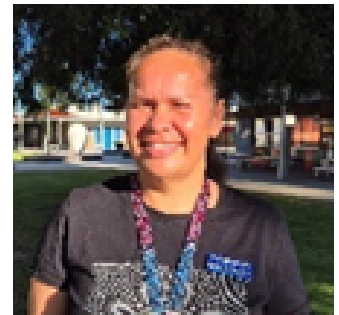
2. Relationships & Partnerships

In 2025 we progressed the strengthening of our collaborative partnership with families by introducing a Parent Engagement Timetable for all classes. Teachers identified activities per term that parents and other family members could be invited to. This included students birthdays, special cultural day celebrations and Mother's and Father's day. Our classroom open afternoons each term have continued with great representation of families

AIEO

Lynise Goldsworthy has continued in this position throughout 2025, providing ongoing cultural awareness support to staff and strengthening our whole-school approach to inclusion.

In Term 4, 2025, Lynise extended her work by actively building stronger links with Aboriginal families and the wider community. She also played an important role in supporting the school's work to develop a Noongar name for our new building. Lynise continues to work alongside our teachers to support all students and contribute her valuable cultural knowledge, insights, and ideas to our programs.



Lynise Goldsworthy
AIEO

Child & Parent Centre (CPC)



Child and
Parent Centre
Roseworth

A State Government initiative



Learn today, change tomorrow.

2025 brought significant changes to the Child and Parent Centre Roseworth with the departure of long-standing Manager, Helen Burgess, and Senior Program Coordinator, Kirsty DeSilva. The Centre formally farewelled both team members, acknowledging their many years of dedicated service to local families.

We were pleased to welcome Cailey D'Andrea as the new Centre Manager and, more recently, Donata Jonjic as the new Senior Program Coordinator. Supporting a smooth transition for families and the school community was a key priority, with a strong focus on ensuring continuity of all existing programs through to the end of the year. We would like to extend our thanks to the school admin and staff from Roseworth Primary School and the Roseworth Education Support Centre for their support during this time of change.

School holiday periods continued to be a highlight, with the Centre offering a wide range of engaging activities. This year's program included a Young Engineers STEM workshop, Kids in the Kitchen, Water Play, Nature Craft, Mini-Olympics, and Messy Play, all of which were well received by families.

We look forward to continuing this momentum in 2026, strengthening our connections with families and the school community, and providing meaningful programs that support parents and their children as they grow, learn and prepare for school.



Cailey D'Andrea
Centre Manager

P & C

It was a busy year. We hit the ground running with the meet and greet at the beginning of Term 1. We also had the Silver Coin Challenge that was great and a successful fund raiser. The winning class enjoyed their pizza party.

In Term 2 we had the Mother’s Day stall that went off with a bang, with lots of presents for all. In Term 3 we had The Father’s Day stall that was also a successful fundraiser. We also had NAIDOC day, with the canteen selling halal sausages and myself cooking over 300 kangaroo sausages, which everyone enjoyed. We had the inter house Athletics Carnival where the P&C supplied a sausage sizzle, cakes, lollies and drinks. Roseworth ESC hosted their interschool Athletics Carnival and we set up a stall where we sold drinks and snacks on the day which was very successful and most of the other schools were very appreciative of our services.

Term 4, we had the Colour Run where teachers, students, parents and P&C members got coloured and saturated and the kids had a lot of fun. We also had a Christmas raffle where the first and second prizes were donated by Meredith Hammet.

I would like to thank my hardworking committee who are small in number but get the job done. We believe the kids are important and we do it all for them. Looking forward to seeing everyone in 2026, when we do it all again.



Mr. Neil Davis
President
Roseworth P&C

School Council

In 2025, we bid farewell to Jess Dickinson from Rocky bay and thank them for their service. Our school council continues to support the strategic directions of our school. Mark Green continues as our chairperson and we were joined by a new family member, Zina Tabet. Our AIEO, Lynise Goldsworthy has joined our council as an additional staff member.

In 2025 we were fortunate to welcome 3 new community members:

- Vanessa Hoiefler from Murdoch University
- Jess Dickson from Rocky Bay
- Cailey D’Andrea from Smith family

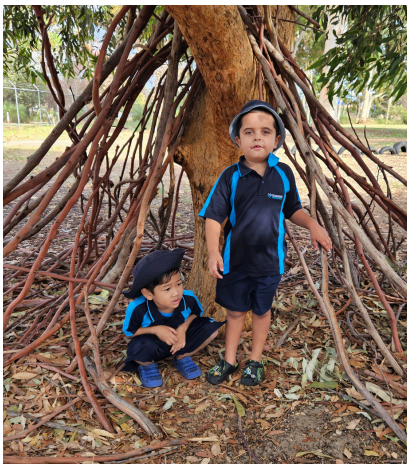
This partnership with community members has led to increased professional learning opportunities for our staff along with professional experience opportunities for Murdoch pre-service teachers.

Our 2025 School Council			
President	Mark Green	Community Member	Vanessa Hoefler & Jess Dickinson
Principal	Patricia Watt/ Natalie Carrara	Staff Representatives	Peta Austen & Lynise Goldsworthy
Family Members	Zina Tabet	Secretary (Non-Voting)	Kristi Lenson

Other Relationships & Partnerships





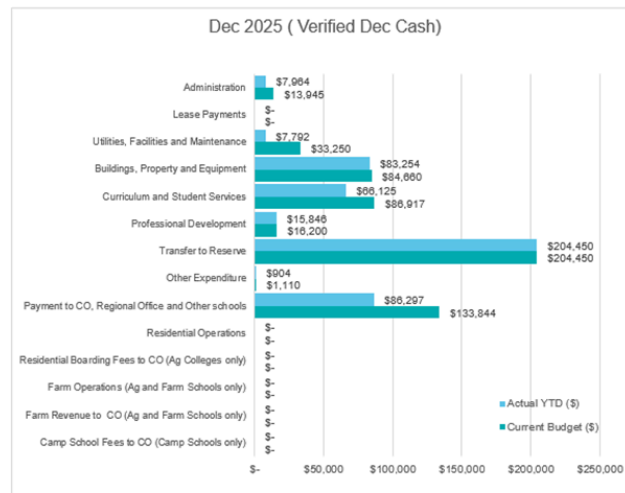


FINANCIAL SUMMARY

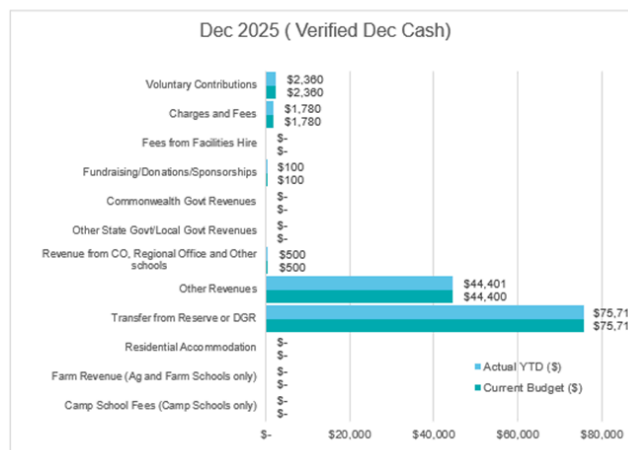
as at 31st December 2025

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	87,656	87,656
Carry Forward (Salary):	501,377	501,377
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,146,991	4,146,991
Locally Raised Funds:	124,856	124,856
Total Funds:	4,860,881	4,860,881
EXPENDITURE		
Salaries:	3,924,664	3,924,664
Goods and Services (Cash):	574,376	472,631
Total Expenditure:	4,499,040	4,397,295
VARIANCE:	361,841	463,586

Goods and Services Expenditure - Budget vs Actual



Locally Generated Revenue - Budget vs Actual



INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	87,656	87,656
Carry Forward (Salary)	501,377	501,377
STUDENT-CENTRED FUNDING		
Per Student	610,378	610,378
School and Student Characteristics	3,314,037	3,314,037
Disability Adjustments	158,190	158,190
Targeted Initiatives	87,413	87,413
Operational Response Allocation	660	660
Total Funds:	4,170,678	4,170,678
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(323,687)	(323,687)
School Transfers - Cash	300,000	300,000
Department Adjustments	0	0
Total Funds:	(23,687)	(23,687)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	2,360	2,360
Charges and Fees	1,780	1,780
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	100	100
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other school	500	500
Other Revenues	44,400	44,401
Transfer from Reserve or DGR	75,716	75,716
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	124,856	124,857
TOTAL	4,860,880	4,860,881

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,418,107	3,418,107
New Appointments	0	0
Casual Payments	497,670	497,670
Other Salary Expenditure	8,887	8,887
Total Funds:	3,924,664	3,924,664
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	13,945	7,964
Lease Payments	0	0
Utilities, Facilities and Maintenance	33,250	7,792
Buildings, Property and Equipment	84,660	83,254
Curriculum and Student Services	86,917	66,125
Professional Development	16,200	15,846
Transfer to Reserve	204,450	204,450
Other Expenditure	1,110	904
Payment to CO, Regional Office and Other schools	133,844	86,297
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:	574,376	472,632
TOTAL	4,499,040	4,397,296



ROSEWORTH

EDUCATION SUPPORT CENTRE

TOGETHER WE CAN DO IT

TESTIMONIALS

Great communication and relationships formed with my child as well as myself and the teachers about the learning pathway of my son and his needs.

-2025 Parent survey-

Thank you for all your work throughout 2025 to support children in care, and vulnerable families.

-Department of Communities, 2025-

A big thank you to Peta Austen for your leadership of the Deputy PL throughout 2024/5 — your contribution has been genuinely appreciated across the network.

-ESNN Network Principal, 2025-

Natalie, you've already gained a strong sense of the students and developing a positive relationship with the co-located primary school.

-Assistant Director of Education, Oct 2025-

Contact Us

(08) 9338 2580

www.roseworthesc.wa.edu.au

Roseworth.esc@education.wa.edu.au

30 Stebbing Way, Girrawheen WA 6064