

Castlereagh School Annual Report 2024



At Castlereagh School we believe that every student has the ability to learn, achieve and succeed.
Together we nurture, guide and foster successful learners in a safe, respectful learning environment, recognising the capabilities of all students.

Principal's Message

Welcome to the Castlereagh School Annual Report. This report describes the school's achievements, activities and growth as a school community during the 2024 school year.

As we acknowledge another fabulous year, I want to extend my gratitude to each one of you for contributing to the success and vibrancy of Castlereagh School. I also wish to acknowledge Ms Jacqueline Burns, Principal, who is currently on leave for the start of 2025 and the commitment she has provided to the school. I thank her for the opportunity to return to Castlereagh and to present this report to you on her behalf.

It is a joy to acknowledge the diverse tapestry of our school. Our strength lies not only in our shared triumphs but also in the unique qualities that everyone brings to our community.

To our incredible students, you are the heart of our school. Your resilience, spirit, and unique perspectives enrich our collective experience. Congratulations on a year filled with growth, achievement, and unforgettable moments. Your enthusiasm, creativity, and resilience continue to inspire us all.

To the families, your support is the foundation of our school community. Thank you for entrusting us with the education and well-being of your children. Your partnership is invaluable, and together, we've created a school where every student, is embraced, engaged and empowered.

To our dedicated staff, thank you for your unwavering commitment to providing an inclusive, supportive and engaging learning environment for every student. Your passion and tireless efforts have made a strong impact on every student's learning and wellbeing, setting the foundation for their future success.

Our 2024 School Council and Fundraising Committee has been an invaluable support to our school and we would like to thank Lauren Abbott (Josh's mum) Chair, Michelle Stiff (Hudson's mum), Tracey Coad (Asha's mum), Terehra Fiu (Raukawa's mum), Debra Watkins (Tyler's mum), Isha Mohamud (Nura's grandma) Leanne Salas (Program Coordinator) and Anouk Graf (Education Assistant) for all their support behind the scenes.

I am very pleased to present the 2024 Annual Report. I look forward to the continued growth of our inclusive and vibrant school community.

Regards

Pauline Winrow

Principal



School Context

Castlereagh is a K-12 specialist school for students with disability and complex high support needs. We promote the dignity of each student and respects the diversity of students and their families, recognising their culture, language, practices, values and beliefs. Our positive culture and sense of community encourage strong relationships with parents, families, therapists and the broader community, ensuring our students have access to all the supports they require in their learning.

Castlereagh School is committed to assisting students in being the best they can be in all they do. We strive to ensure all students have access to the best teachers, education support staff, resources and facilities to enable them to develop into happy, active and purposeful members of their community. Our highly trained classroom staff consists of 18 specialist teachers and 56 education assistants, this gives us a high staff to student ratio enabling all teachers to provide students with rigorous, meaningful and engaging experiences, which encourages every student to learn and grow.

All 70 enrolled students have complex communication and learning needs and our programs are planned to provide every opportunity for active student engagement in a literacy and communication rich learning environment. We foster academic skills through the Western Australian Curriculum and place a high value on literacy and communication, everyday numeracy, everyday living, digital literacy, enterprise, protective behaviours and social skills. We encourage our students to be as independent as possible.

Our ten classes are divided into clusters to ensure each child and young adult is supported on their educational journey and into adult life. The classroom learning is complemented by a vast range of programs both at school and in the community giving each student the best chance to learn, be engaged and active in their learning. A seamless transition program from school to adult life and the School Curriculum and Standards Authority (SCSA) and endorsed ASDAN Programs contribute to this rich suite of learning opportunities.

In partnership with the Department of Health WA we have a Health Centre on site with two full time registered nurses to support students with their high-level health care and medical needs. We also have a purpose built 4 x 2-bedroom house onsite which provides opportunities for students to develop their everyday living skills and to access the garden as part of their enterprise and work skills development. The kitchen doubles as headquarters for our Garden Café.

Student Characteristics:

Castlereagh School has a very diverse enrolment. As a specialist school entry criterion is strictly adhered to. Student must have a diagnosed disability requiring high needs support to enrol. This means we have students with many different disability types from Autism and Down Syndrome to Cerebral Palsy, intellectual disability to Williams Syndrome. We have many EALD students as well as Indigenous students -the students background in our school mirrors that of our local schools.

Students are provided with additional funds based on their level of need which is determined by the Department of Education (DoE) based on their disability type. As we have fulltime onsite nursing, we also have students with disability and high medical needs, such as Peg and Tube fed students, students on oxygen and some that spend some of their school year in palliative care.

The staff are committed, experienced and well qualified to ensure each student's learning program is tailored to the needs of the student. The Individual Education Plan (IEP) or Individual Transition Plan (Yr11-12) is developed in partnership with parents/families and provides the direction for the program offered. All Programs are linked to the Australian Curriculum and to ABLEWA & SENAT.

Workforce Composition

We have 18 teachers who are education support trained and/or experienced. We have three graduate teachers who have been a great addition to our team. In addition to our strong leadership team, we have a Programme Co-ordinator who plays a vital role in assisting with specialist projects and programs. We also introduced a part time Deputy position to support student services. We continue to provide places for local universities and TAFE to host practice students for teaching and EA qualifications.

In addition, we employ 56 Education Assistants who work fulltime or part time with some taken offline to support AAC, assistive technology and behaviour support. We have an extensive list of relief teachers and EA's who are regularly called upon. Our EAs have training and qualifications in education support and work hard to assist students to meet their goals every day.

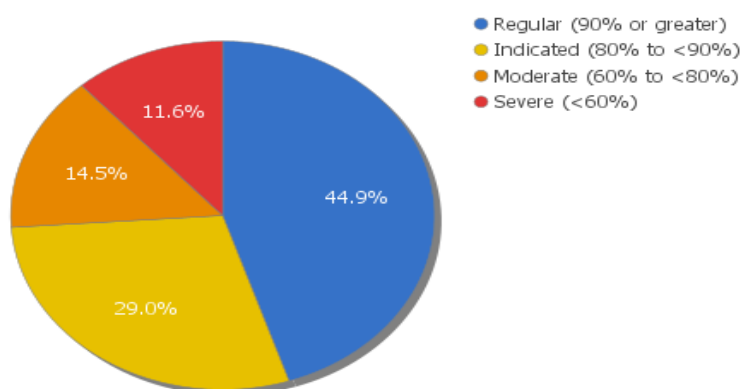
Together with our Deputy, Student Support & Behaviour Co-ordinator, Therapy Liaison Officer, Chaplain, Front Office Staff and Principal, Castlereagh has a phenomenally talented team who have an extraordinary vision for the students they work with.

Student Attendance Data

Data gathered from the Department of Education Student Attendance and Reporting system in 2024, shows Castlereagh School had an overall attendance rate of 65%. Factors affecting this result include the number of medical, specialist and therapy-based appointments student attended as well as time in hospital for our high needs students.

General illness, colds, flus and gastro bugs also account for time absent. COVID-19 was also still appearing as an absentee reason. Some social and cultural absences continue to have impact. There were 5 suspensions in 2024 a reduction of 2 from previous years. We believe this to be a result of the establishment of a co-regulation behaviour team approach.

Semester Two Attendance Graph



Non-Attendance is addressed in several ways – firstly we have a clear notification process where parents can notify the school of illness or absence via phone, email use of SeeSaw, website, MGM or for many students a message is forwarded via the school bus service. Where we get no early notifications, the class teacher will follow up with parents via SeeSaw or phone call, after prolonged absence the Deputy, or School Chaplin will make another follow up call. All information is noted in Integris. If this is unsuccessful the principal will make contact via phone, email or letter. Rarely does this require a written follow up. The connections we have with our families is very strong. Most absenteeism is for medical reasons given the high support needs of our students.

Curriculum and Learning Initiatives

Literacy

At Castlereagh School, we believe communication underpins all areas of curriculum and daily life, and that all students have the capacity and the right to communicate. Students are engaged in genuine opportunities to learn to communicate through spoken language and augmentative and alternative communication (AAC).

We respect and value all communication attempts. Communication enables us to have control and to understand that we influence our environment. This requires staff to see themselves as smart communication partners and that all learning areas, across the curriculum as well as daily routines, include and encourage communication. Hence, AAC is embedded into all aspects of the school day.

Comprehensive Literacy

2024 has been a review year for our Comprehensive Literacy Program. With new teachers on staff, it was an opportune time to reflect on the program and add some new ideas to classroom practice. Students had fun exploring different sensory ideas their teachers had for working with letters and sounds. Shared Reading of a Book of the Week continued, and stories became more interactive and sensory based experiences, which the students loved!

Students continued to be encouraged to express their opinion and ask and answer questions about the Shared Reading Book. Teachers reviewed the current writing tools being used in their classroom for Independent Writing and encouraged the use of alternative styles that better supported their students.



Focus for 2024

The 'Quality Teaching Strategy' is the Department of Education's position on effective teaching and the aspects of school culture which support improved teaching practice.

With a high number of graduates, early career or new to Ed Support teachers, The QTS focus for our teachers at Castlereagh has been *Instruct*. This has guided the Performance Development Cycle for 2024. Instruction in Literacy has improved with more consistency across the delivery of Literacy activities and learning opportunities, especially in the K-10 classes. The Senior group continues to develop their literacy program; with aspects of the Four Blocks Literacy approach being used to complement their Everyday Literacy program.

How was this consistency developed?

- Establishment of fortnightly Teacher Check-ins to support teachers and encourage peer discussions.
- Targeted discussion around Comprehensive Literacy at Teacher Meetings and Teacher Check-ins.
- Peer Observations focussed on a self-chosen, identified area of Literacy instruction, that each teacher would like feedback and suggestions on.
- Designated Curriculum Resource room has been created and targeted resources for Literacy have been purchased by Program Coordinator to support teachers and their learning activities.
- Moderation process of student Independent Writing samples, using Writing with All Tools Continuum discussed and reflected on by teaching group after Semester 1 moderation. Changes suggested to make delivery of instruction and collection of writing samples more consistent across classes. All teachers were given packs which included laminated prompt cards for staff to follow to encourage consistency in the collection of the writing samples.
- Classes given clear instructions around in class moderation with LA staff, prior to moderation with teaching group. This encourages buy in from all staff with all students and encourages discussion in the LA groups to ensure consistency in expectations when working with the students.
- Teacher Surveys conducted around Writing Tools in their classes, to encourage teachers to identify and reflect each students current writing tool and if they should trial something else to see if there is an easier more successful way for students to select letters for their writing
- Creation of the Achievement Wall in the staff room. This has supported conversations with the teaching group in meetings, looking at data and movement of their students' achievements.
- PL given to teaching group for Structured Learning. Three one-hour sessions of PL focussing on the principles of TEACCH and how schedules and visual cues, organisation, language, physical cues can help our students to learn and succeed, by providing them structure and supports to help their sensory and processing needs and help reduce anxiety.
- Teachers encouraged to experiment with, and given examples of Sensory Stories to use, for their Shared Reading activities to then act as a 'hook' for student engagement and encourage communication and independent selection of letters for writing.

Student Achievement & Progress

Our students do not undertake regular standardised test such as NAPLAN. Each student has an individual education plan which outlines goals and strategies and is specifically tailored to meet their needs. Because of this the data collection is also individualised and used alongside other assessment measures to provide triangulated data which informs teacher planning. Each IEP is assessed and a school report generated based on the IEP goals. The measure of attainment of each goal is that of the level of assistance required by the student to meet their goal. This level of support ranges from full physical help, spoken help, gestural help, to no help. The collection of ABLEWA data is also used, alongside checklists, teacher tests, observations, practical and participatory evidence. Senior students also undertake assessment within the ASDAN Moderation and other VET skills checklists.

We are very proud of our student achievements with ASDAN programs with 29 students achieving international and state recognition for 44 modules. All students Year 7-12 engage with the project based SCSA endorsed ASDAN programs. 13 Senior students received accreditation towards their Western Australian Statement of Student Achievement (WASSA). Congratulations to all our students and class teams for their commitment and success with ASDAN's activity-based program.

Data & Assessment:

A range of assessments are used across the school, they include:

Standardised test in subject areas	Teacher made tests	Observations
Checklists & Rubrics	Practical & Task assessments	Photographic evidence
ASDAN Assessment – portfolios & Moderation	General portfolio/work samples	ABLEWA assessment
Level assessment/Support	Participation records	Computer based assessment

Data is collected from each area as it pertains to each learner and is triangulated for validity. The use of moderation between staff ensures there is consistency in the data analysis. Individual data has higher validity than whole school data due to the diverse needs of students who are on individual education plans. End of Semester reporting shows all students meeting their goals with the appropriate level of support in place. Approximately 15% of students are working independently, with no help. Individual student goals for Literacy are based on information the teacher gains from the assessments, IEP meetings and stakeholder collaborations and aligned with the WA Curriculum.

Literacy Data

ABLES Assessment

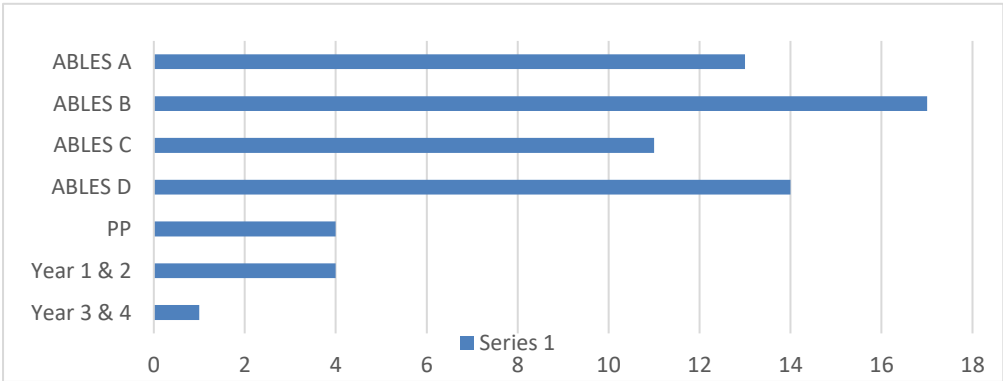
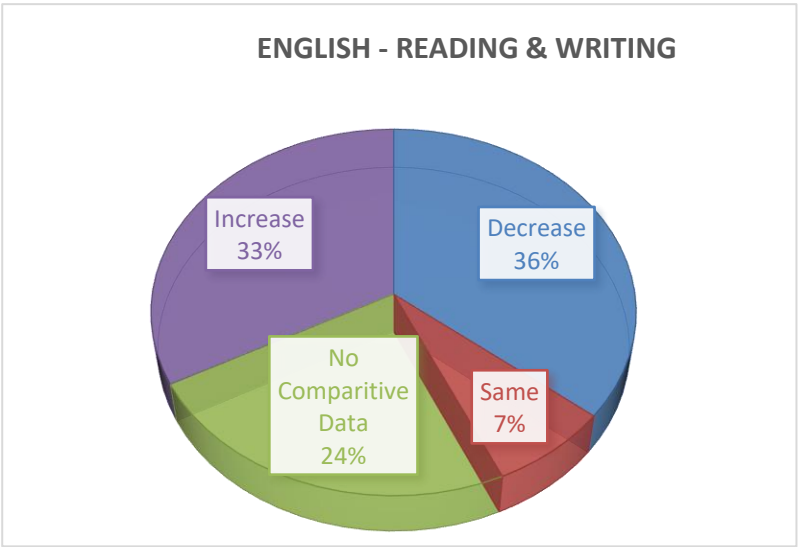
Abilities Based Learning and Education Support (ABLES) is an assessment and reporting suite that allows teachers to identify and monitor the learning readiness and progress of students with disability and diverse learners.

English - Reading & Writing:

Semester 2 data was compared from 2022 through to 2024 of the current cohort of students. 22 students showed progression in the English learning domain of Reading and Writing.

Of the 24 students who decreased in their progression, it was noted that nearly all of them had started with a new teacher in 2024. For some of these students, they had also changed classroom.

There were 16 students with no comparative data as they were new to the school after the assessment period at the end of 2023 or new to Castlereagh in 2024. 5 Students remained the same.



Graph shows where scale our students are currently sitting in English/Literacy in ABLES

Senior Year Outcomes: (VET)

Customised Employment Program

Throughout 2024 students focused on microenterprise activities. Students visited several worksites including Willetton Library, Dr Jags Electorate Office, Willetton Basketball Association and the Southlands Shopping Complex.

Seniors continue to run the highly successful Containers for Change Scheme. They identify the recycling symbol on items, sort plastic bottles, metal drink cans, juice cartons and small glass bottles, which are then bagged ready to be taken to our local Container for Change centre here in Willetton. This year the program earned \$1000. Students also entered a community competition run by G’rilled called Local Matters – Where community members can place vote tokens to support local community groups and organisations. Castlereagh was the successful runner up winning \$100 for the school.



Planned Actions:

In 2025 we plan to build on the strengths of this year especially in regards building staff capacity. We are in a period of progression in terms of student program planning, and we will continue to actively review all areas. Our strength lies in the skills and expertise of our staff and using this to further improve our teaching & learning programs. Taking on board the High Performing Teams (HPT) professional learning developed by Dr. Peter Stebbins will be beneficial to all staff, maximising our strengths individually and within our learning community. Having established our path for Literacy over the past two years we will continue to monitor our processes in this area. We believe that Numeracy is the next area to be researched in terms of identifying a sound and valid assessment tool which will then outline our greatest areas of need and lead us to an appropriate whole school approach to Numeracy.

Professional Learning:

A range of professional learning opportunities were provided to staff throughout 2024. These included:

• Leading Teams – With Jenny Cole	• Foundation Skill Assessment PL JESC	• Eye Gaze PL
• Midazolam & Peg Feed Training	• Co-Regulation PL	• Manual Handling

Community Inclusion and Special Events

- Dental Week
- Harmony Day
- Water Fun Day
- WA Day -SERCUL: Bush Tucker
- ANZAC Assembly
- NAIDOC Week
- RU OK Day
- Jeans for Genes
- International Day of Disabilities

- Afternoon Teas – Mothers/Father’s Day
- WAESPAA Awards Night
- Education Support South Network Carnival- Byford
- West Australian Disabled Sports Association games
- Learning Journey assembly
- Graduation
- Sensorium Theatre
- End of Year Fun Day
- Visit with Dr Jags
- Willetton SHS Partnerships – Vocational Ed & Lifecare Programs



Education Support South Network (ESSN):

Castlereagh is one of 28 special education schools in the South Metro Education Regional who is a member of the ESSN. This Network provides collegiate support, professional learning for staff and a range of Inter School Activities for students to be involved in.



ESSN Carnival at Byford Secondary College – more than just a sports carnival.....

The carnival gives students a chance to engage in recreational and sport activities with other Education Support Schools and students. It is an opportunity for students to apply their gross motor skills in a new setting and learn and model from others. It is also an opportunity for students to practice their social and personal skills and be a part of the wider community. Trying a range of sports may allow students to find more recreational activities they enjoy and can participate with in the community.

Student and Staff Movement:

In 2024 6 students transferred schools – this was due to families moving home.

Four teachers left at the end of 2024. Two moved to other schools seeking a new challenge, one resigned from the Dept of Education for newer opportunities and one left due to workers’ compensation issues. Four EAs departed, two to other schools, one retired and one moved to private enterprise. These numbers are inline with 2023 staff movements.



Post School Destinations

5 students graduated from year 12 and they have taken their first steps into their adult lives. Two students have enrolled in post school options programs. One with Team HP in Greenwood, One with Marson Health in Belmont. The others are continuing to explore post school options with their families and support networks.

Parent/Student/Staff: School Satisfaction

Every two years staff and the parent/carer community are surveyed regarding their satisfaction with our school. Within each survey we find that parents/carers feel heard by the staff and are happy with the services we provide. They have expressed our strengths in the areas of Communication between home and school and with the level of collaboration we provide when devising learning plans and programs. They feel their child is safe in our environment and 95% would recommend our school for other children with high support needs. A highlight this year was the Learning Journey Open Day where parents and families were able to spend time in the school seeing the wonderful achievements being made by their child.



Our staff feedback tells us that they have a strong commitment to our school and feel they have ownership of their class programs. Communication is always an area that needs revision – with a large staff the ability to ensure consistency across all areas can be a delicate balance. To this end a review of communication process across the school has been implemented. New surveys are due to be sent out in 2025, in line with our School Review Process. In addition, a highlight to this year was the nomination of teacher Sonia Grandile and Education Assistant, Cecilia Orchard at the WA Education Support Principals' and Administrator Awards. The awards recognised their deep understanding of the diverse and complex communication needs of students and their ability to transform their educational experiences.

School Income and Expenditure 2024

One line budget

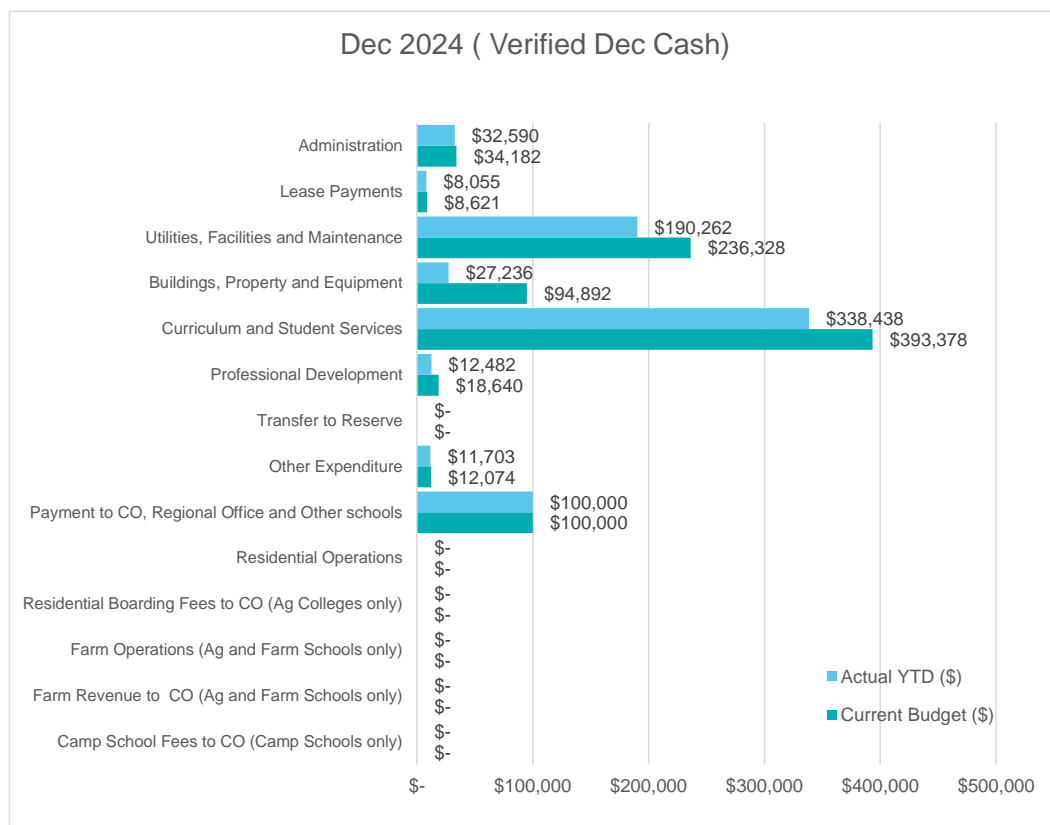
ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	195,509	195,509
Carry Forward (Salary):	136,041	136,041
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,007,812	6,007,812
Locally Raised Funds:	124,848	124,849
Total Funds:	6,464,210	6,464,210
EXPENDITURE		
Salaries:	5,357,346	5,357,346
Goods and Services (Cash):	898,114	720,766
Total Expenditure:	6,255,460	6,078,112
VARIANCE:	208,750	386,098

Income:

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	195,509	195,509
Carry Forward (Salary)	136,041	136,041
STUDENT-CENTRED FUNDING		
Per Student	663,738	663,738
School and Student Characteristics	4,748,275	4,748,275
Disability Adjustments	288,176	288,176
Targeted Initiatives	60,534	60,534
Operational Response Allocation	109,850	109,850
Total Funds:	5,870,573	5,870,573
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(411,414)	(411,414)
School Transfers - Cash	548,653	548,653
Department Adjustments	0	0
Total Funds:	137,239	137,239
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	5,119	5,119
Charges and Fees	5,785	5,785
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	5,785	5,785
Commonwealth Govt Revenues	356	356
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	106,762	106,762
Other Revenues	1,041	1,042
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:	124,848	124,849
TOTAL	6,464,210	6,464,211

Expenditure

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,793,625	4,793,625
New Appointments	0	0
Casual Payments	561,436	561,436
Other Salary Expenditure	2,284	2,284
Total Funds:	5,357,345	5,357,345
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	34,182	32,590
Lease Payments	8,621	8,055
Utilities, Facilities and Maintenance	236,328	190,262
Buildings, Property and Equipment	94,892	27,236
Curriculum and Student Services	393,378	338,438
Professional Development	18,640	12,482
Transfer to Reserve	0	0
Other Expenditure	12,074	11,703
Payment to CO, Regional Office and Other schools	100,000	100,000
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:	898,115	720,766
TOTAL	6,255,460	6,078,111



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