Eastern Goldfields
EDUCATION SUPPORT CENTRE

2025
School Report

Acknowledgement of Country

Goldfields Education Support Centre acknowledges the Traditional Custodians of the land on which we work, learn, and play, the Wangkatja and Gubrun people, and pay respect to Elders past and present.

We recognise their continuing connection to land, culture and community, and the important contribution this makes to the education of all students.

Principal's Foreword

It is with great pride that I present the 2025 Annual School Report for Eastern Goldfields Education Support Centre.

At Eastern Goldfields Education Support Centre, our work is grounded in a clear purpose: ensuring every student is ready for life through the development of independence, communication, and skills needed to participate in their community beyond school.

In 2025, we strengthened a consistent, evidence-informed approach to teaching, assessment and behaviour, while building staff capability and maintaining high expectations.

Our RISE values, Respect, Integrity, Safety and Excellence, underpin a safe, predictable environment that supports both student engagement and quality teaching.

I acknowledge and thank our staff, families School Council, and most importantly our students, whose growth remains at the centre of our work.

This report reflects a school focused on consistency, strong practice and improved outcomes.

Mary-Ellen Pilason

Principal

Eastern Goldfields Education Support Centre

School Overview

About Us

Eastern Goldfields Education Support Centre is a secondary Education Support Centre that caters for students in Years 7–12. The Centre is co-located with Kalgoorlie-Boulder Community High School, providing opportunities for inclusion, connection, and access to shared facilities.

The school delivers highly individualised programs aligned to the Western Australian Curriculum and personalised planning processes. Eastern Goldfields Education Support Centre operates with a clear vision of 'Ready for Life', focusing on independence, communication, and post-school pathways.

Vision

At Eastern Goldfields Education Support Centre, our vision is to empower students to live purposeful and meaningful lives within their communities.

We equip every student with the skills, confidence and independence needed to successfully participate in further education, employment and community life, supporting them to become 'Ready for Life.'

Mission

Our mission is to deliver high-quality, evidence-based teaching within calm, structured and supportive environments.

Through explicit teaching, strong relationships and collaborative partnerships, we enable every student to demonstrate measurable growth, build independence and progress toward meaningful post-school pathways.

Values and Expectations

At Eastern Goldfields Education Support Centre, our RISE values of Respect, Integrity, Safety and Excellence guide every interaction, decision and learning experience. They foster a culture of high expectations, accountability and mutual respect, supporting both strong relationships and improved student outcomes.

Student Enrolment Overview

Student enrolment at Eastern Goldfields Education Support Centre in 2025 reflects a stable secondary cohort of 47 full-time students across Years 7 to 12. Enrolments are distributed across all year levels, with stronger representation in the senior years, particularly Year 11 (10 students) and Year 12 (12 students). This pattern indicates strong retention through to the end of schooling and reinforces the importance of senior secondary programming, including pathway development and transition planning.

The cohort includes 29 male and 18 female students, reflecting a higher proportion of male enrolments, consistent with Education Support settings. This profile, combined with the spread across year levels, highlights the need for a consistent, whole-school approach to teaching, behaviour and wellbeing. It also reinforces the importance of differentiated instruction and personalised planning to support students with diverse and complex needs to make meaningful progress towards being ready for life beyond school.

Student Enrolment Data (2025)

Student Number	(FTE)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	7	6	9	3	10	12		47

	Kin	PPR	Pri	Sec	Total
Male				29	29
Female				18	18
Total				47	47

Source: Schools Online 2025

Workforce Overview

The workforce at Eastern Goldfields Education Support Centre in 2025 reflects a structured team, with a total of 25 staff and 24.8 FTE. The leadership structure includes a Principal, Deputy Principal and two teaching Program Coordinators, ensuring clear oversight of school operations, teaching quality and student support. This structure supports a coordinated, whole-school approach to planning, teaching and intervention.

Teaching staff consist of 5 educators (4.8 FTE), supported by allied professionals, including education assistants and administrative staff, totalling 16 staff (16.0 FTE). This staffing profile reflects the complexity of the student cohort and the need for targeted support, differentiation and supervision. The allocation of staffing enables the delivery of structured programs, targeted interventions, and consistent behaviour and wellbeing support across the school, ensuring students are effectively supported to engage in learning and progress toward being ready for life.

Eastern Goldfields Education Support Centre administers the Goldfields School Psychology Service (SPS) budget and associated personnel, which accounts for the higher number of support staff reflected in the workforce data on Schools Online. The data below has been amended to reflect Eastern Goldfields Education Support Centre staffing only.

Workforce Data (2025)

	No	FTE
Administration Staff		
Principals	1	1.0
Associate / Deputy / Vice Principals	1	1.0
Program Coordinators	2	2.0
Total Administration Staff	**4**	**4.0**
Teaching Staff		
Other Teaching Staff	5	4.8
Total Teaching Staff	**5**	**4.8**
Allied Professionals		
Clerical / Administrative	4	4.0
Other Allied Professionals	12	12.0
Total Allied Professionals	**16**	**16.0**
Total	**25**	**24.8**

Source: Edited from Schools Online 2025

Student Attendance Overview

Student attendance at Eastern Goldfields Education Support Centre reflects a stable pattern across the past three years, with rates of 72.6% in 2023, 73.5% in 2024 and 73.1% in 2025. While attendance remains below the WA Public Schools average (81.7% in 2025), the data shows consistency within the school context, with only minor fluctuation year to year. This reflects the ongoing challenges associated with supporting a cohort of students with complex needs.

Attendance at Eastern Goldfields Education Support Centre is influenced by a range of factors, including health needs, anxiety, regulation challenges, and family circumstances. The school continues to implement targeted strategies to support engagement, including individual attendance planning, strong communication with families, and flexible approaches to re-engagement. Maintaining consistent attendance remains a priority, with a focus on improving student participation and connection to school over time.

Student Attendance Data (2025)

	Attendance Rate	
	School	WA Public Schools
2023	72.6%	82.5%
2024	73.5%	82.2%
2025	73.1%	81.7%

Source: Schools Online 2025

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NAPLAN Overview

NAPLAN participation at Eastern Goldfields Education Support Centre reflects the diverse and complex learning needs of students. A significant number of students were exempt from participation through parent choice, based on students' disability eligibility requirements and individual learning needs. Across both Year 7 and Year 9, all eligible students participated in NAPLAN, resulting in a 100% completion rate for participating students. NAPLAN data is considered alongside a range of school-based assessments, with continued focus on individual student growth, personalised learning, and progress over time.

NAPLAN Data (2025)

Year	Test	Submitted	Refused	Exempt	Absent	Completion %
7	Conventions of Language Year 7	3	0	3	0	100
9	Conventions of Language Year 9	3	0	7	0	100
7	Numeracy Year 7	3	0	3	0	100
9	Numeracy Year 9	3	0	7	0	100
7	Reading Year 7	3	0	3	0	100
9	Reading Year 9	3	0	7	0	100
7	Writing Year 7	3	0	3	0	100
9	Writing Year 9	3	0	7	0	100

Source: NAPLAN 2025

Post School Destinations Overview

Post-school destination data for 2025 reflects a strong focus on employment pathways, with the majority of students transitioning directly into the workforce. A total of 12 students exited the Centre, with 7 securing open employment and a further 5 entering structured pathways, including supported employment, apprenticeships, and traineeship.

These outcomes reflect the school's focus on vocational learning, workplace exposure, and independence skills. Continued emphasis on transition planning and partnerships with employers and training providers remains a priority to support sustainable post-school outcomes for all students.

Post School Destinations Data (2025)

Destination	Number of Students
Supported Employment	2
Apprenticeships	1
Traineeship	1
Open Employment	6
Total	**10**

Source: WPL & VET Coordinator 2025

Workplace Readiness Training:

In 2025, students engaged in a range of programs designed to support successful transition to employment, training, and further education. These programs provided opportunities to develop practical skills, explore pathways, and build confidence in preparing for life beyond school.

- Job Ready Program
- Career Exploration Activities
- Career Conversations
- Workshops related to SBAT and Career Pathways
- TAFE Career Expo participation
- StudyWorkGrow career resources
- External and Internal Career Tasters programs
- Job Ready Project – Application for Essential Documents
- Post-School Transition Resources
- WPL Transition Plan

Vocational Education and Training (VET):

- Certificate II in Cookery
- Certificate III in Commercial Cookery
- Certificate II in Community Services
- Certificate II in Applied Digital Technology

These VET opportunities supported students to gain nationally recognised skills, strengthen their understanding of workplace expectations, and engage in structured learning aligned to their individual transition goals

Accredited Training:

Students also participated in accredited training to support workplace readiness and safety awareness:

- General course in The Arts
- SmartMove (WorkSafe) certification (Year 11 & 12)

These experiences provided practical exposure to workplace environments and supported students to build the skills required for successful transition to employment or further training.

Collectively, these programs supported the development of practical skills, independence and workplace readiness, enabling students to build confidence and transition toward meaningful post-school pathways.

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School Finance

School Funding Summary

The school maintained a strong and stable financial position throughout 2025, supported by significant carry forward balances in both cash and salary. This provided a solid foundation to meet operational requirements, workforce needs, and planned school improvement initiatives.

The majority of school income was received through Student-Centred Funding allocations, reflecting the complex and diverse learning needs of students at Eastern Goldfields Education Support Centre. Funding supported disability adjustments, targeted initiatives, regional priorities, curriculum delivery, and student support services.

The school's financial position also includes the Goldfields School Psychologist Service (SPS) budget, which is managed within the school's overall allocation and contributes to the school's total cash position and locally raised funds.

Expenditure throughout the year was carefully managed and aligned to school improvement priorities. Significant investment occurred in Curriculum and Student Services, Professional Development, and targeted student support programs to strengthen teaching practice, student engagement, and pathway opportunities. Expenditure remained below projected budget allocations across several operational areas, contributing to a positive variance at year end.

The school remains committed to transparent and strategic financial management, ensuring resources are directed towards high-quality educational programs that support student growth, independence, wellbeing, and successful post-school transitions.

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	**$506,038.04**	**$506,038.00**	**$.04**
Carry Forward (Salary)	**$845,659.28**	**$845,659.28**	**$.00**
Student-Centred Funding (including School Transfers & Department Adjustments)	**$3,547,972.95**	**$3,547,972.95**	**$-.00**
Per Student	$540,915.00	$540,915.00	$.00
School and Student Characteristics	$2,433,842.23	$2,433,842.23	$.00
Disability Adjustments	$96,649.13	$96,649.13	$.00
Targeted Initiatives	$212,981.81	$212,981.81	$.00
Operational Response Allocation	$4,149.70	$4,149.70	$.00
Regional Allocation	$344,470.49	$344,470.49	$.00
School Transfers – Salary	$-515,655.10	$-515,655.10	$.00

School Income by Funding Source Data (2025)

School Transfers - Cash	$450,000.00	$450,000.00	$.00
Department Adjustments	$-19,380.31	$-19,380.31	$.00
Locally Raised Funds (Revenue)	**$62,741.34**	**$66,165.05**	**$-3,423.71**
Voluntary Contributions	$1,545.00	$1,545.00	$.00
Charges and Fees	$6,874.92	$6,959.92	$-85.00
Fees from Facilities Hire	$.00	$.00	$.00
F undraising/Donations/Sponsorships	$200.00	$200.00	$.00
Commonwealth Govt Revenues	$.00	$.00	$.00
Other State Govt/Local Govt Revenues	$.00	$.00	$.00
Revenue from CO, Regional Office and Other schools	$12,017.48	$12,017.48	$.00
Other Revenues	$42,103.94	$45,442.65	$-3,338.71
Transfer from Reserve or DGR	$.00	$.00	$.00
Residential Accommodation	$.00	$.00	$.00
Farm Revenue (Ag and Farm Schools only)	$.00	$.00	$.00
Camp School Fees (Camp Schools only)	$.00	$.00	$.00
Total	**$4,962,411.61**	**$4,965,835.28**	**$-3,423.67**

Source: School Resourcing System 2025

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	**$2,364,218.95**	**$2,364,218.95**	**$.00**
Appointed Staff	$2,197,704.82	$2,197,704.82	$.00
New Appointments	$.00	$.00	$.00
Casual Payments	$163,134.44	$163,134.44	$.00
Other Salary Expenditure	$3,379.69	$3,379.69	$.00
Goods and Services (Cash Expenditure)	**$1,099,967.91**	**$913,030.08**	**$186,937.83**
Administration	$45,358.24	$43,172.09	$2,186.15
Lease Payments	$39,997.37	$28,925.10	$11,072.27
Utilities, Facilities and Maintenance	$106,500.00	$80,599.70	$25,900.30
Buildings, Property and Equipment	$110,863.64	$90,033.00	$20,830.64
Curriculum and Student Services	$516,562.05	$390,679.07	$125,882.98
Professional Development	$75,645.68	$80,437.33	$-4,791.65
Transfer to Reserve	$138,827.16	$138,827.00	$.16
Other Expenditure	$21,510.00	$15,653.02	$5,856.98
Payment to CO, Regional Office and Other schools	$44,703.77	$44,703.77	$.00
Residential Operations	$.00	$.00	$.00
Residential Boarding Fees to CO (Ag Colleges only)	$.00	$.00	$.00
Farm Operations (Ag and Farm Schools only)	$.00	$.00	$.00
Farm Revenue to CO (Ag and Farm Schools only)	$.00	$.00	$.00
Camp School Fees to CO (Camp Schools only)	$.00	$.00	$.00
Total	**$3,464,186.86**	**$3,277,249.03**	**$186,937.83**

Source: School Resourcing System 2025

School Council Chair Report

2025 has been a year of reflection, achievement and forward planning for Eastern Goldfields Education Support Centre. The School Council has maintained a strong focus on effective governance, collaboration and strategic oversight, supporting the school's commitment to preparing students to be Ready for Life, while strengthening an inclusive learning environment and enhancing student independence, capability and engagement in life beyond school.

The Council worked closely with the principal and leadership team to support key school priorities and ensure alignment with the 2025–2027 Business Plan. Throughout the year, Council members contributed to informed decision-making, policy endorsement and ongoing monitoring of school performance.

Key areas of focus and achievement included:

- Representation at significant school events, including Awards Night and the Education Minister's public address
- Participation in School Council training to strengthen governance capacity
- Promotion and reinforcement of the school's RISE values: Respect, Integrity, Safety and Excellence
- Support for the implementation of the 2025–2027 Business Plan
- Engagement in the Public-School Review process, contributing to a positive outcome
- Oversight and promotion to parents of the transition to the Kaartdijin (Compass) platform
- Ongoing review of the school's financial position
- Strengthening of governance structures, including clarification of Council roles
- Implementation of a School Council planner to guide meeting schedules and priorities

The School Council acknowledges the leadership team and staff for their ongoing commitment to delivering high-quality educational programs and supporting the diverse needs of students and families within the school community.

As several Council members conclude their tenure, the Council continues to seek parent and community representation to ensure a broad and inclusive voice in future decision-making.

The School Council remains committed to supporting the school's strategic direction and contributing to improved outcomes for all students.

Karene Gibb

School Council Chair 2025

School Priorities

Eastern Goldfields Education Support Centre has identified four key priority areas for the 2025–2027 Business Plan. These priorities provide a clear framework for school improvement, focusing on strengthening teaching practice, improving student outcomes, supporting wellbeing, and enhancing pathways and partnerships.

In 2025, the school made measurable progress across all four priority areas. While implementation is progressing well, all areas remain in a developing phase, with a continued focus on consistency, embedding practice and strengthening staff capability.

Teaching Excellence

The school focused on strengthening consistency in teaching through the development and implementation of a whole-school instructional model. Progress has been made in embedding explicit teaching practices, aligning planning and delivery, and building staff capability. While consistency is improving, continued focus is required to fully embed practice across all classrooms.

Targets	2025 Actions	Current Progress	Future Actions
Embed a consistent whole-school instructional model	• Instructional model developed and introduced • Explicit teaching practices evident in classrooms • Professional learning delivered • Increased use of Learning Intentions and Success Criteria	Developing	• Strengthen instructional coaching • Increase consistency across classrooms • Embed observation and feedback processes
Strengthen curriculum consistency	• Curriculum framework development underway • Scope and sequence introduced • Literacy and numeracy programs implemented	Developing	• Finalise and embed curriculum framework • Strengthen alignment with IEPs • Continue staff professional learning
Build staff capability in data-informed practice	• Assessment schedule implemented • Data tracking processes introduced • Data meetings established	Developing	• Strengthen data literacy • Embed consistent data cycles • Improve IEP quality

Student Progress and Achievement

The school strengthened assessment and progress monitoring processes to improve visibility of student outcomes. There has been increased consistency in data collection and use, however, further work is required to ensure consistent application and alignment to teaching and individual planning.

Targets	2025 Actions	Current Progress	Future Actions
Strengthen assessment and progress monitoring	• Whole-school assessment schedule implemented • Increased consistency in assessment practices	Developing	• Embed consistent assessment practices • Strengthen moderation processes • Improve tracking of growth

	• Improved tracking of student progress		
Improve quality of IEPs	• IEP processes established • Increased focus on SMART goals • Monitoring processes introduced	Developing	• Improve consistency of IEP quality with SMART goals • Strengthen monitoring processes • Increase staff capability

Wellbeing and Culture

The school continued to strengthen a consistent and proactive approach to behaviour and wellbeing. The Positive Behaviour approach aligned to RISE values has supported improved consistency, however, further embedding across all settings remains a priority.

Targets	2025 Actions	Current Progress	Future Actions
Embed Positive Behaviour approach	• RISE values explicitly taught • Proactive behaviour strategies implemented • Increased consistency across classrooms	Developing	• Embed Tier 1 supports • Improve consistency across settings • Strengthen use of behaviour data
Strengthen wellbeing supports	• Whole-school wellbeing focus established • Trauma-informed practices implemented • Student Services processes strengthened	Developing	• Embed wellbeing framework • Strengthen staff wellbeing supports • Monitor impact through data

Partnerships and Pathways

The school strengthened transition planning and external partnerships to support improved post-school outcomes. Increased engagement in VET, workplace learning and community connections has supported student pathways, with further development required to expand and formalise these opportunities.

Targets	2025 Actions	Current Progress	Future Actions
Strengthen transition pathways	• Increased focus on VET and workplace learning • Students accessing employment and training pathways • Career resources introduced	Developing	• Expand workplace learning • Strengthen transition processes • Track post-school outcomes
Build partnerships	• Increased family communication • Engagement with external providers • Initial partnership structures in place	Developing	• Strengthen family engagement • Formalise partnerships • Embed feedback processes

Parent & Community Relationships

In 2025, Eastern Goldfields Education Support Centre continued to strengthen relationships with families and the broader community through consistent communication, meaningful engagement opportunities, and authentic connections to local organisations.

Families were engaged through regular communication, including newsletters, Compass updates and school events. Opportunities such as IEP review meetings, assemblies, and informal school interactions supported strong partnerships, ensuring families remained informed and involved in their child's learning and progress.

The school maintained strong connections with the local community through a wide range of experiences and partnerships. Students participated in regular community-based learning, including visits to local businesses, cafés, parks and services, supporting the development of independence and real-world skills. Engagement with organisations such as TAFE, local employers, emergency services, and community groups provided valuable exposure to post-school pathways and strengthened transition planning.

Whole-school events and activities, including career expos, excursions, cultural experiences, and community visits, were regularly shared through the school's communication platforms, celebrating student participation and success. These opportunities not only enhanced student learning but also strengthened the school's presence within the community.

Moving forward, the school will continue to build and formalise partnerships, strengthen family engagement and expand opportunities for students to connect with their community, supporting improved outcomes and successful transitions beyond school.

As we move forward, the focus remains on strengthening teaching, supporting wellbeing, and expanding pathways for students.

The images above reflect what matters most: students engaged, supported, and building the skills to be *Ready for Life*.