

# The Yanchep Hub Proposal

A JOURNEY TO A FULL SERVICE SCHOOL FOR YANCHEP AND SURROUNDS



BUSH 2 BEACH NETWORK PROPOSAL

# THE YANCHEP HUB PROJECT

WA Education Minister Dr Tony Buti – *"My ambition is that every child in a WA school reaches their full potential, regardless of postcode, what baggage they have, disability or community group. The provision of **full service schools** to allow the school to be the hub of the community especially in lower socio-economic areas."*

## BACKGROUND

Yanchep is located 56km north of Perth. There are limited services available in Yanchep in terms of medical, recreational and employment.

There are four primary schools in the local area and one Secondary College. Considering all our ICSEAs, we would be considered a low socio-economic area with diverse cultural backgrounds.

Mental Health and Wellbeing of our students has been a Network priority due to the negative influences within the community including domestic violence, drug taking/recovery, unemployment or high levels of fifo workers. Many of our students suffer high levels of anxiety and poor mental health.

There are limited services within our community to provide support for our students (or parents). There is a medical centre that includes Doctors, Dentist, Physiotherapy and Clinipath. There are no services in a close proximity to the suburb suitable for the needs of our students and parents requiring travel to Clarkson to access Child Development Services (53 minutes by public transport) or to Mirrabooka for Derbarl Yirrigan (1 hour and 25 minutes by public transport) for our Aboriginal families. Many of our families do not have means of travel other than public transport.

Yanchep is considered a metropolitan school within the North Metro Region. Yanchep schools are frequently compared to other low socio-economic areas such as Balga and Armadale in the education faculty however the alarming difference is the proximity to services for the communities.

## MISSION

To develop systems that support all students in achieving their full potential by addressing their needs **as early as possible**.

*'Every student, every classroom, every day' (DOE Focus, 2023)*

## PROPOSAL

Stage 1: To create a Multidisciplinary centre with a specialist team to include: Occupational Therapy, Speech, Psychology, Debal Yerrigan and parent education, to service the Yanchep and Two Rocks community, extending to Gingin and Lancelin. This would be initially based at Yanchep Rise in a spare classroom with a proposed relocation to a purpose-built centre on one of the school sites (similar to the school Dentist model) to advocate for increased support for families and support access to timely and affordable services.

Links to Community health nurse -to support healthy child development and monitoring progress towards developmental milestones. Early identification and intervention for child developmental delays.

Stage 2: ASPIRATION to develop the multidisciplinary centre into a full-service site incorporating child development, family safety, financial well-being and maternal health, similar to the Early years partnership, Armadale West. This would also include a 0-3 program on each site.

With the trial already underway in a reduced form, it is expected that the proposal, moving to Stage 2 will be fully support by Department of Education and an investment from the State Government. It is envisaged that the Yanchep Hub Model could be used as a model to fulfil Minister Tony Buti's ambition noted above. The success of the model could be guaranteed with the absence of the availability of other services in Yanchep area.

## WHAT WE WANT TO ACHIEVE

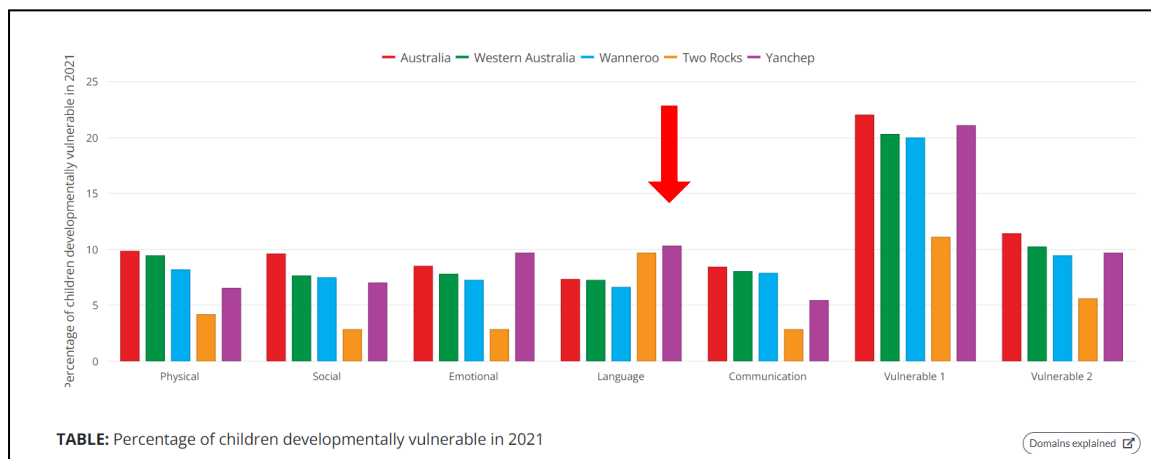
- To conduct diagnostic assessments, therapy, professional development and community education through the use of allied health service providers (speech therapist and psychologist as a minimum).
- To increase the access of services due to a reduction in wait time and an accessible location.
- To streamline diagnostic assessments, ongoing therapies and intervention with local services for families.
- To support our Aboriginal community in a culturally responsive way with access to services specific to their needs (such as, but not limited to, Debal Yirrigan), building a bridge between school and culture.
- To support families in the process of assessment of developmental disorders, disabilities, and other additional needs and ensure that every child receives Early Intervention.
- To increase awareness, acceptance and understanding of students at educational risk in the school community.
- To develop a model that ensures equity and consistency across the Bush to Beach school network.
- To ensure that students who should be funded by Disability Resource Services and NDIS have access to this through the Hub services and by providing families with support to navigate these processes.
- To build the capacity of staff by improving their knowledge and skills in recognising early signs of developmental delays and creating inclusive environments to improve outcomes for students with disability (diagnosed or imputed) using evidence based research and practice across the network.

## BARRIERS TO EARLY INTERVENTION

- Staff/community knowledge for early identification.
- Lengthy waitlists (some up to 2 years or more) for diagnosis and treatment.
- Paediatricians with 'books closed'.
- Geographical distance from support services.
- The 'wait and see' approach.
- Reluctance to diagnose.
- Misdiagnosis (many students receive a diagnosis through second opinions), many students dismissed due to trauma backgrounds.
- Cost of private specialists.
- Socio-economic index – financial, education levels, student profiles (trauma, fdv).
- Families capacity and understanding/knowledge of support services and strategies including parenting strategies.
- Gap between evidence based practice and current practice.
- Child Development Service challenges – comparison to CAMHS.

## WHAT IS THE DATA TELLING US (EVIDENCE)

All schools have a collection of school-based data which supports the need for the Yanchep Hub Project. The AEDC Data clearly demonstrates that the Yanchep/Two Rocks is showing vulnerability in the language domain and this has increased significantly since 2018.



AEDC data from 2021 shows that Yanchep and Two rocks have a much higher percentage of students vulnerable in the area of language than WA and Australia. This is an increase of vulnerability since 2018.

**TABLE: Percentage of children developmentally vulnerable in 2021**

Domains explained   
Context variables explained 

Export selected results ▾

**Local community ranked relative to all local communities in Australia** 




Lowest  Highest

Location	Physical	Social	Emotional	Language	Communication	Vuln 1	Vuln 2
Two Rocks	4.2	2.8	2.8	9.7	2.8	11.1	5.6
Yanchep	6.5	7.0	9.7	10.3	5.4	21.1	9.7

In 2021 the percentage of children developmentally vulnerable in both Two Rocks and Yanchep is highest in the area of Language.


**TABLE: Two Rocks**

Domains explained 

Legend:  Significant increase  No significant change  Significant decrease

Year	Physical	Social	Emotional	Language	Communication	Vuln 1	Vuln 2
2018	3.4	0.0	0.0	1.7	3.4	8.6	0.0
2021	4.2	2.8	2.8	9.7	2.8	11.1	5.6
2018 vs 2021 (%)	0.8	2.8	2.8	8.0	-0.6	2.5	5.6

**TABLE: Yanchep**

Domains explained 

Legend:  Significant increase  No significant change  Significant decrease

Year	Physical	Social	Emotional	Language	Communication	Vuln 1	Vuln 2
2018	14.1	9.2	11.4	6.0	6.5	26.6	10.9
2021	6.5	7.0	9.7	10.3	5.4	21.1	9.7
2018 vs 2021 (%)	-7.6	-2.2	-1.7	4.3	-1.1	-5.5	-1.2

Comparison of 2018 and 2021 AEDC data shows that the percentage of children in Yanchep and Two Rocks has increased significantly in the domain of language.

## CENSUS DATA



The census shows us that there are lots of young families living in Two Rocks and Yanchep with no local services.

Age	Yanchep	%	Western Australia	%	Australia	%
<b>All people</b>						
Median age	35	N/A	38	N/A	38	N/A
0-4 years	892	8.1	161,753	6.1	1,463,817	5.8
5-9 years	979	8.9	172,654	6.5	1,586,138	6.2
10-14 years	887	8.0	171,377	6.4	1,588,051	6.2
15-19 years	675	6.1	153,263	5.8	1,457,812	5.7
20-24 years	507	4.6	158,817	6.0	1,579,539	6.2
25-29 years	685	6.2	176,045	6.6	1,771,676	7.0
30-34 years	807	7.3	196,312	7.4	1,853,085	7.3
35-39 years	851	7.7	200,904	7.6	1,838,822	7.2
40-44 years	706	6.4	178,589	6.7	1,648,843	6.5
45-49 years	700	6.3	174,632	6.6	1,635,963	6.4
50-54 years	715	6.5	173,622	6.5	1,610,944	6.3
55-59 years	612	5.5	162,778	6.1	1,541,911	6.1
60-64 years	508	4.6	150,667	5.7	1,468,097	5.8
65-69 years	451	4.1	132,186	5.0	1,298,460	5.1
70-74 years	401	3.6	115,196	4.3	1,160,768	4.6
75-79 years	318	2.9	78,012	2.9	821,920	3.2
80-84 years	185	1.7	53,115	2.0	554,598	2.2

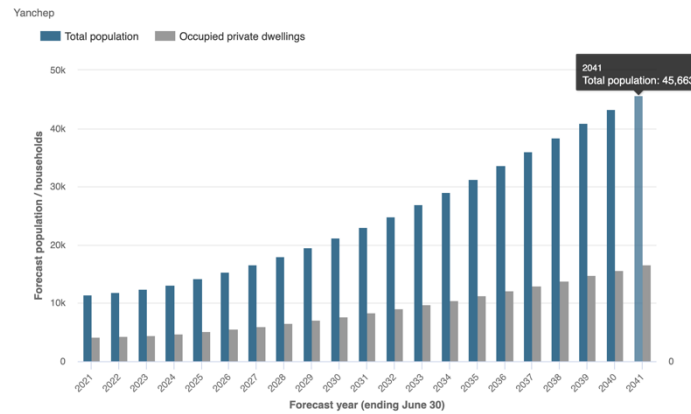
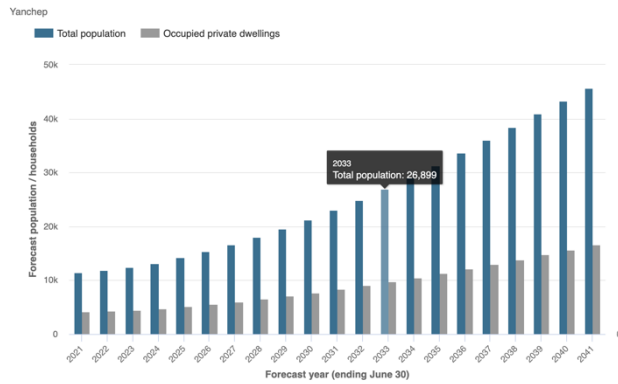
### Yanchep Data

	<b>People</b>	<b>11,022</b>
	Male	49.0%
	Female	51.0%
	Median age	35
	<b>Families</b>	<b>3,005</b>

### Two Rocks Data

	<b>People</b>	<b>3,822</b>
	Male	51.5%
	Female	48.5%
	Median age	39
	<b>Families</b>	<b>1,028</b>
	Average number of children per family	
	for families with children	2

# YANCHEP AND TWO ROCKS POPULATION FORECAST



Source: Population and household forecasts, 2021 to 2041, prepared by [.id](#) (informed decisions), March 2023.

Year range: 2021-2033 Thematic: 2021 to 2033 percent ch

Age range: 0-16 Sex: Persons

reset

Two Rocks	1,028	25.9	2,215	25.9	+1,187	+115.5
Wanneroo	2,486	19.9	6,328	23.5	+3,842	+154.5
Yanchep	3,208	28.1	7,746	28.8	+4,538	+141.5

Source: Population and household forecasts, 2021 to 2041, prepared by [.id](#) (informed decisions), March 2023.

Year range: 2021-2041 Thematic: 2021 to 2041 percent ch

Age range: 0-16 Sex: Persons

reset

Two Rocks	1,028	25.9	4,620	27.0	+3,592	+349.5
Wanneroo	2,486	19.9	9,459	23.4	+6,973	+280.5
Yanchep	3,208	28.1	13,071	28.6	+9,863	+307.5

Source: Population and household forecasts, 2021 to 2041, prepared by [.id](#) (informed decisions), March 2023.

## Two Rocks

About the forecast areas

Share Export

The 2023 population forecast for Two Rocks is 4,598, and is forecast to grow to 17,122 by 2041.

Current area: Two Rocks reset

Two Rocks is bounded by Gingin Shire in the north, Caraban Road, the Shire of Chittering and Yanchep National Park in the east, the locality of Yanchep in the south and the Indian Ocean in the west.

Population 2023 4,598 forecast.id	Population 2041 17,122 forecast.id	Change 2023-41 272.36% forecast.id
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## Yanchep

About the forecast areas

Share Export

The 2023 population forecast for Yanchep is 12,407, and is forecast to grow to 45,663 by 2041.

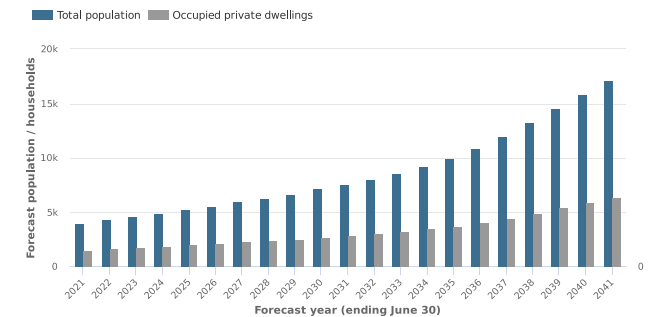
Current area: Yanchep reset

Yanchep is bounded by the locality of Two Rocks in the north, the Shire of Gingin in the east, a line from the Shire of Chittering to Hadrill Road, Hadrill Road, Nisa Road, Old Yanchep Road, Walding Road, Lacey Road, and the Indian Ocean in the west.

Population 2023 12,407 forecast.id	Population 2041 45,663 forecast.id	Change 2023-41 268.03% forecast.id
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### Forecast population, households

Two Rocks



Source: Population and household forecasts, 2021 to 2041, prepared by [.id](#) (informed decisions), March 2023.

[.id](#) informed decisions

<b>SCHOOL</b>	<b>ICSEA 2022 (INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE)</b>	<b>SCHOOL ICSEA PERCENTILE</b>
Yanchep Beach Primary School	976 (dropped every year from 988 in 2019 to 976 now )	36
Yanchep Rise Primary School	965 (dropped from 983 to 965 in one year)	31
Yanchep Lagoon Primary School	980 Consistently around 980	37
Yanchep Secondary College	973 (gradual decrease from 978 in 2019)	34
Gingin District High School	956 (dropped from 971 to 956 in one year)	27
Two Rocks Primary School	954 (dropped from 977 in 2019 to 854 2022)	26
Lancelin Primary School	923 (981 in 2018 dropped to 937 in one year and has continued to decline to 923 in 2022)	16



## YANCHEP RISE STUDENT SERVICES DATA

YEAR 2021 (School Opened)															
Year group	No. Students	No. Diagnosed	% Diagnosed	No. Imputed	% imputed	No. Waitlisted external	% Waitlisted for external service	No. Waitlisted SPS	% Waitlisted for School Psych service	No. Accepted SPS	% Accepted for School Psych service	No. DRS funded	% DRS funded	No. School Funded	% School Funded
Kindergarten	46	0	0	13	28	8	17	10	22	2	4	0	0	2	4
Pre-Primary	28	0	0	5	18	2	7	5	18	2	7	0	0	1	4
1	16	0	0	5	31	0	0	4	25	1	6	0	0	1	6
2	19	0	0	7	37	2	11	6	32	1	5	0	0	1	5
3	21	0	0	5	24	1	5	5	24	1	5	0	0	1	5
4	17	0	0	7	41	2	12	7	41	1	6	0	0	3	18
5	20	0	0	9	45	5	25	9	45	3	15	0	0	3	15
6	13	0	0	7	54	4	31	10	77	3	23	0	0	3	23
<b>TOTAL SCHOOL</b>	<b>180</b>	<b>0</b>	<b>0</b>	<b>58</b>	<b>32</b>	<b>24</b>	<b>13</b>	<b>46</b>	<b>26</b>	<b>14</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>8</b>

YEAR 2022															
Year group	No. Students	No. Diagnosed	% Diagnosed	No. Imputed	% imputed	No. Waitlisted external	% Waitlisted for external service	No. Waitlisted SPS	% Waitlisted for School Psych service	No. Accepted SPS	% Accepted for School Psych service	No. DRS funded	% DRS funded	No. School Funded	% School Funded
Kindergarten	48	1	2	15	31	10	21	15	31	1	2	1	2	1	2
Pre-Primary	57	1	2	20	35	2	4	20	35	2	4	1	2	1	2
1	35	1	3	12	34	7	20	11	31	1	3	1	3	1	3
2	23	1	4	7	30	1	4	5	22	1	4	1	4	1	4
3	26	1	4	9	35	2	8	11	42	2	8	1	4	0	0
4	31	2	6	8	26	3	10	8	26	6	19	1	3	2	6
5	21	1	5	8	38	1	5	8	38	4	19	1	5	2	10
6	18	1	6	10	56	1	6	9	50	3	17	1	6	3	17
<b>TOTAL SCHOOL</b>	<b>259</b>	<b>9</b>	<b>3</b>	<b>89</b>	<b>34</b>	<b>27</b>	<b>10</b>	<b>87</b>	<b>34</b>	<b>20</b>	<b>8</b>	<b>8</b>	<b>3</b>	<b>11</b>	<b>4</b>

### YEAR 2023

Year group	No. Students	No. Diagnosed	% Diagnosed	No. Imputed	% imputed	No. Waitlisted external	% Waitlisted for external service	No. Waitlisted SPS	% Waitlisted for School Psych service	No. Accepted SPS	% Accepted for School Psych service	No. DRS funded	% DRS funded	No. School Funded	% School Funded
Kindergarten	41	3	7	3	7	14	34	0	0	0	0	3	7	0	0
Pre-Primary	50	0	0	19	38	13	26	6	12	0	0	0	0	0	0
1	60	1	2	18	30	5	8	14	23	3	5	1	2	4	7
2	43	1	2	8	19	2	5	4	9	1	2	1	2	4	9
3	29	1	3	8	28	1	3	5	17	0	0	1	3	3	10
4	31	1	3	5	16	1	3	4	13	1	3	1	3	3	10
5	38	4	11	7	18	1	3	6	16	0	0	3	8	4	11
6	21	3	14	4	19	1	5	2	10	0	0	2	10	4	19
<b>TOTAL SCHOOL</b>	<b>313</b>	<b>14</b>	<b>4</b>	<b>72</b>	<b>23</b>	<b>38</b>	<b>12</b>	<b>41</b>	<b>13</b>	<b>5</b>	<b>2</b>	<b>12</b>	<b>4</b>	<b>22</b>	<b>7</b>

### WHOLE SCHOOL SUMMARY BY YEAR

	No. Students	No. Diagnosed	% Diagnosed	No. Imputed	% imputed	No. Waitlisted external	% Waitlisted for external service	No. Waitlisted SPS	% Waitlisted for School Psych service	No. Accepted SPS	% Accepted for School Psych service	No. DRS funded	% DRS funded	No. School Funded	% School Funded
2021	180	0	0	58	32	24	13	46	26	14	8	0	0	15	8
2022	259	9	3	89	34	27	10	87	34	20	8	8	3	11	4
2023	313	14	4	72	23	38	12	41	13	5	2	12	4	22	7

## YANCHEP RISE DATA SUMMARY – STUDENT SERVICES INFORMATION:

- For the past 3 years, at least 25% of our students have demonstrated an imputed disability of some form.
- For the past 3 years, less than 5 % of our students have managed to receive a diagnosis from the relevant practitioners.
- The percentage of students waitlisted for school psychology services has decreased from last year but is still at 13% meaning over 40 students are on that list.
- DRS fund less than 5% of our students this year which is 12 students out of 72 with imputed disabilities.
- In the junior years (K-2) there are a high percentage of our students waiting for external services such as OT and speech.
- The number of students in years K-2 waiting to see external providers has increased each year.
- The number of students accepted by school psychology services for K-2 has reduced from 6 in 2021 to 4 in 2023.
- The number of students waitlisted to access school psychology services has been at least 24 each year from K-2
- Each year, in K-2 we have had at least 30 students with an imputed, undiagnosed disability (with 53 being our most).
- In K-2 for the year 2023 , 34 students are waiting to see external providers (particularly speech ).
- In K-2 for the year 2022, 20 students were waiting to see external providers.
- Over the past 3 years, the percentage of Kindy students waitlisted for to see external providers (particularly speech and OT) has risen steadily from 17% in 2021 to 34% in 2023.

## YANCHEP BEACH DATA SUMMARY – STUDENT SERVICES INFORMATION:

- Between 2014 and 2023 the number of students diagnosed with Intellectual Disability – 5 Autism – 28 (**78.5% diagnosed after Year 1**)
- **Students with imputed disability (either referred or considered ASD but undiagnosed, comorbid ADHD, often Trauma background) – 77**
- Students offered local area placements/enrolments and transferred during primary Year 1 or Year 2 - 5
- Two full time special needs EAs facilitating MiniLit course to 33 of our 62 year 2 students who attend MiniLit 4 times per week. We currently also have 14 Year 3's attending the program as well.
- There are currently 38 students at YBPS receiving Education Assistant time. 47% of these students are not DRS funded, from these students 2 of them require a fulltime EA and are awaiting further assessments.
- 5 students at YBPS are on an ASD waitlist and receiving DRS funding, another 5 are currently trying to get on a waitlist and therefore not able to access the interim funding regardless of need.
- YBPS are currently employing 12.2 FTE Special Needs EAs to support students at point of need with 35 levels of DRS funding.
- 70% of the students currently funded with DRS are funded for a diagnosis of Autism or are awaiting an assessment.

## WHAT ARE SCHOOLS CURRENTLY DOING:

- Provision of a space for a Speech Therapist to work with students across the network at a reduced rate to parents.
- Two Rocks and Yanchep Beach have funded Speech Services for Early Years assessments.
- Yanchep Beach doing Rainbows program and Mindful Me.
- Yanchep Beach have provided payment plans for families using the Network Speech Therapist for Autism and developmental delay assessments.
- School funded Education Assistants to support students' needs regardless of diagnosis (most students in this category may have a diagnosis/DRS funding if there was a provision of local services.)
- School funded intervention for literacy and numeracy across all sites.
- Partnership with WCLDC
- Use of Kindergarten Assessment Tool for early identification of language concerns.
- Pre kindy programs to support early identification of speech and language concerns.
- School Funded additional school psychologist time to support students, staff and community (Fearless Triple P)
- Phonemic Awareness intervention in Kindy and Pre-primary
- Partnership with On Psych services for additional support for families.
- Berry Street Education Model across all sites with teacher leaders being trained and 3 schools training all staff.
- Home visits and development of relationships – culturally responsive visits with the use of AEIO from other campuses.
- Sharing of resources, staffing and expertise across network schools.
- Yanchep Rise implement mental health programs including small group intervention groups - 'Worry Warriors', 'Friendship Fix' as well as Mindful Meditation and Zones of Regulation.
- Chaplaincy Program across sites.

## **MONITORING AND EVALUATION:**

The Yanchep Hub Model will use a range of measures to capture the effectiveness of the initiative. These will include:

- Waitlist time for students to access services are reduced.
- Increase in students diagnosed prior to Year 1.
- Need for services in older grades should reduce due to early intervention.
- Higher number of indigenous families are accessing services and increasing school attendance.
- Reduced number of students requiring school-based intervention.
- AEDC data to show a reduction in vulnerabilities across all domains.
- Improvement in On Entry data and over time in cohort NAPLAN data.
- Surveys and other methods co-developed with our community.

## **OTHER IDEAS/ POSSIBILITIES**

- Education Support facility connected to a mainstream setting with 'dual placements' or partnerships to provide students with placements according to need/function/capacity alongside a multidisciplinary team. Requires administration staff with understanding of mainstream and education support settings.
- Multidisciplinary team that is centrally located servicing networks in a rotational manner as a start to trial. Student referral and triage system that prioritises early identification. This would reduce the number of allied service providers required to service more than one area system wide.
- System level plan to improve relationship with CDS.

# YANCHEP HUB PROJECT

- Development of Multidisciplinary team including a Speech Therapist and Psychologist qualified to assess developmental delays/disorders.
- Financial support for private assessments
- Engagement with nurse.
- Timely referrals
- Documentation support when students attend CDS appointments
- Funded speech services.
- 

- Evidence based school programs
- Referrals.
- School intervention programs for literacy and numeracy.
- KAT
- Therapy services on school site.
- Pre-Kindy programs and community engagement programs with school staff (Challis)
- EA support based on needs.

- Shared Professional Learning alongside allied health services.
- Work shadowing
- Workshops with staff with expertise
- Online Professional Learning



- Operational plan with clear network goals
- Regular meetings to arrange professional learning for the network.
- Mental Health Network Committee

- Playgroups
- Bethany partnership
- Atlantis
- Daycare centres
- Cornwall therapy services
- Therapy providers eg Rocky Bay, AAWA
- Improve relationship with CDS
- WCLDC

- Rainbows program
- Mindful Me
- Chaplain
- CUSP
- Mental Health and Wellbeing policy
- PBS - Behaviour Policy
- Berry Street

**NETWORK COMMITTEE**

**COMMUNITY PARTNERSHIPS**

**MENTAL HEALTH**

**YANCHEP HUB PROJECT**

**WHAT WE WANT TO ACHIEVE**

**INCREASE COMMUNITY AWARENESS AND UNDERSTANDING**

**FAMILY RELATIONSHIPS**

**FAMILY SUPPORT**

- Professionals visiting
- Online information
- Posters/pamphlets
- Information sessions

- Kindy Interviews/Meetings
- Playgroup
- School and community Events
- LOTE teacher Aboriginal family engagement
- School events

- Families supported in diagnosis process.
- Financial support
- Accessing further services such as NDIS
- School psychologist and allied health service.
- Pre K programs.

- To conduct diagnostic assessments, therapy, professional development and community education through the use of allied health service providers (speech therapist and psychologist as a minimum).
- To increase the access of services due to a reduction in wait time and an accessible location.
- To streamline diagnostic assessments, ongoing therapies and intervention with local services for families.
- To support our Aboriginal community in a culturally responsive way with access to services specific to their needs (such as, but not limited to, Debal Yirrigan), building a bridge between school and culture.
- To support families in the process of assessment of developmental disorders, disabilities, and other additional needs and ensure that every child receives Early Intervention.
- To increase awareness, acceptance and understanding of students at educational risk in the school community.
- To develop a model that ensures equity and consistency across the Bush to Beach school network.
- To consolidate and streamline existing services and strategies being accessed across the network. support
- To ensure that students who should be funded by Disability Resource Services and NDIS have access to this through the Hub services and by providing families with support to navigate these processes.
- To build the capacity of staff by improving their knowledge and skills in recognising early signs of developmental delays and creating inclusive environments to improve outcomes for students with disability (diagnosed or imputed) using evidence based research and practice across the network.