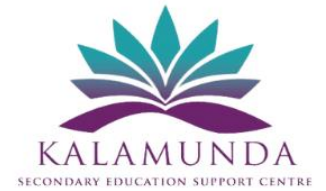


KALAMUNDA SECONDARY EDUCATION SUPPORT CENTRE



ANNUAL REPORT



[HTTPS://KSES.WA.EDU.AU/](https://kses.wa.edu.au/)

Table of Contents

Overview.....	5
Our Vision.....	6
Our Values.....	6
Principal's Report.....	7
School Board Report	7
Our School.....	8
School Priorities.....	9
School Focus.....	9
Target areas.....	10
Assessment	12
INCAS	12
Reading.....	12
Mathematics.....	12
Mental Mathematics	14
Australian Curriculum.....	14
Individual Education Plans (IEPs).....	15
School Self-Assessment	15
Staff Professional Development	15
Student Numbers.....	16
Attendance	17
Financial Summary.....	18
School Programs.....	19
Literacy and Numeracy.....	19
Science.....	20
STEM.....	21
Positive Behaviour Support	21
Protective Behaviours	21
Primary Transition Program	22
Award Scheme Development and Accreditation Network (ASDAN).....	22
Zig Zag Gymnastics	22
Work Readiness Program	23
Authority Developed Workplace Learning (ADWPL).....	23
VET Qualifications.....	24
Aboriginal Perspectives	25
Auslan	25
Endorsed Programs.....	25
Enterprise Programs	26
Specialist Sporting Programs	28
School Response to COVID-19	29
Highlights.....	30
Sponsors	32

Overview

Each year, all Government schools prepare an Annual Report of the School's achievements, performance, and directions over the past year. This document provides part of the School's formal reporting processes to the school community.

As an Independent Public School, the current school Business Plan and the Department of Education's Statement of Expectation (2021 – 2024) are the key drivers of the direction of the school during 2021.

The school Business Plan outlines the school's targets for improvement which, in 2021, were aligned to the following Department of Education and Training documents:

- Strategic Directions 2021-2024
- ICT Vision for teaching and learning in Public Schools 2020-2024
- Focus Documents 2021

Our Annual Report will address the school's progress throughout 2021 towards the targets outlined below:



1 Provide every student with a pathway to a successful future.



2 Strengthen support for teaching and learning excellence in every classroom.



3 Build the capability of our principals, our teachers and our allied professionals.



4 Support increased school autonomy within a connected and unified public school system.



5 Partner with families, communities and agencies to support the educational engagement of every student.



6 Use evidence to drive decision-making at all levels of the system.

Our Vision

Engage - Inspire - Achieve

Our goal is to provide our students with opportunities that encourage them to **engage** in their own individual learning pathway and **inspire** them to identify, and strive to meet, their personal goals. We aim to provide opportunities for students to develop the skills, understandings and values to enable them to **achieve** their potential, lead full and happy lives and contribute to society in a meaningful way. We strive to create a culture in which every student can experience a sense of belonging to the school community, of being known and understood as an individual; and of staff who care about each student's overall progress and wellbeing.

Our Values

At Kalamunda Secondary Education Support Centre every student in our community is known and valued for their individuality. Working together we create a safe, supportive and positive learning environment, where relationships are based on mutual trust and respect. Parents are our partners and together we share the responsibility for student learning.

To assist our students to reach their full potential we will:

- Promote inclusivity, equity and personal best
- Ensure that all students have opportunities to become successful learners, confident and creative individuals and active and informed citizens
- Build the capacity of the 'whole child' to meet their academic, social and emotional developmental potential
- Provide opportunities for each student to demonstrate their understanding of the School's Positive Behaviour foci of Safe, Responsible and Respectful behaviour.



Principal's Report



It is with pleasure that I present our schools Annual Report for 2021. This year was challenging as we continued to face restrictions due to the COVID-19 pandemic, but I am proud of the resilience and perseverance of our staff, students and families as we moved through the year.

We celebrated with our year 12 and 13 students as they navigated their way through their final year towards graduation, and were proud to be able to assist them as they took their next step into post school options. I wish our graduates

all the best for their future endeavours.

As I reflect on the success of the year, I acknowledge the enormous contribution to our school, made through our partnerships with the Kalamunda RSL, the Kalamunda CWA, the City of Kalamunda and our school patrons Don and Pam McKechnie. Through these partnerships, we have been able to provide opportunities for students that have enriched their learning pathways and reflect our school values.

I would like to thank our staff for their support of our students in their academic, social and emotional development. Our staff team has worked tirelessly throughout the year to ensure that our students have received the best possible education despite the frequently changing environment.

I am also appreciative of the work of our School Board members and the role that they play in ensuring the sound governance of our school. I thank our School Board chair, Mr Justin O'Meara Smith for his sound leadership of the School Board. Justin will step down from this role in 2022, after 6 years, and he has been a great supporter of our school. I pass on the thanks of our school community for the support and guidance Justin has provided and wish him all the best for future endeavours.

Finally, I would like to thank our families, whose support of our school assisted us greatly as we navigated our way through a very different year. I am proud to be a part of such a supportive school community.

Gayle Nelson
Principal

School Board Report

The School Board consists of members of staff, local community and parents. It was wonderful to see the contribution of new parent representatives this year who shared their unique insight as parents and carers. It was an exciting year as we saw the progress of the new purpose-built facilities for our students and faculty. I stepped down from my position as the School Board Chair after 6 years following a period of governance reform and Board rejuvenation. The Board values the School partnerships with the local community and the relationship with the Kalamunda Secondary High School with whom we share facilities. Again COVID-19 was a feature of our lives and we commend the leadership of Ms Nelson and her team and the resilience of our students and parents.



Justin O'Meara Smith
School Board Chair

Our School

Kalamunda Secondary Education Support Centre is a school for students with a range of disabilities, including intellectual disability, Autism Spectrum disorders, psychological disorders and physical disabilities. The diversity of disability, combined with the specific learning needs of individuals, creates a dynamic and complex learning environment that requires a collaborative approach towards meeting all student needs.

Our School aims to develop and maximise the social, emotional and academic ability of all students from year 7 to year 13 for them to be active and productive citizens as they progress through school and transition into the community. Our curriculum is inclusive and individualised with links to the Western Australian Curriculum and the ASDAN courses of competency. All students have an Individualised Education Plan which is developed in consultation with key stakeholders.

The School is divided into Lower School and Senior School to cater for the different needs of our students as they mature into young adults. Lower School encompasses Years 7 - 10 where the focus is on developing independence, resiliency, and protective behaviours, whilst also building on functional Literacy and Numeracy skills. Students also engage in specialist areas of Science, Design & Technology and Physical Education. Year 10 students also have the opportunity to engage with the Duke of Edinburgh Award program. The Senior School focus is on career-based learning through fostering independence and developing resilience, social and work-related skills. Students may also participate in practical work placements and independent living skills within the local and wider community, as well as participating in Certificate I courses. At Kalamunda Secondary Education Support Centre we encourage partnerships with families and support agencies to assist in the development of productive transition pathways.

Under our flagship 'Kalability' banner we provide opportunities for students to participate in enterprise and sporting programs. Through our Kalability All Stars Sports Program we encourage students to participate in a range of sporting activities to promote positive physical and mental wellbeing, team work and resilience. Our Kalability All Stars Sports Carnivals are held once per term in AFL, cricket, basketball and soccer. All Secondary Education Support schools from across Perth are invited to attend and participate in the carnivals. With over 15 schools and up to 34 teams participating in carnivals, we believe these are the largest interschool sports carnivals for students with disabilities in Western Australia. Our Kalability motto is 'Disability Does Not Mean Inability' and this ethos is inherent to school planning.

At Kalamunda Secondary Education Support Centre every student in our community is known and valued for their individuality. Working together we create a safe, supportive and positive learning environment, where relationships are based on mutual trust and respect. Parents are our partners and together we share the responsibility for student learning.

School Priorities

Our school priorities reflect those identified by the Department of Education WA's Focus Documents 2021 and Strategic Directions 2021 – 2024. In 2021 our priorities were:

- Evidence based decision making
- Supporting staff to provide excellence in teaching and learning
- Strengthening partnerships with families and support agencies

School Focus

Our focus areas are identified through rigorous school self-assessment and reflect the priorities in the Department of Education Western Australia's (DOEWA) *Focus 2021* Strategic Plan.

Focus 1

[Support teaching and learning excellence in the development of differentiated teaching and learning programs.](#)

In 2021 we placed a high priority on ensuring that, in their day-to-day teaching, classroom teachers identified and addressed learning needs of individual students, including the development of individual student plans. Teachers were encouraged and supported to closely monitor the progress of individual students, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Focus 2

[Provide each student with an individual pathway to post school options](#)

In 2021 our Workplace Learning Coordinator and our Trainer and Assessor worked with each student in years 11 - 13 to ensure that each student had access to support specifically tailored for their transition to post school options based on their individual needs, interests and ability.

Focus 3

[Targeted use of school resources](#)

In 2021 all of our school resource acquisition and dispersal were applied across the school in a targeted manner to meet the learning, social and wellbeing needs of all students.

Focus 4

[School community partnerships](#)

In 2021 we actively sought ways to enhance student learning and well-being by partnering with parents and families, other education and training institutions, local businesses, and community organisations. Partnerships were strategically established to provide access to experiences, support and intellectual and/or physical resources not available within the school.

Target areas

Through a detailed analysis of the 2020 student assessment data we identified the following target areas for 2021

1. Literacy – reading comprehension
2. Numeracy – Number concepts, mental maths
3. Life skills
4. Transition pathway planning
5. Community participation

In 2021 we achieved the following:

Focus Area	Improvement Strategy	Improvement Process	Achieved Goals 2021
1	Literacy : reading comprehension	<p>Development of explicit and clear targets for improvement</p> <p>Use of data to inform planning</p> <p>Whole school strategies, with the use of common language</p> <p>Introduction of P Units for Senior School</p>	<ul style="list-style-type: none"> ✓ Analysis of data from 2020 INCAS and in-class assessments ✓ Targeted professional development to develop common language and strategies ✓ Explicit teaching ✓ Differentiation of P Units to cater for all Senior School students ✓ Remote learning via Seesaw platform to allow students to work from home ✓ Targeted resources specifically aligned to focus area ✓ A focus on upskilling teaching staff for individualised documented planning ✓ Improved opportunities for staff collegiate discussion and planning
2	Numeracy : number concepts & mental maths	<p>Development of explicit and clear targets for improvement</p> <p>Use of data to inform planning</p> <p>Whole school strategies, with the use of common language</p> <p>Introduction of P Units for Senior School</p>	<ul style="list-style-type: none"> ✓ Analysis of data from 2020 INCAS and in-class assessments ✓ Targeted professional development to develop common language and strategies ✓ Explicit teaching ✓ Differentiation of P Units to cater for all Senior School students ✓ Remote learning via Seesaw platform to allow students to work from home ✓ Targeted resources specifically aligned to focus area ✓ Improved opportunities for staff collegiate discussion and planning ✓ Collegiate support through Bibbulmun Network
3	Life Skills	<p>Review of Senior School program, including Certificate courses</p> <p>Strengthen links with community partners for resources</p> <p>Review of current program and research alternates</p> <p>Expand the Workplace Learning program</p>	<ul style="list-style-type: none"> ✓ Trainer and Assessor employed 1.0FTE for delivery and assessment of appropriate Certificate courses, including the provision of ongoing PD in the workforce management plan ✓ New employers identified for workplace learning opportunities ✓ Workplace Learning Coordinator employed 0.4FTE ✓ Targeted acquisition and use of school resources
4	Transition pathway planning	<p>Investigate opportunities to further develop:</p> <ul style="list-style-type: none"> • senior school to post school options 	<ul style="list-style-type: none"> ✓ Further development of the year 7 transition program and collegiate partnerships with primary schools ✓ Consolidation of the year 12/13 transition programs

		<ul style="list-style-type: none"> • primary school to year 7 options • school transfer options 	<ul style="list-style-type: none"> ✓ Community partnership programs utilised for post school option pathways ✓ Maxima 'eligible school leaver program' ✓ Support for students, families and schools for students transferring to/from another school
5	Community participation		<ul style="list-style-type: none"> ✓ <i>Kalability All Stars Sport</i> program ✓ School Facebook page utilised during COVID-19 restrictions to keep students engaged with the school community ✓ <i>BikeRescue for Charity</i> program ✓ <i>Duke of Edinburgh International Award</i> - bronze and silver award programs <ul style="list-style-type: none"> ○ Rehabilitation of the Kalamunda Railway Heritage Trail ○ Kalamunda Micro Bat project ✓ Partnership with the Kalamunda RSL and Kalamunda CWA ✓ Partnership with the Rapid Relief Team ✓ AUSLAN concerts at various events ✓ Reconciliation Day event ✓ Partnership with the City of Kalamunda ✓ Committee membership with the Kalamunda Disability Advisory Committee ✓ Community recycling programs <ul style="list-style-type: none"> ○ Close the Loop – Resource Recovery (toner cartridges) ○ EMRC School Battery Collection program ○ Containers for Change ✓ School Board ✓ Parent Advisory Group



Assessment

Student Assessment

INCAS

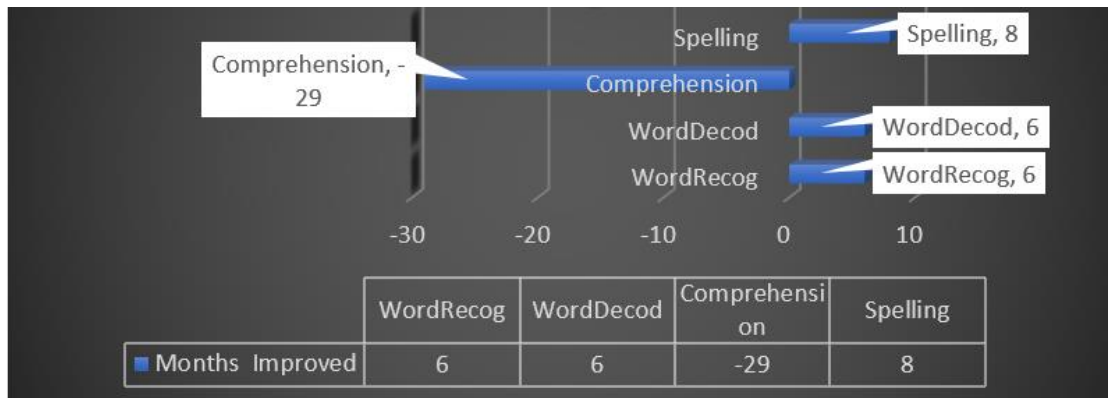
At KSESC we use the InCAS (Interactive Computerised Assessment System) to assess student achievement levels and provide teachers with data to assist them to develop learning programs which support our students at their individual ability levels. All students engage in the InCAS assessment which provides diagnostic information on the students in the areas of:

- Reading, including Word Recognition, Word Decoding, Comprehension and Spelling
- Mathematics, including Number, Measurement, Shape, Space and Data Handling
- Picture Vocabulary and non-verbal ability

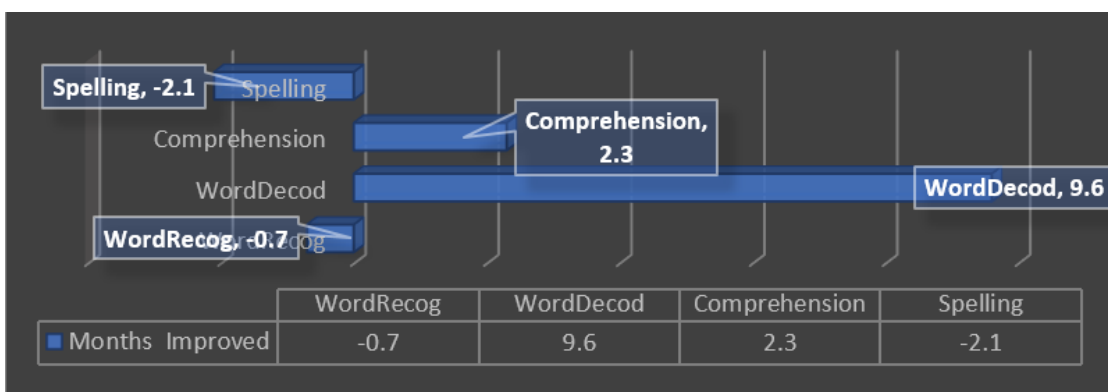
Reading

After the decline in achievement in the Reading modules in 2020, Comprehension was a focus for 2021. Students demonstrated high levels of achievement in this area, moving from a decline of 29 months in 2020 to an increase in improvement of 2.3 months in 2021. Word Decoding skills also saw an increased improvement by 9.6 months in 2021. Unfortunately, Spelling and Word Recognition both declined slightly from the 2020 improvement.

2020 Reading modules



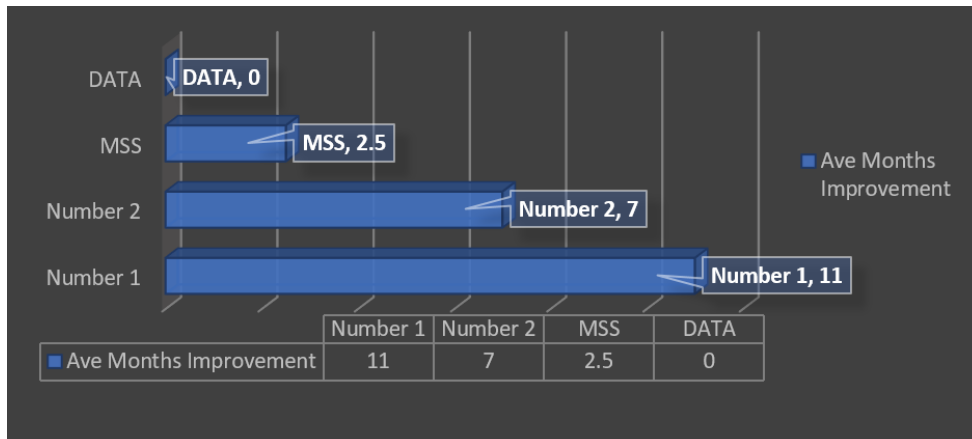
2021 Reading modules



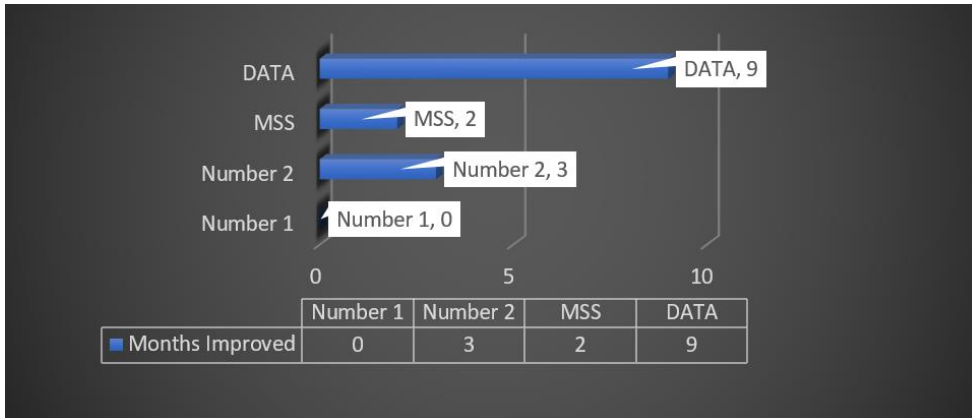
Mathematics

The general Mathematics modules continued to see improvement in 2021. The Data strand remained the same, but given the 9 month improvement in 2020, and the focus on developing number concepts in 2021, this was expected. Both Number strands saw big improvements of 11 and 7 months, as a result of this focus. Measurement improved by a further 2 months on average in 2021.

2020 Mathematics modules



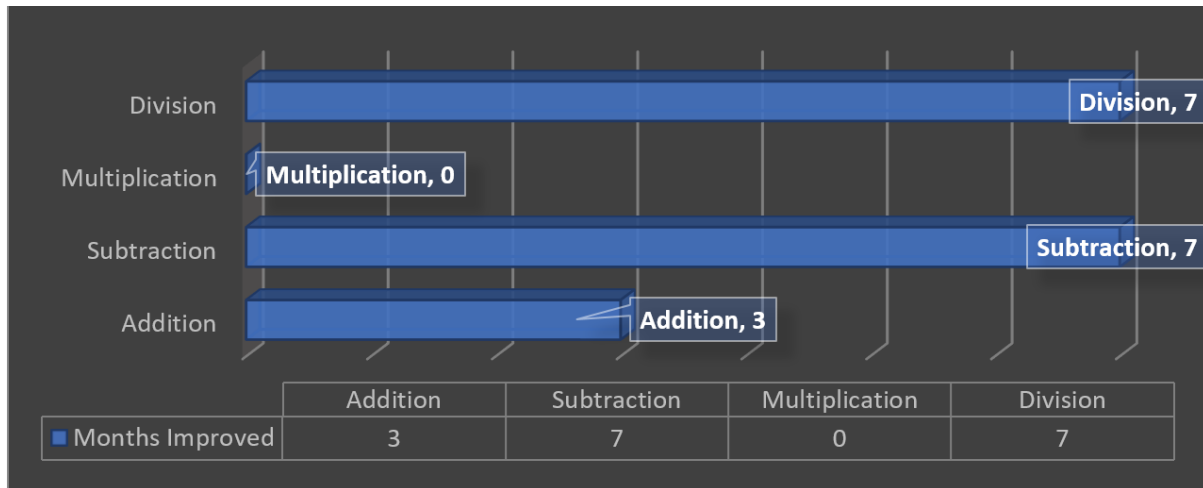
2021 Mathematics modules



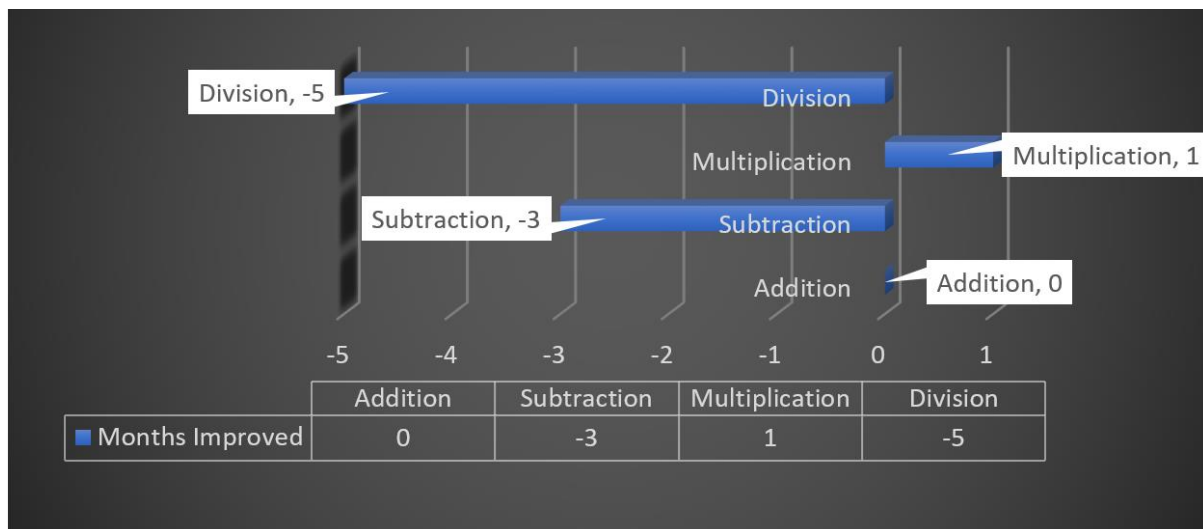
Mental Mathematics

There was little to no improvement in all four operations for Mental Mathematics in 2020, but with a focus on mental computation strategies in 2021 there has been improvement across the whole school in Addition, Subtraction and Division.

2020 Mental Mathematics modules



2021 Mental Mathematics modules



Australian Curriculum

At KSESC we plan and assess using the Australian Curriculum. Assessment data collected, in Literacy and Numeracy, for each student which allows us to identify individual learning levels students are working at, from Foundation to year 6. Once the student's level is identified, teachers target curriculum outcomes within that level. These outcomes are then broken down into learning objectives for Individual Education Plans

Individual Education Plans (IEPs)

IEPs address the specific learning needs of each student. IEP meetings are held with parents/guardians prior to the commencement of each reporting period in Term 1 and Term 3 to discuss student progress, achievement and plan for improvement.

Plans address English, Mathematics, Humanities and Social Sciences, Independent Living Skills, Health and Physical Education, Design and Technology, Workplace Learning and Protective Behaviours. Teachers create learning objectives from targeted outcomes from the Australian Curriculum that are specific, with an observable behaviour, have conditions under which the objective is to be achieved, and are measurable in terms of accuracy and frequency. IEP learning objectives are written to ensure the successful achievement of targeted goals for each student.

School Self-Assessment

School improvement is integral to proactively growing our school community. This year we have implemented measures to ensure that we are on track to meeting our School Business plan targets and identified areas for improvement as detailed in the 2020 Public School Review.

Alongside our School Business plan, the Workforce Management plan explored the targeted use of school resources and identified areas for growth measured against current and future predicted trends in student numbers, budget and staffing analysis.

In 2021, we continued to use the updated staff Performance Management process, tailored specifically to each staff group – administration, teaching and support staff. This process is specifically designed to encourage and support staff to develop their personal professional pathways whilst aligning these to school target areas, thus providing the base for an explicit improvement agenda.

Our school-community targets were measured through the positive partnerships formed across the local and wider community, with the Kalamunda RSL, the Kalamunda CWA, our school patrons and with other Education Support Schools (through our interschool sports carnivals).

Whilst some school improvement targets were not able to be met due to COVID-19 restrictions, these were offset by the improved collegiate support across the school community.

Staff Professional Development

KSESC is dedicated to the provision of Professional Development (PD) for staff with clear links to the Business Plan priority areas and provides staff with the expertise to deliver innovative and engaging class programs. In 2021, there were multiple opportunities for staff to attend PD both individually and as a whole school. Some of the PD attended by staff were:

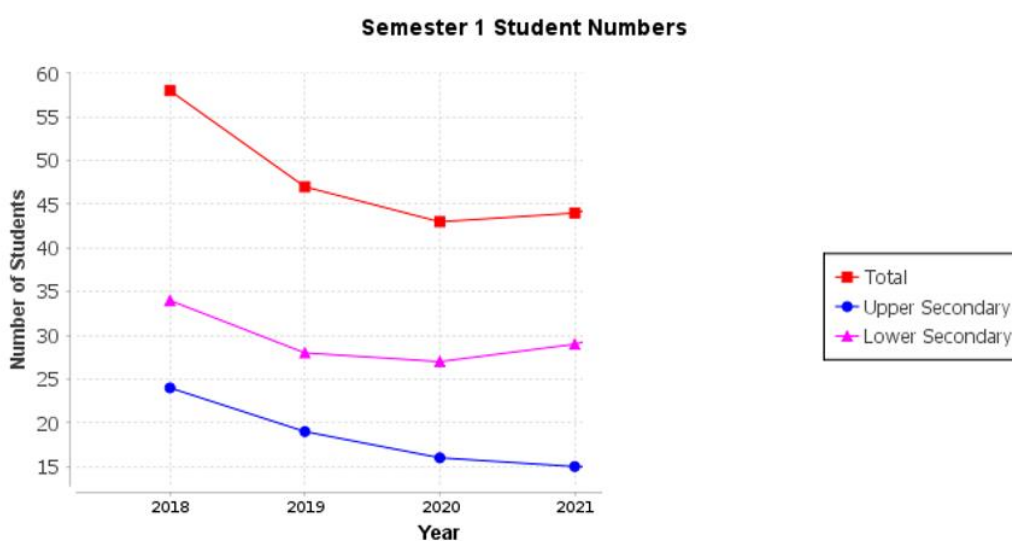
Student Numbers

Our Marketing Officer has been working hard to develop strategies to improve public knowledge of what our school has to offer. Through dedicated marketing and transition strategies, our numbers are slowly increasing, with our longitudinal data showing an improvement in enrolments. We will continue to develop this strategy to make KSESC the school of choice for students with disability

Our Primary Transition Program (PTP) aims to support primary schools to identify students eligible to enrol at our school. Through the PTP year six students from local primary schools engage in a range of activities across terms two, three and four. PTP coordinators also collaborated with primary school staff through classroom observations and collegiate conversations, which provided data to design a smooth transitional pathway from primary school into secondary school for students, and associated information session, for their parents/carers. This program is under cyclic review to plan for further improvement and development, targeting students in year six from local primary schools.

Our membership in the Bibbulmun Schools Network has enhanced our partnerships with the local Kalamunda and Lesmurdie Senior High Schools, which has seen students with special needs from successfully transition to our school.

We have already received a number of enrolment requests for 2022 with predicted numbers moving towards 50. Trends in student enrolments are as follows:



Semester 1	2018	2019	2020	2021
Lower Secondary	34	28	27	29
Upper Secondary	24	19	16	15
Total	58	47	43	44

Note

The graph and table include only full-time students.
From 2015, Year 7 students are designated as secondary students and Lower Secondary includes Year 7 to Year 10 students.

Attendance

Secondary School Attendance Rates*

In 2021 the overall attendance rate for students was affected by the COVID-19 Pandemic, and the results below are reflective of that, showing a decrease from 86.8% in 2020 to 83.4% in 2021.

In 2021 our target was to improve the overall attendance for non-illness related absenteeism rates by 5% to 85%. We met this target in years 7 & 8, with 90% attendance in year 7 and 85% attendance in year 8.

Students who could not attend school due to the COVID-19 restrictions and related health concerns were provided with remote learning packages.

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2019	83.1%	86.8%
2020	86.8%	87.3%
2021	83.4%	84.4%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2019	92%	N/A	87%	N/A	N/A	79%
2020	83%	N/A	N/A	N/A	N/A	93%
2021	90%	85%	N/A	N/A	N/A	N/A
WA Public Schools 2021	88%	85%	83%	82%	83%	84%

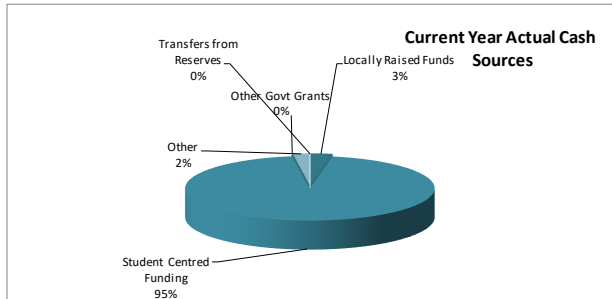
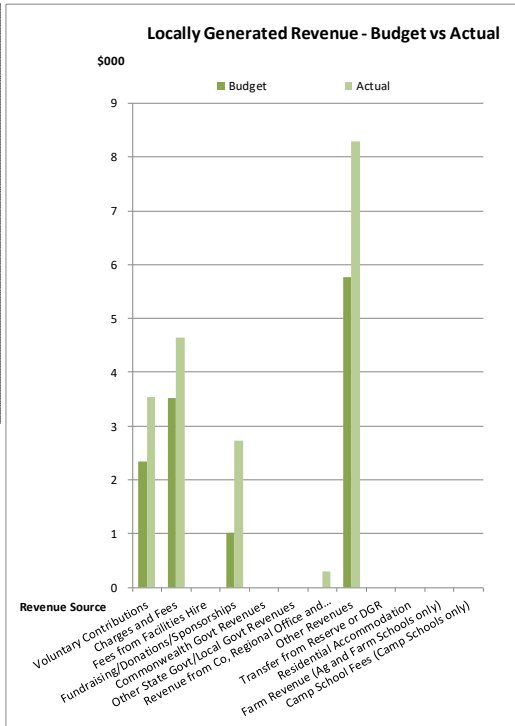
*Attendance rates are provided in respect of the first semester each year. Care must be taken when interpreting data for schools with small student numbers in any category.

Financial Summary

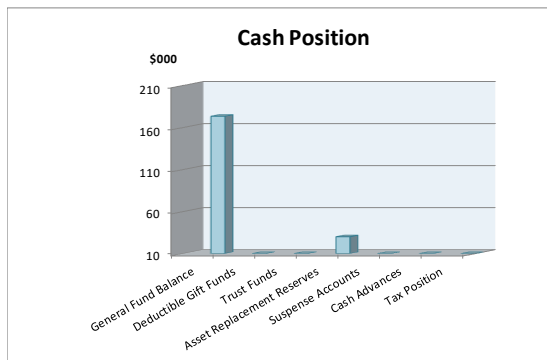
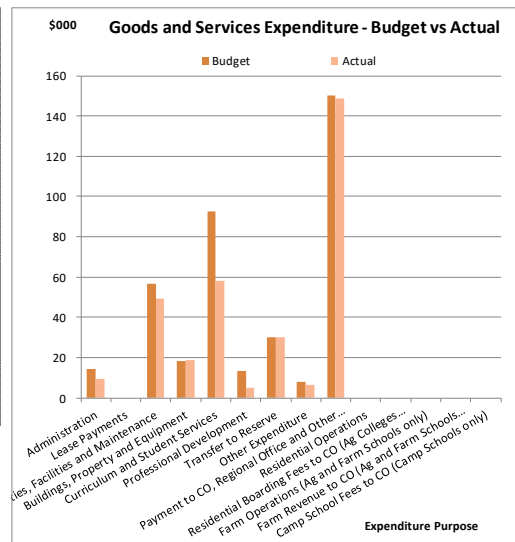
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Kalamunda SHS ESC Financial Summary as at 27 January 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 2,350.00	\$ 3,535.00
2 Charges and Fees	\$ 3,520.00	\$ 4,651.30
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 1,025.00	\$ 2,724.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ 290.89
8 Other Revenues	\$ 5,770.00	\$ 8,292.98
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 12,665.00	\$ 19,494.17
Opening Balance	\$ 117,670.00	\$ 117,670.23
Student Centred Funding	\$ 259,960.00	\$ 361,780.00
Total Cash Funds Available	\$ 390,295.00	\$ 498,944.40
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 390,295.00	\$ 498,944.40



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 14,375.00	\$ 9,197.43
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 56,500.00	\$ 49,286.24
4 Buildings, Property and Equipment	\$ 18,000.00	\$ 18,856.50
5 Curriculum and Student Services	\$ 92,750.00	\$ 58,100.68
6 Professional Development	\$ 13,170.00	\$ 5,128.44
7 Transfer to Reserve	\$ 30,000.00	\$ 30,000.00
8 Other Expenditure	\$ 8,000.00	\$ 6,485.98
9 Payment to CO, Regional Office and Other Schools	\$ 150,000.00	\$ 148,491.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 382,795.00	\$ 325,546.27
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 382,795.00	\$ 325,546.27
Cash Budget Variance	\$ 7,500.00	\$ -



Cash Position as at:	
Bank Balance	\$ 203,463.03
Made up of:	\$ -
1 General Fund Balance	\$ 173,398.13
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 30,000.00
5 Suspense Accounts	\$ 1,268.90
6 Cash Advances	\$ -
7 Tax Position	\$ (1,204.00)
Total Bank Balance	\$ 203,463.03

School Programs

Literacy and Numeracy

Lower School

In 2021 KSESC phased out the CARS and STARS and CAMS and STAMS programs, and students remained in their class groups. This allowed teaching staff to focus on more complex literacy and numeracy programs, using a variety of resources to ensure the use of multiple strategies for skill development in literacy and numeracy.

Teachers plan learning materials and strategies using resources that are aligned to individual targeted objectives linked to outcomes in the Australian Curriculum. Teach Starter provided curriculum aligned resources for both Literacy and Numeracy development. Resources included lesson and unit plans that were easily differentiated to meet multiple levels of learning needs. Each lesson included videos, worksheets, games and learning tools that provided strategies that met different learning styles. The provision of Paul Swan Mathematics kits across each classroom also provided hands-on learning strategies that are both visual and tactile.

Spelling Mastery continued for 2021, but spelling declined in improvement as per InCAS assessment data. Soundwaves Spelling program will be introduced for 2022 as this provides consistent focus with effective and engaging teaching resources that include videos and interactive tools that cater for a range of student abilities.

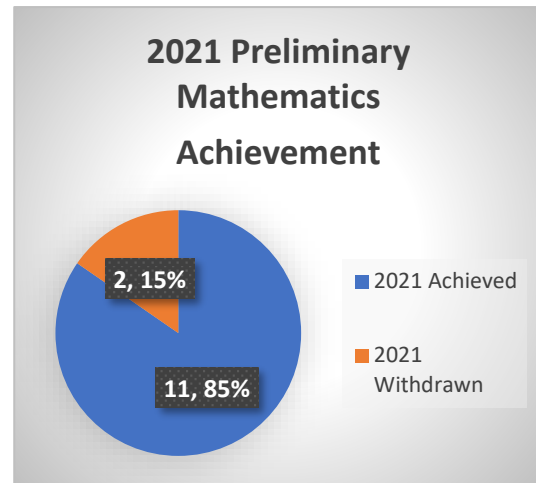
Upper School

In 2021 KSESC introduced the Preliminary Units in English and Mathematics to meet the literacy and numeracy curriculum needs for senior school in years 11 and 12. The syllabus for these units are provided by the School Curriculum and Standards Authority. Each unit a student successfully completes goes towards their WASSA certificate.

The English Preliminary course focuses on the fundamental skills that support language use. Language use plays a central role in human life: it provides a vehicle for communication and independence. Students study language through the use of receptive and expressive communication. Receptive skills can include reading, comprehending, listening and/or viewing. Expressive skills can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts. The course recognises the diversity of the student population and builds on students' knowledge of how language works and how to use language in a variety of forms and situations. An understanding of how to use language empowers students: it gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

The Mathematics Preliminary course focuses on the practical application of knowledge, skills and understandings to a range of environments that will be accessed by students with special education needs. Grades are not assigned for these units. Student achievement is recorded as 'completed' or 'not completed'. This course provides the opportunity for students to prepare for post-school options of employment and further training.

In 2021, year 11 students focused on the Unit One and year 12 students on Unit Three courses for English and Mathematics. All eleven students who participated, and were not withdrawn due to leaving the school, had 100% completion of both English and Mathematics in 2021. In 2022, units 2 and 4 will be introduced.



Science

This year our specialist Science teacher worked with all of our lower school classes and provided a great curriculum which included visits from the City of Kalamunda and Kanyana. Students carried out research in Biological, Earth, Physical and Chemical Science and worked through some interesting experiments.

The Semester 1 program consisted of:

Biological Science:

- Classifying plants & insects
- Identifying parts of a flower
- Understanding photosynthesis
- European wasps

Earth Science

- Sustainability
- Recycling

Physical Science

- Light
- EMR Spectrum
- Kaleidoscopes

In Semester 2 the program consisted of:

Chemical Science:

- Polystyrene experiments
- Acids and Alkalis
- Periodic table

Earth & Space Science:

- Geological changes & extreme weather
- Dinosaurs & Fossils



STEM

KSESC is focused on providing opportunities for its students through discovery in STEM activities. In doing so we develop the required skills of:

- creativity
- independent thinking
- problem-solving
- teamwork, and
- communication

STEM activities include:

- Lego Engineering
- Coding with Spheros, and
- Virtual Reality sets

Students also competed in the Bibbulmun Network Robotics showcase, as part of Science Week 2021

Positive Behaviour Support

KSESC introduced PBS into the school in 2018 and it is now embedded into the KSESC Behaviour Management policy. Staff were invited to join the PBS team, which was comprised of administration, teaching and support staff. Improving student behavioural outcomes was a focus for 2021, and the further development of the PBS program involved strategies to engage all students in instructional and behavioural practices and interventions. PBS provided an operational framework for achieving these outcomes with an emphasis on agreed expectations for student and staff behaviour along with data analysis to guide decision-making about what practices should be put in place to support student learning and social behaviour.

An integral part of the PBS program is the development of the Positive Behaviour Matrix.

The KSESC PBS team have designed a Behaviour Matrix, based on feedback from staff and students, which articulates what our behavioural expectations look like in everyday school life. A number of verbal, non-verbal and tangible strategies are used with students who display the desired behaviour. The matrix includes appropriate behaviours in specific areas including:

- Classroom
- Canteen
- Sports carnivals and bus trips
- Around the school and all the time

Protective Behaviours

Protective behaviours are taught across all classes each week using the Circles program. These programs are child-focused and informed by a fundamental belief that children have a right to physical and psychological safety at all times. We teach our students that we all have the right to feel safe, all of the time. We believe in providing the students with clear messages regarding inappropriate behaviour. We teach the students how to identify safe and unsafe situations and how to seek help immediately - and to persist in seeking help until they feel safe again. Children are taught the Circles concept, which assists students to group people within colour-coded circles of interaction. This allows students to learn appropriate behaviours that could be used with people within each coloured circle.

Primary Transition Program

The Primary Transition Program involves staff from KSESC working with Primary Schools to educate their staff and parents on the opportunities available within our school. In 2021, the program differed slightly from previous years due to COVID-19 restrictions, however it still consisted of :

- Year 6 eligible students attending KSESC on selected days across terms 3 and 4
- Parent/carer information sessions with morning tea
- KSESC staff observing students in Primary School setting
- KSESC planning with Primary School staff in the development of consistent strategies and goals
- Liaison with external providers, including psychologists and support agencies to plan consistent strategies across both school settings
- Development of information packages for parents/carers

The results of this program were evident throughout term 4, 2021 with interest from parents/carers living outside of the School Bus Service area willing to transport students so they could access the school programs and join our school community. It is envisioned that in 2022, and beyond, this program will continue have a positive influence on student enrolment numbers.

Award Scheme Development and Accreditation Network (ASDAN)

ASDAN is an education charity and awarding organisation whose curriculum programs and qualifications help young people develop knowledge and skills for learning, work and life.

ASDAN modules are moderated externally through the organisation. Feedback from the moderators included comments that the student portfolios were well organised and the activities that had been developed were engaging and progressive for each student. Evidence of outcomes was clear and with a specific educational focus. This was a great outcome for our students and the school.

In 2021, Kalamunda Secondary Education Support students participated in modules from the following ASDAN programs:

[Transition Challenge – Introduction & Progression: Making Choices](#)

Transition Challenge offers a learner-centred, activity-based curriculum that can be undertaken with as much support as necessary.

This programme covers activities to develop the skills required for adult living.

[Towards Independence – Starting Out: The Wider World](#)

Towards Independence provides a framework of activities to develop and accredit personal, social, work-related and independent living skills.

Towards Independence offers recognition for small steps of achievement towards a larger goal.

Zig Zag Gymnastics

Students attended the Kalamunda Zig Zag Gym to take part in their gymnastics program, where they used various types of gym equipment including the balance beam, trampoline, vault, parallel bars and floor equipment.

The students really enjoyed learning different skills, which were differentiated so that all students could take part in the program. Staff worked alongside the students, and even our school Principal joined in the fun!

Work Readiness Program

The KSESC Work Readiness program is multifaceted and designed to ensure students are confident and prepared for their post schooling lives. It encompasses both theory and practical elements and is a foundation for ongoing learning. The program is a stepping-stone to more tailored opportunities post schooling. The Work Readiness program is tailored each year to meet the needs of the current student cohort. The 2021 Work Readiness Program included:

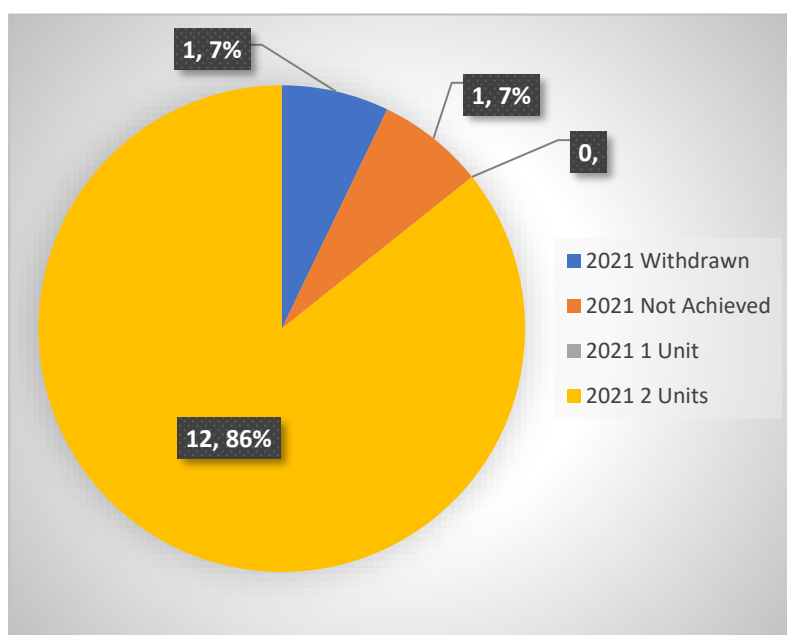
- Authority Developed Workplace Learning (ADWPL) at: D'vine, Nougat & Nice, Dome Kalamunda, Kanyana, ACTIV Industries, ACTIV Property Care, Entertainment Enterprises, Westcare, Workpwer, Milestones Day Care and Crypton Auto.
- Certificate I VET Qualification
- Work experience in the on-site simulated work environment – 'The Business Centre'

Authority Developed Workplace Learning (ADWPL)

KSESC introduced ADWPL to the curriculum in 2021. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours completed in the workplace. Every 55 hours and completed Skills Journal gives a student one unit of achievement of their WASSA (WA Secondary School Achievement) certificate.

In its foundation year at KSESC, ADWPL saw 86% of students complete 2 units of achievement. These students all completed a minimum of 110 hours of workplace learning during the school year.

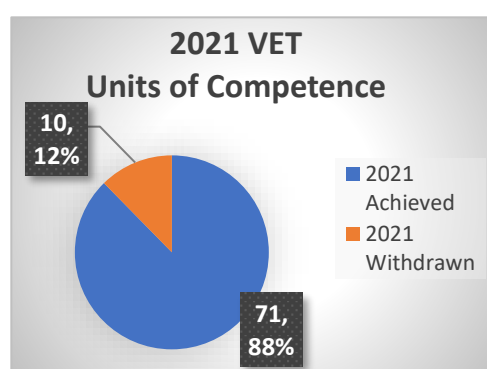
ADWPL 2021 Achievement



VET Qualifications

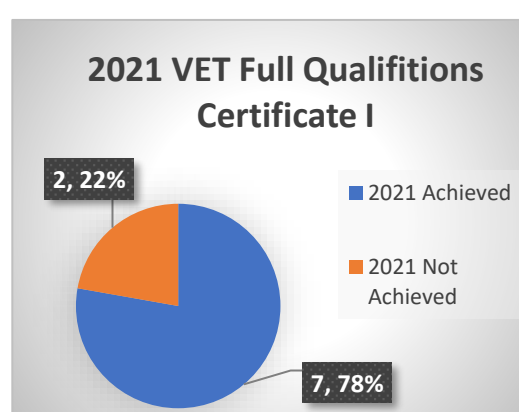
In 2021, KSESC delivered 52770WA Certificate I in Wider Opportunities for Work under auspicing arrangements with the Registered Training Organisation, ACTIV Pathways (RTO code: 51960). These courses were delivered using a qualified trainer and assessor to nine students in year 11.

Achievement data for VET in 2021 was 88% across all units of competence, below the 2020 100% achievement, due to the withdrawal of two students when leaving the school. This resulted in the subsequent drop in students obtaining a full Certificate qualification from 100% in 2020 to 78% in 2021. All students who remained at the school and completed their Certificate I qualification achieved 100% competence in all units and the full qualification. The figures below demonstrate student achievement from 2020 to 2021.



Students who successfully attained competence in the units for Certificate I in Wider Opportunities for Work gained the skills and knowledge in:

- Safe Work Practices
- Self-awareness and Career Development
- Problem Solving Skills
- Working Effectively with Others
- Career Development
- Effective Workplace Communication
- Use Business Equipment and Technology
- Produce Digital Text Documents



Aboriginal Perspectives

The school has introduced the Aboriginal Perspectives Program (APP) to support authentic engagement with the Aboriginal Cultural Standards Framework and how to incorporate this in to everyday teaching practises. The APP allows students to look at the languages, culture and lifestyles of the Traditional Custodians of the Country where our school is located. This helps students to understand the nuances of their local area; become familiar with local protocols; and connect with local communities to support an understanding of the Country they live on.

We want to ensure that our Aboriginal students have access to a culturally safe environment that supports student wellbeing and success. Our aim is that the whole school is working towards cultural competency.

Auslan

Auslan (Australian Sign Language) is the sign language of the Australian Deaf community. It was developed in Australia by people who are deaf to be able to communicate with others.

This year we have been incorporating Auslan across our school community, by incorporating it in all classrooms, assemblies and special events. We have been able to engage the services of an Auslan Interpreter who has been leading our Auslan Choir as they learnt various songs, poems and narratives.

In 2021, our Auslan Choir was unable to be involved in many events due to the COVID-19 restrictions, but we have been liaising with Walliston Primary school to build a partnership with their school choir and perform together at special events.



Endorsed Programs

Duke of Edinburgh International Award

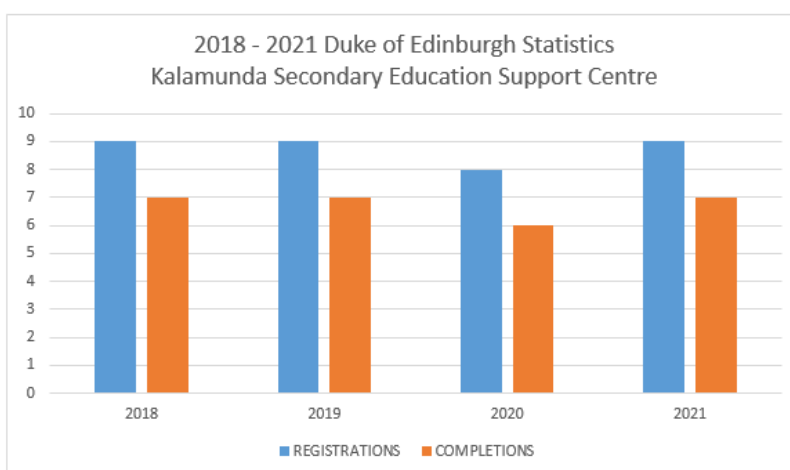
The Duke of Edinburgh's International Award is an internationally recognised program for young people, building skills to equip them for life and work. By creating opportunities for young people to develop skills, get physically active, give service and experience adventure, the Award can play an important role in their development.

KSESC started offering the Duke of Edinburgh's International Award program in 2017 and have registered and mentored a total of 44 participants over the past 5 years. In 2021, nine students were registered with six students completing their Bronze Award, 2 students working towards their Silver Award and 1 student completing the Ignite Award. This lower completion rate for the Silver Award is due to this being undertaken over 2 year period. These 2 students are expected to complete the Silver Award in 2022.

As part of the Award requirements, our students participated in a number of activities, including partnering with the City of Kalamunda to clean up and revegetate the Kalamunda Railway Heritage

Trail, which culminated with an Award ceremony held at the Council Offices. Another of the events in the program was the 'Adventurous Journey' camp to the Swan Valley Adventure Centre. In 2020, due to COVID-19 restrictions, students did not stay overnight, but instead took part in 4 days of 'day' camps. Activities included team building challenges, high ropes, orienteering and the flying fox. Challenges were constantly being laid out for the students, and each obstacle was met with enthusiasm and excitement. The day camps were a huge success, full of opportunities, personal achievements and fun.

Students also worked with the City of Kalamunda in their Microbat Project, which monitors the Microbat community in Kalamunda. Students helped to paint the micro bat nesting boxes, which were placed in trees around the Kalamunda area, including trees on the school grounds. The provision of these nesting boxes gives roosting spots for Microbats to live during the day, as their natural habitat is being reduced at a rapid pace due to urbanisation and deforestation.



Enterprise Programs

This year our upper school classes engaged in Enterprise programs, both at school and in the Kalamunda community, where they learnt new skills to support their transition to post school pathways.

Hospitality

Year 10 students provided school staff with coffee and fresh muffins for morning tea once per week as part of their hospitality program. Students learnt how to use a pod coffee machine, and baked the muffins themselves as part of their Independent Life Skills (ILS) program.

Fundraising

Fundraising activities this year were limited due to the COVID-19 pandemic, however the school still raised funds towards:

- Resources for the new building due to be completed in 2024
- Cancer Council WA
- Autism Association of WA

This year's fundraising activities included:

- Book Week

- Bandana Day
- 'Mini Bites' biscuit sales



BikeRescue

Dismantle

Students in year 11 learnt how to restore and rebuild a bicycle in this Enterprise project. BikeRescue is a dynamic youth development program that uses hands-on skill-building to engage and mentor young people in need of support. BikeRescue builds knowledge, social skills, confidence and teamwork through various mechanical and mentoring activities.

During each session, BikeRescue mentors worked alongside our students while exploring their mental health, hobbies, passions, and vocational aspirations. The mentors helped students to identify their barriers, figure out how to tackle their challenges, and provide support to help them reach their potential.

During BikeRescue, participants fully strip and rebuild two bikes each. One of these bikes was donated to charity while the other was donated to the school to enable the development of a future Kalability Bike program.





Specialist Sporting Programs

KALABILITY ALL STARS Sports Program

The *Kalability All Stars Sports Program*, is the flagship sports program at Kalamunda Secondary Education Support Centre. Through *Kalability All Stars* we encourage secondary students with a disability to participate in a range of sporting activities to promote positive physical and mental wellbeing, team work and resilience.

Since 2009, Kalamunda Secondary Education Support Centre has hosted a variety of interschool sport carnivals for Education Support Schools from across both the Perth metropolitan and country regions. In 2021 we were proud to announce that we have added AFL to our list of carnivals. This continual growth in carnival participation in these inclusive sports events has prompted the branding of the *Kalability All Stars Sports Program* to enhance Kalamunda Secondary Education Support Centre's identity as an all ability sporting school.

With over 15 schools and up to 34 teams participating in carnivals, we believe these are the largest interschool sports carnivals for students with disabilities in Western Australia. Participating schools come from as far as Joondalup, Rockingham and Swan View; along with schools from Northam, Byford and York.

Our Kalability All Stars Sports Carnival program currently consists of four interschool carnivals per year.

Term 1: Cricket - established in 2019 Term 2: Basketball - established in 2009

Term 3: AFL - established 2021 Term 4: Soccer - established in 2018

Our carnivals are run with the support of local politicians, the Hon. Ken Wyatt, Minister for Indigenous Australians, MLA Kalamunda, Matthew Hughes and MLA Forrestfield, Stephen Dawson. We are also supported by the City of Kalamunda, The West Australian Cricket Association, the West Australian Football Commission, Football West, the Perth Wildcats, the Perth Scorchers and Basketball WA; along with the Swan Districts Football Club, Kalamunda & Districts Basketball Association and the Forrestfield United Football Club.

In 2021 our school was the recipient of the Sporting Schools grant to continue as an official 'Sporting School'. We are proud of this achievement.



School Response to COVID-19

The COVID-19 Pandemic brought a new program of curriculum delivery to our school. However, our staff worked together to ensure that our students were still able to experience meaningful learning experiences during this unsettled time.

In response to concerns about students accessing curriculum if required to be 'self-isolated' at home, we developed the *Learning from Home* package which was designed to provide students and parents/carers with information and resources to enable students to continue to access a relevant and engaging curriculum at home. The *Learning from Home* package was comprised of link to the Seesaw remote learning platform, Literacy workbooks and links to other on-line learning programs. The *Learning from Home* package is a dynamic resource where items were added at regular intervals, and provided options for assessment and feedback of the students' work.

The *Learning from Home* package was comprised of:

- Access to the Seesaw remote learning package
- Access to the online Typing Tutor program
- *Perfect Punctuation* and *Glorious Grammar* workbooks
- List of recommended curriculum websites
- List of recommended online resources
- Package of suggested activities for students
- Regular updates and activities shared via the school Facebook page.
- Assessment guides and feedback pathways.

Students were given practise accessing the Seesaw platform at school to ensure that they could easily access this from home, and teachers posted lessons and activities for students to access. Activities were developed in conjunction with their Individual Education Plans.

Along with the *Learning from Home* package, we also carried out extensive planning involving risk assessments and associated strategies to mitigate the risk as part of our COVID-19 response plan.

Staff, parents, therapists and visitors were required to complete the online COVID-19 Infection Control Training prior to entering school site, and were limited to accessing only the school reception. Along with the co-located Kalamunda Senior High School, we ensured that the school followed the Department of Education and Health Department of WA guidelines for COVID-19 infection control, including a higher level of regular cleaning and availability of hand sanitiser in all rooms.

For staff who were required to work from home, we implemented a training program, where staff were provided with opportunities to complete training aligned to school priorities and areas that had been highlighted for individuals through the Performance Management process. Staff, students, parents/carers and visitors were also provided with specific protocols to be followed as we endeavoured to provide a safe environment for our school community.

Feedback from parents/carers and support workers was that they still felt a part of the school community, even during lockdown. They appreciated the effort that the school had made to share information in a timely manner, and ensure that open and honest communication throughout the COVID-19 restrictions.

Highlights

Even though we were limited with options due to the COVID-19 Pandemic, our school was still able to provide staff and students with opportunities to celebrate their achievement and successes. We celebrated together:

2021 Graduation and Awards Night

The 2021 Graduation and Awards night was held in the Kalamunda Performing Arts Centre in December with four of our year 12 and year 13 students graduating.

Special guests at the event included The Mayor of the City of Kalamunda, Margaret Thomas; our school patrons Don and Pam McKechnie; the KSESC School Board Chair, Justin O'Meara Smith; President of the Kalamunda RSL, Geof Irvin; Dorothy Cook from the Kalamunda CWA, Kalamunda MLA Matthew Hughes and Forrestfield MLA Stephen Price. Representatives from the Bendigo Bank, the Hon. Ken Wyatt's Office and The Duke of Edinburgh's International Award program also attended.

Students entertained the audience with performances by the Auslan Choir and a PowerPoint of the graduates. A selection of the students' work from all classes was on display in the adjacent Agricultural Hall where a light supper – including the graduation cake – was provided. It was a lovely evening and the culmination of a wonderful year for our whole school community.



ANZAC Day

Due to COVID-19-10 restrictions we could not hold our usual ANZAC service this year, however members of the Kalamunda RSL, The Kalamunda CWA, school patrons Don and Pamela McKechnie, Mayor of Kalamunda Margaret Thomas and CAPT Wesley Sutton from 3Battery, 9 Regiment joined our students for a day of 'round robin' activities as part of our ANZAC Day commemorative celebrations. Our visitors worked together with our students as they learnt about life in the trenches, animals in the war and the various roles of the Defence Force.

Our students were interested to hear members of the Kalamunda RSL and CAPT Sutton talk to them about serving in the Defence Force and they especially liked seeing their medals and learning what they were for. Mayor Margaret Thomas also bought her bugle and explained the meaning of playing the Last Post and the Rouse.



Wildcats Basketball Clinics

This year we were lucky enough to host two clinics from the Perth Wildcats for basketball. Two Wildcats players attended each clinic and taught our students some new basketball skills. Kevin White & Majok Majok attended in Term 1 and Todd Blanchfield and Matt Hodgson attended in Term 2.

Sensorium Theatre Big Rain Coming show

In July, our students received a visit by the performers of the Sensorium Disability Theatre, with their performance of Big Rain Coming by Katrina Germein.

The performance was an interactive multi-sensory story telling session designed to immerse children with disabilities in a hands on, fun filled adventure. The highly tailored production catered for students with disabilities, including those with multiple and complex needs and those on the autism spectrum.

We all look forward to our next visit from the Sensorium Disability Theatre.

2021 School Ball

In September, the School Ball was held at the Pan Pacific Ballroom in conjunction with Kalamunda Senior High School (KSHS) and was attended by our year 12 and 13 students.

It was wonderful to see Stephanie and Matthew crowned Belle and Beau of the ball. Our students had a wonderful time and were commended on their behaviour and respectful attitudes by staff from KSHS. We are very proud of the responsible young citizens they have become.



PBS Fun day

Our annual student Fun Day was a trip to the movies followed by pizza for lunch at school. All of our students were really well behaved and it was great to see how well they demonstrated our school PBS values of Safe, Respectful and Responsible behaviour.

The Fun Day was a great way to reward the students for their positive efforts throughout the year, and the culmination of the PBS program for the year.

National Reconciliation Week

During Reconciliation Week our school joined in activities to learn more about significant milestones in the reconciliation journey for Aboriginal Australians. Students learnt that reconciliation must live in the hearts, minds and actions of all Australians as we move forward, creating a nation strengthened by respectful relationships between the wider Australian community, and Aboriginal and Torres Strait Islander peoples.

This year the theme was *More than a word: Reconciliation takes action*, and through a range of different activities our students learnt more about the role all Australians play when it comes to reconciliation, and that in playing our part we collectively build relationships and communities that value Aboriginal and Torres Strait Islander peoples, histories, cultures, and futures.

Through our school's Aboriginal Perspectives program we are developing our own Reconciliation Action Plan (RAP), which is planned for 2022.

Sponsors

We would like to thank our 2021 sponsors for their support this year. Through the kind support of our community sponsors we have been able to continue to provide a range of engaging educational activities for our students.

Thank you to:

Kalamunda CWA

Kalamunda RSL

Mr & Mrs Don McKechnie

Rapid Response Team

**DISABILITY
DOES NOT
MEAN
INABILITY**

KALABILITY ALL STARS

