



KALAMUNDA SECONDARY
EDUCATION SUPPORT CENTRE

ANNUAL REPORT

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ENGAGE. INSPIRE. ACHIEVE.



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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 2022.

The school Business Plan outlines the school's targets for improvement which, in 2022, 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 2022

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 2022. This was a transition year as we moved through the reduction of the COVID-19 restrictions and back towards the regular school routine. Although the school was still providing a COVID-19 safe environment, the relaxed restrictions were welcomed across the school community.

2022 saw the start of the construction process for the new Education Support facilities on the shared campus. It was exciting to see the machinery move in and start to lay the foundations for the new teaching and learning blocks. Works commenced early in the year, and despite the persistent jackhammering, disruption to classrooms, and loss of our basketball area, our staff found ways to work around these obstacles and keep delivering a high quality curriculum.

Unfortunately, our school construction was one of the building projects affect by Firm Construction going into administration, and the building works were temporarily halted in November. However, the Department of Education and the School Board provided support for our school community and in true KSESC spirit we made the best of a difficult situation. Though some inventive planning and the development of innovative ideas we moved some of the learning programs, such as Art Therapy, off site, which allowed us to continue with a range of options to differentiate curriculum for our students. We are especially thankful to the Kalamunda RSL for donating the use of their premises on a regular basis.

The teacher shortage continued to be an issue throughout 2022 which, despite an intensive recruitment drive, still resulted in a higher than average turnover of teaching staff. Relief teachers were difficult to acquire, so the school admin team stepped in on several occasions to cover classes and write learning programs. Whilst this added to an already hectic work schedule, it was also nice to spend time in the classrooms.

Kalability Catering was welcomed into the Kalability suite of programs, where our upper school students gained experience in developing the menus, cooking the food and serving it to various community groups, including the Kalamunda RSL, the City of Kalamunda, the Pickering Brook Ladies Golf Club, the Kalamunda Mens Shed and the Kalamunda CWA. The highlight was the NAIDOC morning tea where the catering team served a morning 'high tea' to our community partners, and our guest presenter, Mr Olman Walley.

It was great to be able to run the Kalability Sports Carnivals again, which we all missed during the COVID-19 restrictions, and we welcomed over 600 staff and students from Education Support Schools and Centres across the metropolitan region to the AFL carnival. These carnivals provide students with disabilities opportunities to participate in sport at their own level, within an inclusive and supportive setting, and it is wonderful to see so many schools taking part. Once again we were supported by the Rapid Relief team who donated lunch at each carnival through the year.

In 2022 we also saw the introduction of the school Yarning Circle, which is a collaborative project between the School and the First Kalamunda Scout Group. Due to the school site restrictions we were not able to develop this on site, but the Scouts donated the use of their premises and together we redeveloped the Gazebo to provide an amazing space for our students to take part in story telling activities to develop their understanding of Aboriginal Culture across the community, and also develop opportunities to discuss issues to support positive mental health. We were privileged to be the recipients of an \$8000 grant from the Black Dog Ride WA, and a \$1000 donation from the Kalamunda

RSL to support this project. The Yarning Circle will be completed early in 2023, when it will be officially opened.

I am thankful for our School Board members and the role that they played in ensuring the sound governance of our school. In 2022 we welcomed our new School Board Chair, Mrs Peta Kennedy, who has worked tirelessly to support our school as we navigated our way through the year. Peta's background in project management has been invaluable through the construction project and we are looking forward to her continued leadership of the School Board in 2023.

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

Gayle Nelson

Principal

School Board Report



Our School Board is formed with members of our staff, local community, and parents. This has been my first year as Chair and I have thoroughly enjoyed being part of this vibrant group. It is a wonderful way to interact with our school community and be present in our children's school. This last year has been tracking the development of keeping our school environment safe with the new build being put on hold. We have held many meetings onsite and worked with our OH&S officers to ensure that safety for staff and students remain at the

highest level. The Board supports the leadership of Ms Nelson and all her team and works alongside them to provide governance and balance.

Peta Kennedy

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. All students have an Individualised Education Plan which is developed in consultation with key stakeholders.

The School is divided into Lower School and Upper 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 Design & Technology and Physical Education. Year 10 students also have the opportunity to engage with the Duke of Edinburgh Award program. The Upper 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. Kalability programs for 2022 were Sport, Catering and the Organic Garden.

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 Western Australia's (DOEWA) Strategic Directions 2021 – 2024. In 2022 our priorities were:

- Evidence based decision making
- Providing students with individualised pathway planning
- Building the capacity of 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 2022 document.

Focus 1

[Provide each student with a pathway to a successful future](#)

In 2022 our Workplace Learning Coordinator and our Trainer and Assessor worked with each student in years 10 - 13 to ensure that they we provide with individual pathway planning and support specifically tailored for their transition to post school options based on their individual needs, interests and ability.

Focus 2

[Strengthen support for teaching and learning excellence in every classroom](#)

In 2022 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. Teachers were provided with professional learning opportunities to develop their understanding of evidence-based teaching and learning.

Focus 3

[Partner with families, communities and agencies](#)

In 2022 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.

Focus 4

[Use evidenced based decision making to lead school wide wellbeing programs](#)

In 2022, 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. Staff were provided with professional development opportunities to develop their understanding of school-wide wellbeing initiatives.



Target areas

Through a detailed analysis of the 2022 student assessment data we identified the following target areas for 2022

1. Literacy and Numeracy
2. Life skills
3. Transition pathway planning
4. Community participation
5. Student and staff wellbeing

In 2022 we achieved the following:

Focus Area	Improvement Strategy	Improvement Process	Achieved Goals 2022
1a	Literacy : reading comprehension	Development of explicit and clear targets for improvement Use of data to inform planning Whole school strategies, with the use of common language P Units for Senior School OLNA for selected students in years 10 - 13	<ul style="list-style-type: none"> ✓ Analysis of data from 'Essential 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 ✓ All students passing at least one section in OLNA
1b	Numeracy : number concepts & mental maths	Development of explicit and clear targets for improvement Use of data to inform planning Whole school strategies, with the use of common language Introduction of P Units for Senior School OLNA for selected students in years 10 - 13	<ul style="list-style-type: none"> ✓ Analysis of data from 'Essential 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 ✓ All students passing at least one section in OLNA
2	Life Skills	Review of Senior School program, including Certificate courses Strengthen links with community partners for resources Review of current programs and research alternates including off-site school programs Expand the Workplace Learning program	<ul style="list-style-type: none"> ✓ Trainer and Assessor 1.0FTE delivered appropriate Certificate courses, including the provision of ongoing PD in the workforce management plan ✓ New employers identified for workplace learning opportunities ✓ Workplace Learning Coordinator 0.4FTE ✓ Targeted acquisition and use of school resources ✓ Reviewed cooking and sewing classes with specialist teacher
3	Transition pathway planning	Investigate opportunities to further develop:	<ul style="list-style-type: none"> ✓ Continued development of the year 7 transition program and collegiate partnerships with primary schools

		<ul style="list-style-type: none"> senior school to post school options primary school to year 7 options school transfer options 	<ul style="list-style-type: none"> ✓ Consolidation of the year 12/13 transition programs ✓ 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
4	Community participation	Further development of the <i>Kalability</i> suite of programs to include <i>Kalability Catering</i>	<ul style="list-style-type: none"> ✓ <i>Kalability Catering</i> program provided community morning tea and lunch functions ✓ School Facebook page to keep families engaged with the school community ✓ <i>Duke of Edinburgh International Award</i> - bronze and silver award programs ✓ Partnership with the Kalamunda RSL and Kalamunda CWA ✓ Partnership with the Rapid Relief Team ✓ 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 ✓ Partnership with the First Kalamunda Scout Group to develop the Yarning Circle
5	Student and staff wellbeing		<ul style="list-style-type: none"> ✓ Appointment of Well being coordinator and provision of relevant professional development opportunities ✓ Appointment of Community and Cultural Liaison Officer to support Aboriginal, Indigenous and community programs ✓ Continued development of the Aboriginal Cultural Framework across curriculum ✓ Wellbeing week activities across whole school for students ✓ Wellbeing activities on SDD day for staff



Assessment

Student Assessment

Essential Assessment

In 2022 we explored alternative assessments that would target the individual learning outcomes for each of our students. While InCAS gave us an age level each of our students are currently working at, it did not indicate the individual learning outcomes each student was unable to achieve. To improve student learning a more targeted approach was needed. Using Essential Assessment, students completed numeracy assessments for number and algebra, and measurement and geometry, and literacy assessments for language and literacy. These assessments provided teachers with data that identified what outcomes each individual student understood and what outcomes they were yet to master. Using the data collected teachers can develop and target individual IEP objectives and goals that meet the needs of each student, closing the gaps in their learning and improving levels of achievement.

As these assessments were only introduced in Semester 2 2022 there was not enough data produced to analyse student improvement. Ongoing collection of data over 2023 will provide a more detailed analysis of student improvement.

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.

Due to the effects of the COVID-19 pandemic on staffing, in 2022 the staff Performance Management process was scaled down temporarily. This was still 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 2022, there were multiple opportunities for staff to attend PD both individually and as a whole school, in person or online.



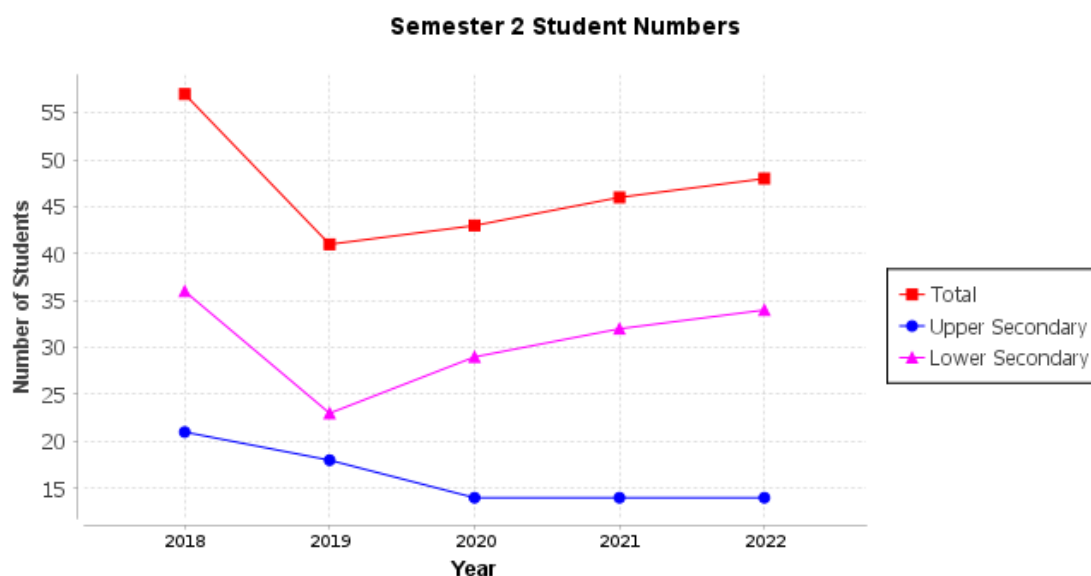
Student Numbers

Through dedicated marketing and transition strategies, student numbers continued to slowly increase, 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 2023 with predicted numbers moving towards 50. Trends in student enrolments are as follows:



Semester 2	2018	2019	2020	2021	2022
Lower Secondary	36	23	29	32	34
Upper Secondary	21	18	14	14	14
Total	57	41	43	46	48

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 2022 the overall attendance rate for students was still affected by the COVID-19 Pandemic, and the results below are reflective of that, showing a decrease from 83.4% in 2021 to 74.5% in 2022.

Students who could not attend school due to the COVID-19 restrictions and related health concerns were provided with remote learning packages so they could continue to engage with their schooling, however this is not reflected in the table below.

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2020	86.8%	87.3%
2021	83.4%	84.4%
2022	74.5%	80.4%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2020	83%	N/A	N/A	N/A	N/A	93%
2021	90%	85%	N/A	N/A	N/A	N/A
2022	84%	N/A	69%	N/A	N/A	N/A
WA Public Schools 2022	85%	81%	79%	79%	81%	81%

Note

The 2020 attendance rates have excluded Week 7-10 of Term 1.

Non-attendance is subject to a departmental policy which states:

The Principal is responsible for the accurate recording and rigorous monitoring of the attendance of all students and for implementing appropriate strategies to restore attendance if there are attendance issues.

This policy requires schools to follow procedures related to recording attendance, monitoring attendance, referrals to School Attendance Officer, Children Whose Whereabouts are Unknown, referrals to School Attendance Panel and data collections.

Caution:

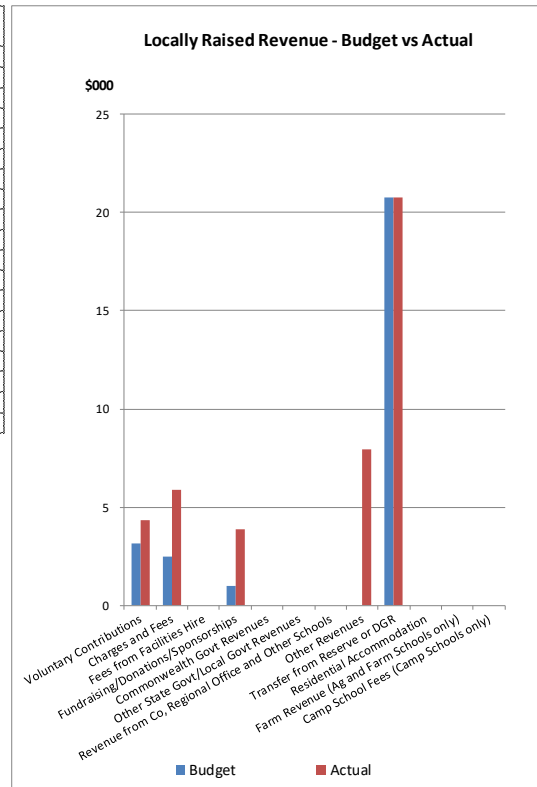
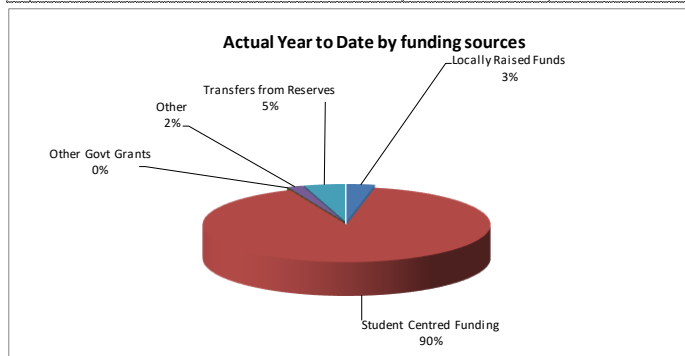
Care must be exercised when interpreting the data as it may refer to small student numbers and therefore the attendance rates may be volatile

Cells in the table containing N/A refer to schools or year levels with less than 10 students enrolled

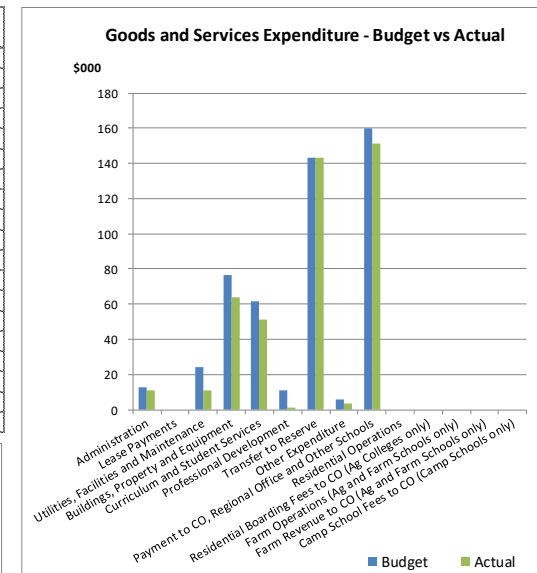
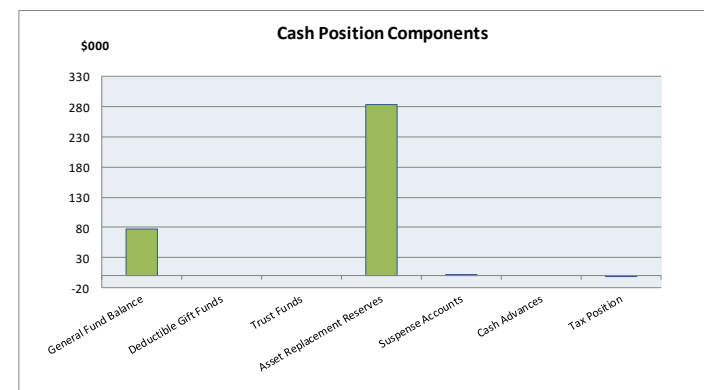
Financial Summary

Kalamunda Secondary Education Suppt Ctr Financial Summary as at Enter date here i.e. 31/12/2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 3,173.00	\$ 4,359.25
2	Charges and Fees	\$ 2,500.00	\$ 5,890.48
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 1,000.00	\$ 3,856.10
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ -	\$ 7,955.41
9	Transfer from Reserve or DGR	\$ 20,773.50	\$ 20,773.50
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 27,446.50	\$ 42,834.74
	Opening Balance	\$ 67,065.00	\$ 67,065.72
	Student Centred Funding	\$ 402,634.91	\$ 403,454.91
	Total Cash Funds Available	\$ 497,146.41	\$ 513,355.37
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 497,146.41	\$ 513,355.37



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 12,475.00	\$ 10,782.67
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 24,048.00	\$ 10,969.51
4	Buildings, Property and Equipment	\$ 76,658.50	\$ 63,693.92
5	Curriculum and Student Services	\$ 61,352.00	\$ 50,959.25
6	Professional Development	\$ 11,270.00	\$ 1,311.50
7	Transfer to Reserve	\$ 143,105.00	\$ 143,105.00
8	Other Expenditure	\$ 6,020.00	\$ 3,503.39
9	Payment to CO, Regional Office and Other Schools	\$ 160,000.00	\$ 151,419.28
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	\$ 494,928.50	\$ 435,744.52
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 494,928.50	\$ 435,744.52
	Cash Budget Variance	\$ 2,217.91	



Cash Position Components	
Bank Balance	\$ 361,371.40
Made up of:	
1 General Fund Balance	\$ 77,610.85
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 283,831.50
5 Suspense Accounts	\$ 564.05
6 Cash Advances	\$ -
7 Tax Position	\$ (635.00)
Total Bank Balance	\$ 361,371.40

School Programs

Literacy and Numeracy

Lower School

Students accessed Literacy and Numeracy lesson as per their IEPs within 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.

Soundwaves Spelling program was introduced this year and provided consistent focus with effective and engaging teaching resources that included videos and interactive tools that catered for a range of student abilities. Students engaged with program which showed positive results across the school year.

Upper School

Students engaged in 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.

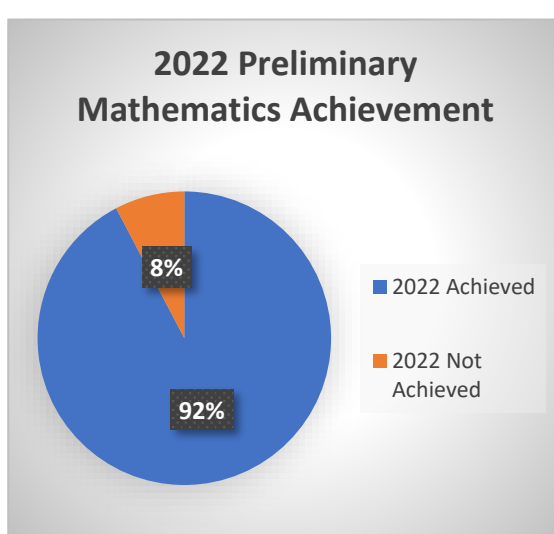
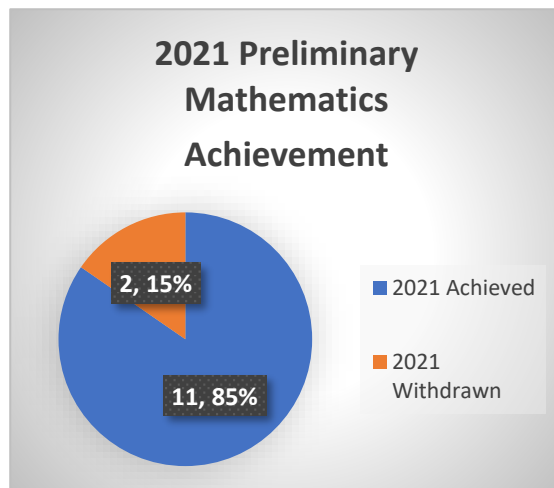
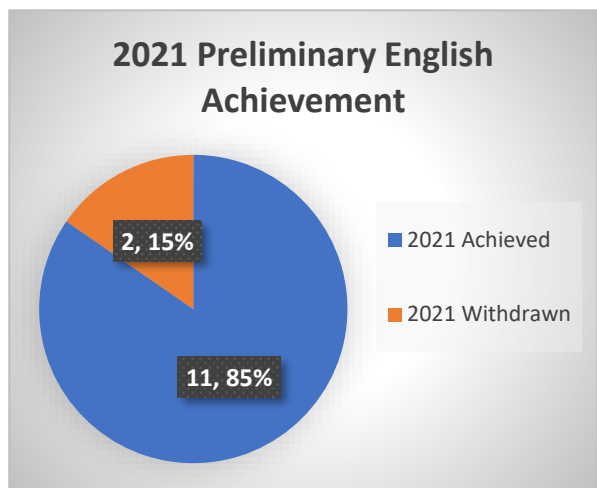
The English Preliminary course focuses on the fundamental skills that support language use. Language use plays a central role in human life: it provides a vehicle for communication and independence. Students study language through the use of receptive and expressive communication. Receptive skills can 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 2022, year 11 students focused on the Unit Two and year 12 students on Unit Four courses for English and Mathematics. All students who participated, and were not withdrawn due to leaving the

school, had 100% completion of both English and Mathematics in 2022. There was an overall improvement of 7% achievement from 2021 to 2022 results.

ear 11 students focused on the Unit Three course and year 12 students on Unit Four course for English and Mathematics. All students who participated, and were not withdrawn due to leaving the school, had 100% completion of both English and Mathematics.



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 2022, 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 2022, 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, 2022 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 2023 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 2022, 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.

Workright

Workright provides a framework to develop a range of basic transferable employability skills. Three of our upper school students successfully completed this course in 2022. They completed four modules and developed skills in:

- Health and safety at work
- Responsibilities in the workplace
- Working with others
- You at work

Work Readiness Program

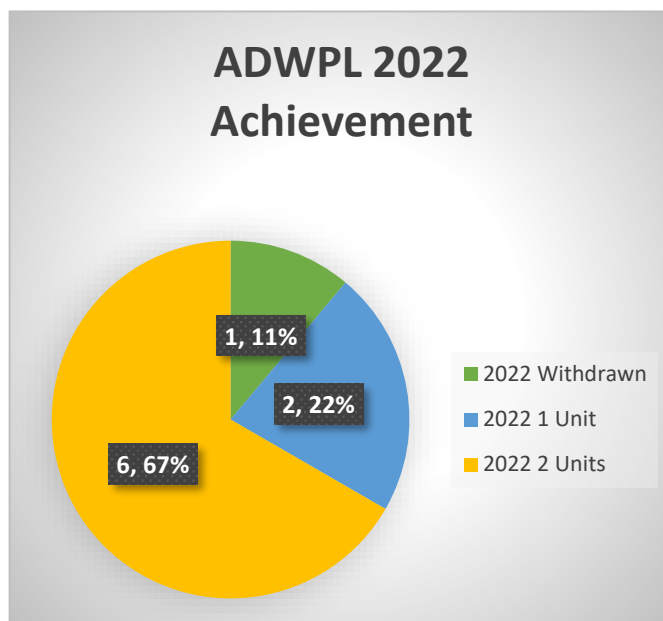
The KSESC Work Readiness program is multifaceted and designed to ensure students are confident and prepared for their post schooling lives. It encompasses both theory and practical elements and is a foundation for ongoing learning. The program is a stepping-stone to more tailored opportunities post schooling. The Work Readiness program is tailored each year to meet the needs of the current student cohort. The 2022 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)

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.

Workplace Learning was divided over two programs in 2022, ADWPL and ASDAN Workright. This saw a decline in the number of students participating in ADWPL for 2022. There were nine students initially enrolled in ADWPL, one student withdrew early due to change of schools. 67% of students achieved 2 units with a minimum of 110 hours, while 22% of students achieved 1 unit with minimum of 55 hours. Students completed the respective logbooks and skills journals to successfully achieve these units.

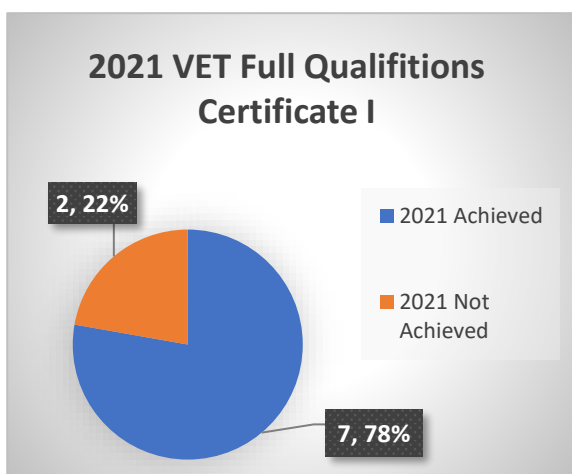
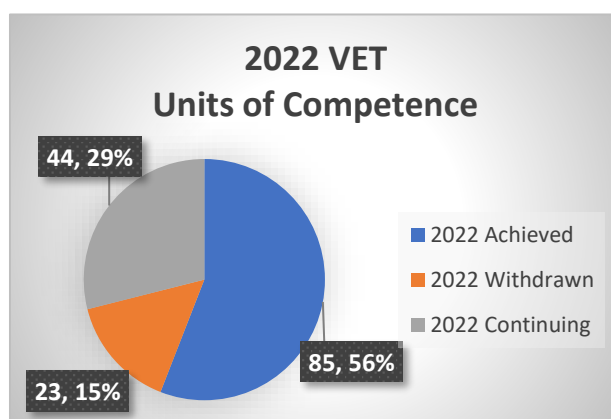
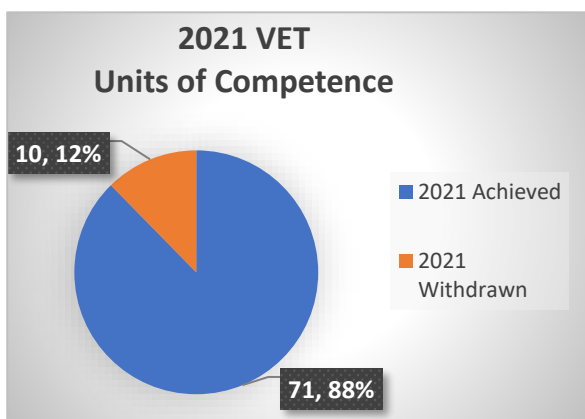


VET Qualifications

In 2022, KSESC delivered 52878WA Certificate I in Leadership under an auspice arrangement with the Registered Training Organisation, ACTIV Pathways (RTO code: 51960). Ten students across years 11 and 12 enrolled and participated in this course.

Four students in year 12 were enrolled in a Certificate II School Based Traineeship (SBT) in either the Automotive or Transport and Logistics industries. These qualifications are to be completed over an eighteen-month period, resulting in students continuing their enrolments into 2023. This affected the completion data for both Units of Competence and Full Qualifications for 2022.

Achievement data for VET in 2021 was 88% across all units of competence, declining to 56% in 2022. This resulted in the subsequent drop in students obtaining a full Certificate qualification from 78% in 2021 to 64% in 2022. All students who remained at the school and completed their Certificate I qualification achieved 100% competence in all units and the full qualification.



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 2022, students have been able to join the Auslan choir and learn songs in ASL to perform at school functions.

Aboriginal Perspectives

In 2022 the school developed the position of Community and Cultural Liaison Officer to support authentic engagement with the Aboriginal Cultural Standards Framework and how to incorporate this in to everyday teaching practises. The CCLO worked across all classes to support 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.



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 Awards.

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 where student completed 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.



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

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

Our carnivals are run with the support of local community members including 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. The school is also supported by the Rapid Relief Team (RRT) who provide lunch for all carnival participants and supporters free of charge.



Highlights

Graduation and Awards Night

The 2022 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, Peta Kennedy; 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

This year members of the Kalamunda RSL, The Kalamunda CWA, school patrons Don and Pamela McKechnie and CAPT Wesley Sutton and soldiers 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.



Wildcats Basketball Clinics

This year we were lucky enough to host a clinic from the Perth Wildcats for basketball. Two Wildcats players attended the clinic and taught our students some new basketball skills. The students were very excited and joined in the clinic with enthusiasm.

Police vs KSESC Basketball match

A basketball team from WA police (Forrestfield) visited our school take on staff and students in the annual KSESC vs WAPOL basketball match. This is always an eagerly awaited event for our school, with students keen to try out their skills. Students and staff rotated through the games against WAPOL in which ended p being a close game. WAPOL were the winners by a small margin! After the game the students were able to check out the police vehicles, including the siren and flashing lights – which were a big hit!

Sensorium Theatre Wombat Stew performance

In July, our students received a visit by the performers of the Sensorium Disability Theatre, with their performance of Wombat Stew.

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.

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 *Be Brave. Make Change*, 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.

NAIDOC

This year's NAIDOC celebrations were held over the course of a week with students engaging in a range of activities organised by our Community and Cultural Liaison Coordinator. The theme was Get Up! Stand Up! Show Up! Where students were encouraged to champion collaborative, and cooperative change while celebrating those who have already driven and led change in Aboriginal and Torres Strait Islander communities over generations.

The highlight was the NAIDOC morning tea where students were treated to a performance by Aboriginal Elder, Olman Walley, sponsored by the City of Kalamunda. Students in the *Kalability Catering Program* served a morning 'high tea' to our invited guests.



Sponsors

We would like to thank our 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 Relief Team

**DISABILITY
DOES NOT
MEAN
INABILITY**

KALABILITY ALL STARS

