



KALAMUNDA

SECONDARY EDUCATION SUPPORT CENTRE



ANNUAL REPORT

2023

ENGAGE. INSPIRE. ACHIEVE.





TABLE OF CONTENTS

Overview	1
School Vision	1
School Values	1
Principal's Report	2
School Board Report	3
School Priorities	4
School Focus	5
Target Areas	6
Assessment	9
School Self Assessment	11
Staff Professional Development	11
Student Numbers	12
Attendance	13
Financial Summary	14
School Programs	17
Endorsed Programs	25
Specialist Sporting Programs	26
Highlights	27
Sponsors	30







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 2023. The school Business Plan outlines the school's targets for improvement which, in 2023, 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 2023

These targets include:

- Student Improvement – Attendance, Engagement, Behaviour and Wellbeing
- Staff Improvement – Use of ICT, Performance Development, Wellbeing and Community
- Community – Parents and Carers, and Community Partnerships

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 **Safe, Responsible & Respectful School Community**

At Kalamunda Secondary Education Support Centre Support 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, together we share the responsibility for student learning. To assist our students to reach their full potential we will:

- Promote inclusivity, equity, and the achievement of 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.
- Align school planning with the School Positive Behaviour Support values of Safe, Respectful and Responsible behaviour.

It is with pleasure that I present our schools Annual Report for 2023.

It is my privilege to highlight the remarkable progress achieved across each of the school's focus areas, all in alignment with our mission to provide exemplary education and support for children living with disabilities. Over the past year, our dedicated team of educators, administrators, and leaders have worked hard to provide a high-quality curriculum for our students. Through taking part in activities ranging from sporting activities, workplace learning, our specialist Art program and Aboriginal Cultural education, our students have taken part in several exciting opportunities to learn through non-traditional pathways.

Across our many achievements this year, the one that stands out for me is the ongoing development of the Kalability Catering program, which continues to provide a service to the community through the provision of morning tea to community groups. This year we also partnered with the City of Kalamunda to cater for their Carer's Week function. It is just amazing to see how our students' skills have developed through being part of this program.

The teacher shortage continued to be an issue throughout 2023. Relief staff were difficult to acquire, so once again the school leadership 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.

I am thankful for our School Board members and the role that they played in ensuring the sound governance of our school. Our School Board Chair, Mrs Peta Kennedy has worked tirelessly to support our school as we navigated our way through the year. Her knowledge in project management continues to support the school as we balance the delivery of an engaging curriculum whilst working amid a construction zone. We are looking forward to Peta's continued leadership of the School Board in 2024.

Our students continued to make our school very proud. To our 2023 Graduating students - thank you for all your hard work and for being a wonderful group of students. You made this year a very special and enjoyable year. Who knows what 2024 will bring! It certainly promises to be another busy year, especially with our ongoing school improvement processes.

Finally, I would like to thank our families, whose support of our school assisted us greatly as we navigated our way through another year. It will come as no surprise to our school community that student wellbeing and quality teaching go hand-in-hand. We know that when students feel connected to their schools, they come to school, and we can teach and equip them for success in school and beyond. The success of our school events and the feeling of student connection to our school, is underpinned by the strong parental/caregiver support we have within the school community. 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 second year as the Chair, and I still 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. We have had invitations from our principal to visit on significant school days and witness the students and staff enthusiastically working on different projects or participating in events.

The Board have been kept up with regular updates on the school build by our principal and whilst it is progressing well, we hope to get the students and staff out of the chaos of building site and into some clean, purpose-built rooms. We hope to see the build finished around Term 2, 2025.

Again, this last year has been tracking the development of keeping our school environment safe with the new build and 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 throughout the year.

Peta Kennedy

School Board Chair

03



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 2023 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 2023 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

01

SUPPORT TEACHING AND LEARNING EXCELLENCE IN THE DEVELOPMENT OF DIFFERENTIATED PROGRAMS

- Monitor the progress of individual students and adjust teaching practices in response to individual student progress
- Collect, analyse, and use a range of student achievement and well-being data to track and progress student achievement to increase connection to their learning
- Identify opportunities for staff to increase their understanding of current best practise
- Continue to develop our collaborative partnership the Education Support South Network

02

PROVIDE EACH STUDENT WITH AN INDIVIDUAL PATHWAY TO POST SCHOOL OPTIONS

- Develop partnerships with families, the community, and other agencies to identify appropriate support structures
- Monitor student progress towards targets and evaluate programs to ensure effectiveness
- Engage with the community to identify post school options for school leavers
- Provide opportunities for students to gain work experience through vocational pathways and/or simulated work programs

03

TARGETED USE OF SCHOOL RESOURCES

- Collect and analyse a range of data to inform school budget decisions when allocating human and financial resources to priority areas
- Allocate all human, physical, and financial resources to ensure that students are offered an inclusive learning environment that meets their individual needs
- Engage with the broader community (where applicable) as a resource in the development and delivery of learning programs

04

SCHOOL COMMUNITY PARTNERSHIPS

- Continue to identify and develop community, education, and business partnerships to support improved student achievement and/or well-being
- Develop a highly structured transition program with feeder primary schools and community groups to support the transition from primary to secondary school
- Identify areas for interschool collegiate partnerships through the Education Support South Network

TARGET AREAS

Through a detailed analysis of the 2022 school, staff and student assessment data we identified the following target areas for 2023

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

In 2023 we achieved the following:

FOCUS AREA 1

IMPROVEMENT STRATEGY

Literacy :
Reading Comprehension

Numeracy:
Number and Mental Maths

IMPROVEMENT PROCESS

Development of explicit and clear targets for improvement

Use of data to inform planning

Whole school strategies, with the use of common language

OLNA for selected students in years 10 - 13

ACHIEVED GOALS

- Analysis of longitudinal data from 'Essential Assessments' 2021 - 2022 guided 2023 planning
- Targeted professional development to develop common language and strategies across all classes
- Explicit teaching
- Targeted and differentiated resources
- A focus on upskilling teaching staff for individualised documented planning through Performance Development
- Improved opportunities for staff collegiate discussion and planning
- Collegiate support through Bibbulmun Network
- All students passing at least one section in OLNA
- Continuation of IXL online
- Paul Swan maths kits to support hands-on learning

FOCUS AREA 2

IMPROVEMENT STRATEGY

Life Skills

IMPROVEMENT PROCESS

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 to include simulated work environments

ACHIEVED GOALS

- 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
- Community partnership with Building Friendships
- Review and development of Kalability Catering
- Review of Kalability Sports - include options for Primary schools through WAFC
- Kalability Business Centre - simulated work place for students to learn business skills - photocopying, stock take, transport & logistics, reception duties, laminating
- Kalamunda Mini Woolies - received sponsorship from Woolworths Australia to develop a 'Mini Woolies onsite in 2024, with planning underway in 2023.

FOCUS AREA 3 IMPROVEMENT STRATEGY

Transition pathway planning

IMPROVEMENT PROCESS

Investigate opportunities to further develop:

- senior school to post school options
- primary school to year 7 options
- school transfer options

ACHIEVED GOALS

- Continued development of the year 7 transition program and collegiate partnerships with primary schools – including private schools
- Consolidation of the year 12/13 transition programs through student centred planning in the Business Centre
- Community partnership programs utilised for post school option pathways
- Individual pathway support for students, families and schools for students transferring to/from another school

FOCUS AREA 4

IMPROVEMENT STRATEGY

Community participation

IMPROVEMENT PROCESS

Further development of the Kalability suite of programs

Identify community partnerships to support the school with programs not available on school site due to lack of facilities available: Home Economics, Science, PE.

ACHIEVED GOALS

- Kalability Catering program review to provide community morning tea and lunch functions twice per term – including the City of Kalamunda Carers' Day function and NAIDOC function
- Kalability Organic Garden made available to KSHS Science faculty.
- School Facebook page to keep families engaged with the school community
- Duke of Edinburgh International Award - bronze award programs including 3 days of 'day camps'
- Partnership with the Kalamunda RSL and Kalamunda CWA
- Partnership with the Rapid Relief Team who provide lunch for all Kalability Carnival participants, Early Learning kits for school, and 'Smart' breakfast cookie which were shared with the KSHS chaplain
- NAIDOC event
- Partnership with the City of Kalamunda
- Committee membership with the Kalamunda Disability Advisory Committee
- Community recycling programs
 - 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
- Art therapy through Faire & Co, Kalamunda

FOCUS AREA 5 IMPROVEMENT STRATEGY

Student and staff wellbeing

IMPROVEMENT PROCESS

Investigate options for school chaplain

Review:

- Well-being programs
- Community and Cultural Liaison Officer (CCLO)
- Performance development for staff

ACHIEVED GOALS

- Approved funding for school chaplain 12 days per week
- Review of student and staff well-being programs with well-being co-ordinator and team to guide planning of well-being program
- Review of the role of CCLO re: the 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
- Performance development identified key improvement targets for individual staff through 1:1 discussion and mentoring



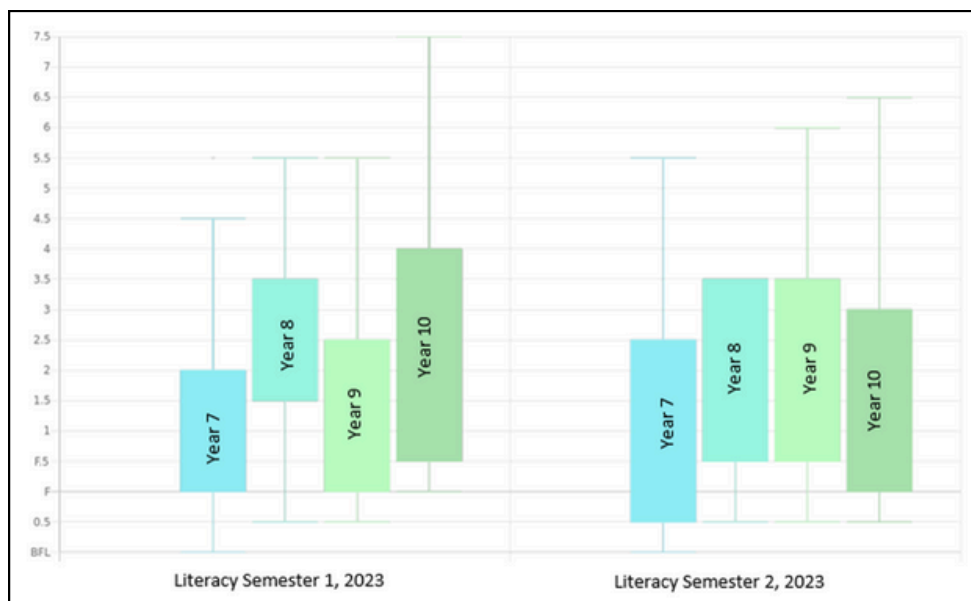
Student Assessment

Essential Assessment

2023 was the first full year KSESC moved away from InCASS and implemented Essential Assessment to gather and collect usable and targeted data on the literacy and numeracy outcomes for each individual student.

Once students have sat a pre-test at the beginning of the semester, classroom teachers analyse the data for each individual student to target the learning outcomes they have misunderstood. These learning outcomes are then broken down into smaller, more achievable, learning objectives for Individual Education Programs (IEPs), to close the learning gaps and improve numeracy achievement.

Literacy assessment focused on Receptive Mode (Reading and Viewing) and Productive Mode (Writing and Creating).



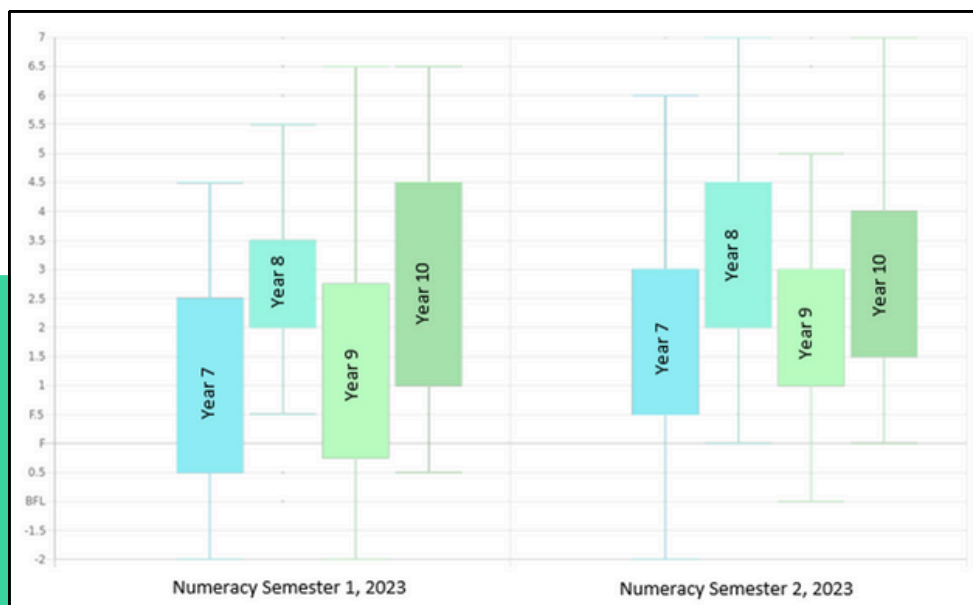
The data collected in 2023 for Literacy demonstrates that KSESC students struggle most in this area. Students, on average, achieve at lower levels in literacy, particularly in the Productive Mode Assessments.

In 2023 data indicates that growth in writing and creating outcomes decreased by 0.5 of a year level with Year 7 and 8 students, while Year 9 and 10 students maintained the same levels of achievement. With reading and viewing, student growth declined by 0.5 of a year level in Years 7 and 10, while Year 8 and 9 students maintained the same levels of achievement.

Literacy skill development will have an increased focus in 2023. Additional learning strategies and resources will be explored and implemented.

In 2023 student numeracy achievement was assessed in Number and Algebra and measurement and Geometry.

Number and Algebra focused on the sub-strands Number & Place Value and Money & Financial matters. Measurement & Geometry focused on the sub strands Units of Measure & Shape.



After sitting post-tests at the end of each semester, the data indicates an average improvement of half an academic year across each level over 2023. The Year 7 range for semester 1 started at 0.5 below foundation level through to student working at a year 2.5 level. This improved in semester 2 with the range increasing to year level F.5 to 3. In Year 8 the range was wider in semester 2, with a decline in achievement at the lower level by 0.5 of a year, but students achieving at the higher year levels increase by 1 year level from 3.5 in semester 1 to 4.5 in semester 2. Year 9 students demonstrated improvement by 1 year level from just below foundation level to year 1. Finally, our Year 10 students improved their achievement level from year 1 to 1.5 at the lower levels, but student progress in the higher levels decreased from year 4.5 to 4.

Australian Curriculum

At KSESC we plan and assess using the Australian Curriculum. Assessment data is collected, in Literacy and Numeracy, for each student which allows us to identify the individual learning outcomes students need to develop, from ABLES to year 6. Once the student's misunderstood outcomes are identified, teachers target respective curriculum outcomes, breaking them down into achievable 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. Teaching staff use data gathered from student Essential Assessment reports to discuss concepts that need to be targeted with parents/guardians.

Plans address English, Mathematics, Humanities and Social Sciences, Independent Living Skills, Health and Physical Education, Social and Emotional Development, 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 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.

School surveys were used to inform planning and allow assessment of school processes and programs. Our school-community targets were measured by using the 360° survey tool, 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).

Our student progress and achievement was assessed with the 'Essential Assessment' toolkit, which allowed the school to:

- Make formative and summative assessment, aligning the school's teaching and learning program through structured diagnostic assessment and differentiated curriculum.
- Support data driven teaching and instructional leadership by providing curriculum aligned data to plan and monitor growth.
- Assist teachers to differentiate teaching and learning for the needs of each student through the provision of ongoing personalised assessment and curriculum review.

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 2023, there were multiple opportunities for staff to attend PD both individually and as a whole school, in person or online.



STUDENT NUMBERS

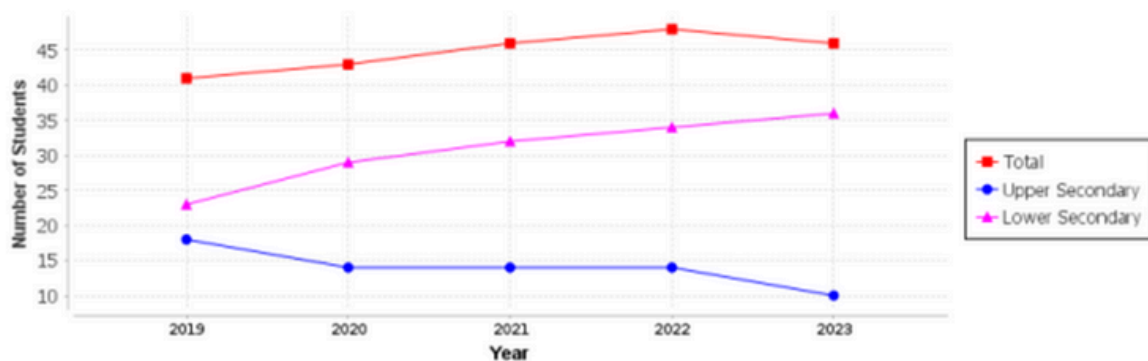
Through dedicated marketing and transition strategies, student numbers continued to slowly increase, with our longitudinal data showing an improvement in enrolments. We will continue to develop this strategy to make KSESC the school of choice for students with disability.

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 several enrolment requests for 2024 with predicted numbers moving towards 50. Trends in student enrolments are as follows:

Student Number Trends (based on 2023 Semester 2 Census Data)



2023 Semester 2

	2019	2020	2021	2022	2023
Lower Secondary	23	29	32	34	36
Upper Secondary	18	14	14	14	10
Total	41	43	46	48	46

Note:

The graph and table include only full-time students

ATTENDANCE

Secondary School Attendance Rates*

In 2023 the overall attendance rate for students was still affected by the COVID-19 Pandemic, and the results below are reflective of that, showing a mild increase from 74.5% in 2022 to 76.5% in 2023.

Secondary Attendance Rates

	School	WA Public Schools
2021	83.4%	84.4%
2022	74.5%	80.4%
2023	76.5%	82.5%

Attendance % - Secondary Year Levels

	Y07	Y08	Y09	Y10	Y11	Y12
2021	90%	85%	N/A	N/A	N/A	N/A
2022	84%	N/A	69%	N/A	N/A	N/A
2023	80%	75%	N/A	N/A	N/A	N/A
WA Public Schools 2023	87%	83%	81%	80%	82%	83%

Note

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.

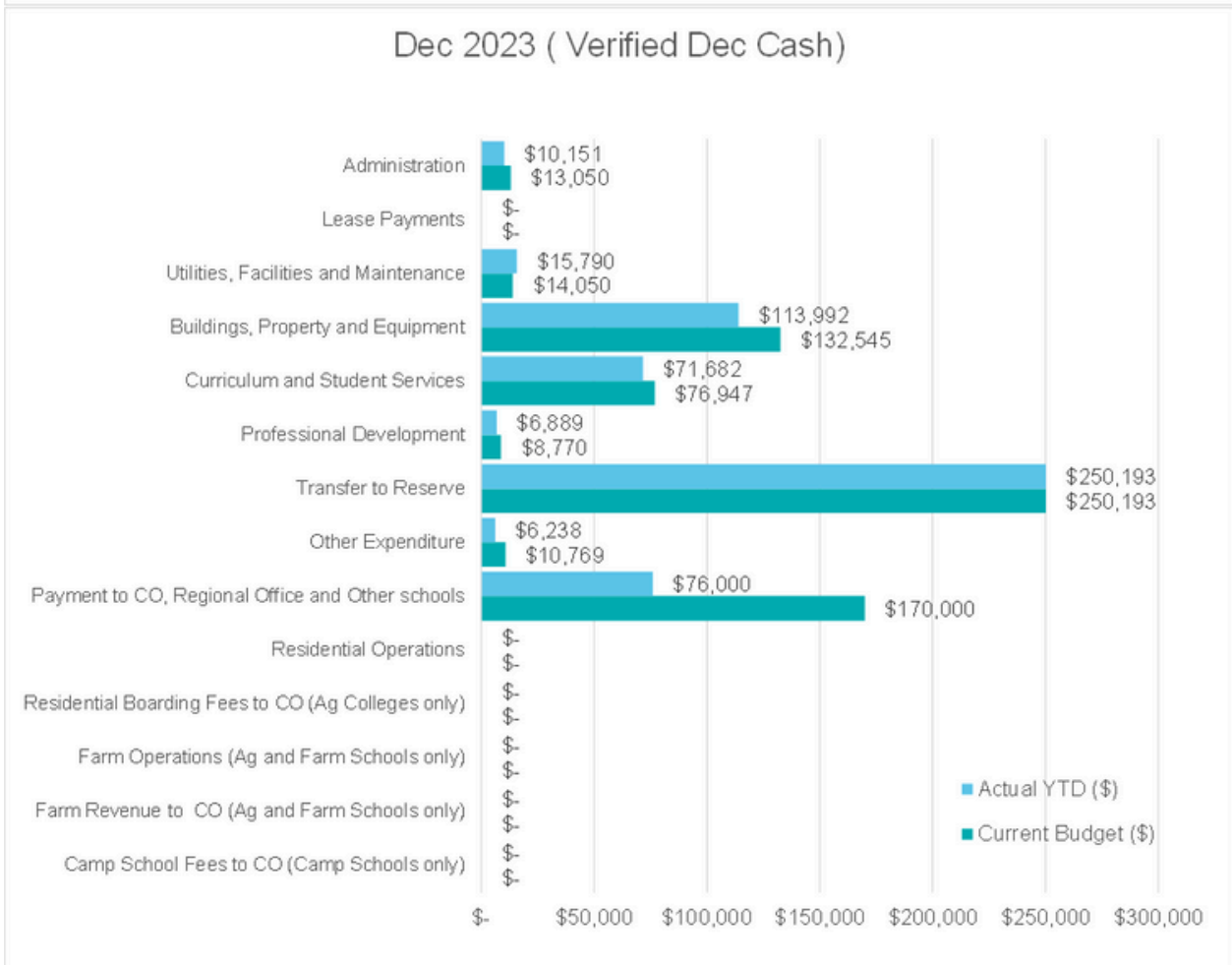
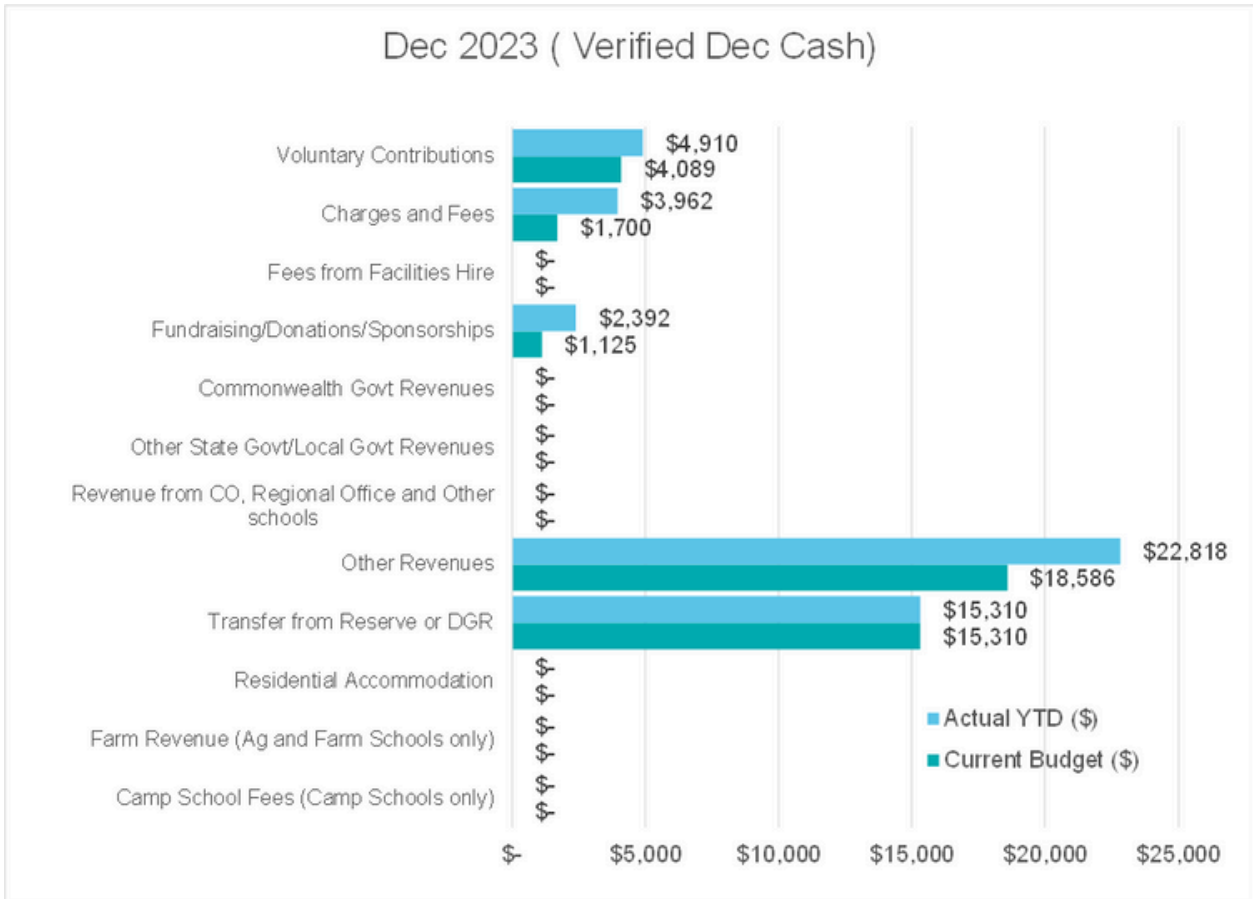
Cells in the table containing N/A refer to schools or year levels with less than 10 students enrolled.

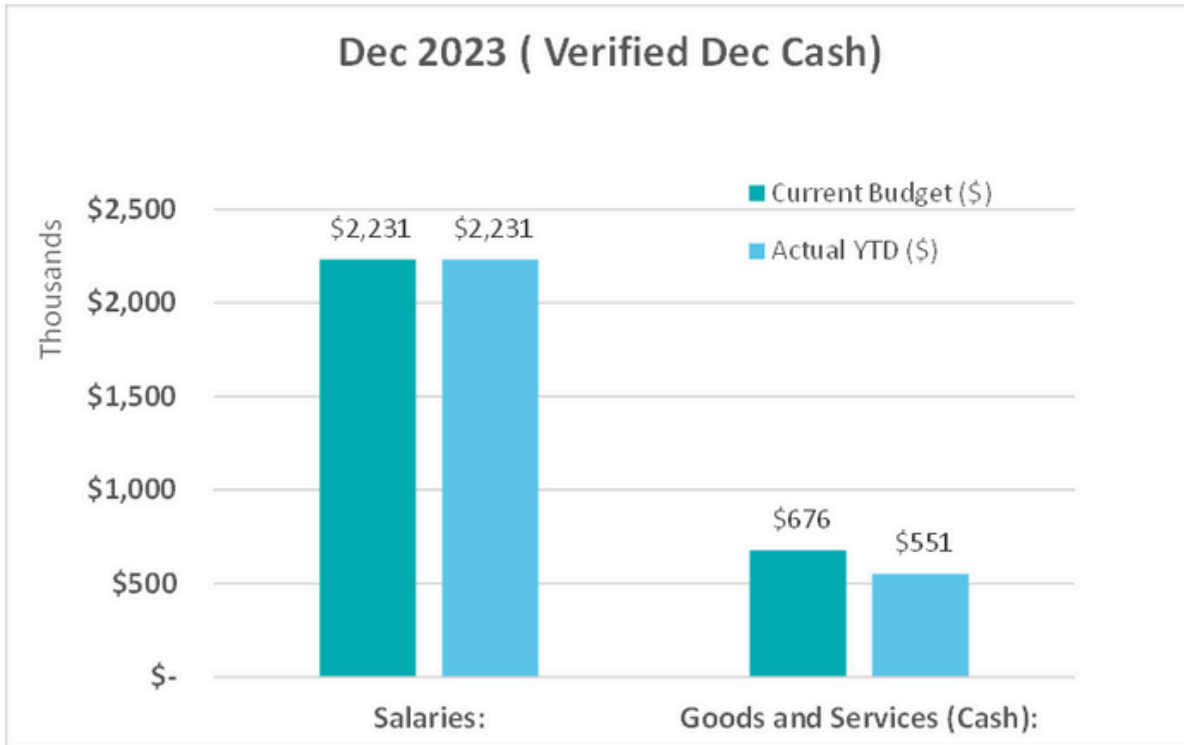
FINANCIAL SUMMARY

14

Kalamunda Secondary Education Support Centre
Financial Summary as at 25.01.2024

EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	2,089,985	2,089,985
New Appointments	0	0
Casual Payments	138,758	138,758
Other Salary Expenditure	2,105	2,105
Total Funds:	2,230,848	2,230,848
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	13,050	10,151
Lease Payments	0	0
Utilities, Facilities and Maintenance	14,050	15,790
Buildings, Property and Equipment	132,545	113,992
Curriculum and Student Services	76,947	71,682
Professional Development	8,770	6,889
Transfer to Reserve	250,193	250,193
Other Expenditure	10,769	6,238
Payment to CO, Regional Office and Other schools	170,000	76,000
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	676,324	550,935
TOTAL	2,907,172	2,781,783
INCOME - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	77,611	77,611
Carry Forward (Salary)	324,981	324,981
STUDENT-CENTRED FUNDING		
Per Student	480,693	480,693
School and Student Characteristics	2,276,113	2,276,113
Disability Adjustments	7,239	7,239
Targeted Initiatives	62,150	62,150
Operational Response Allocation	0	0
Total Funds:	2,826,195	2,826,195
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	972	972
Transition Adjustment	0	0
School Transfers – Salary	(589,987)	(589,987)
School Transfers - Cash	589,015	589,015
Department Adjustments	(10,432)	(10,432)
Total Funds:	(10,432)	(10,432)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	4,089	4,910
Charges and Fees	1,700	3,962
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	1,125	2,392
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	18,586	22,818
Transfer from Reserve or DGR	15,310	15,310
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	40,810	49,392
TOTAL	3,259,165	3,267,747





ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	77,611	77,611
Carry Forward (Salary):	324,981	324,981
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	2,815,763	2,815,763
Locally Raised Funds:	40,810	49,392
Total Funds:	3,259,165	3,267,746
EXPENDITURE		
Salaries:	2,230,848	2,230,848
Goods and Services (Cash):	676,324	550,934
Total Expenditure:	2,907,172	2,781,782
VARIANCE:	351,993	485,964

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. In 2023 teachers were guided by targeted data and identified learning outcomes individual students had misunderstood in 'Essential Assessment' reports.

Teachers plan learning materials and strategies using resources that are aligned to individual targeted objectives linked to outcomes in the Australian Curriculum. Essential Assessment offered interactive learning activities and worksheets to target individual needs and learning outcomes. '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 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.

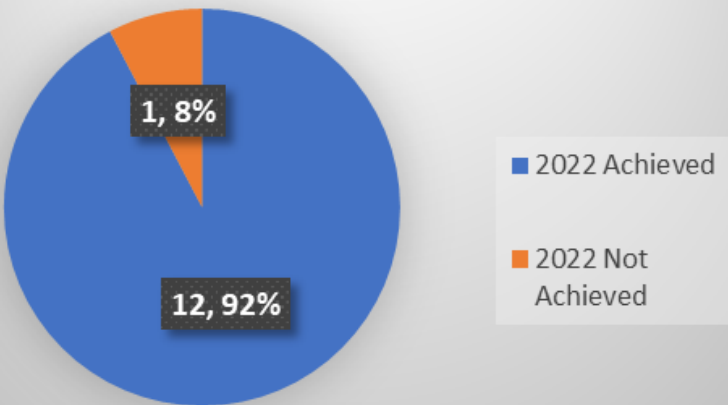
The English Preliminary course focuses on the fundamental skills that support language use. Language use plays a central role in human life: it provides a vehicle for communication and independence. Students study language using receptive and expressive communication. Receptive skills can include reading, 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.

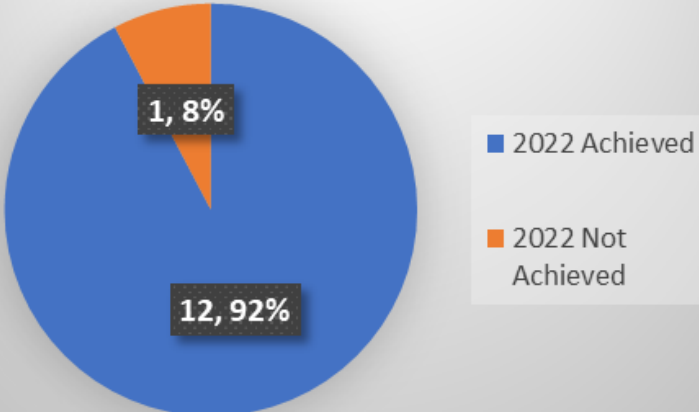
In 2022, year 11 students focused on the Unit Two and year 12 students on Unit Four courses for English and Mathematics. All students who participated, and were not withdrawn due to leaving the school, had 100% completion of both English and Mathematics in 2022.

In 2023 year 11 students focused on Unit One and Two courses and year 12 students on the Unit Three course for English and Mathematics. 78% of students achieved full completion of the enrolled units. The lower student numbers in upper school (9) saw a decrease in achievement in 2023.

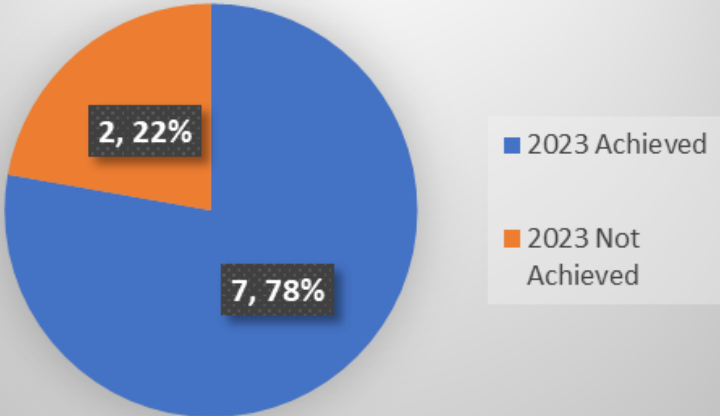
2022 Preliminary English Achievement



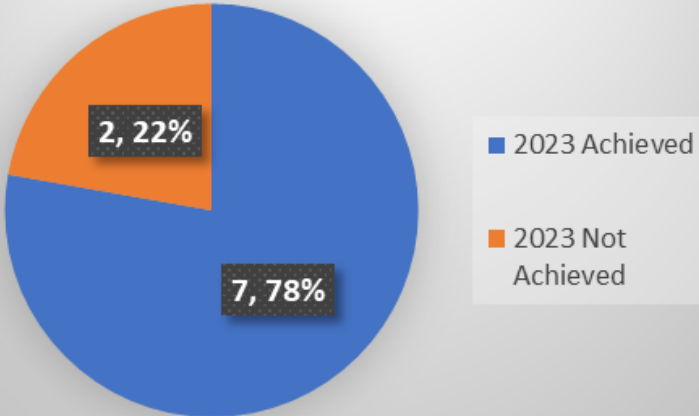
2022 Preliminary Mathematics Achievement



2023 Preliminary English Achievement



2023 Preliminary Mathematics Achievement



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.

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.

POSITIVE BEHAVIOUR SUPPORT

PBS was implemented by KSESC in 2018 and is currently a part of the school's behaviour management policy. The PBS team, which was made up of support, teaching, and administrative personnel, extended an invitation to join.

2023 saw an emphasis on enhancing student behavioural results, and techniques for involving all students in instructional and behavioural practices and interventions were part of the PBS program's ongoing growth. To help achieve these goals, PBS offered an operational framework that placed a strong emphasis on established standards for staff and student behaviour. Data analysis was also utilised to inform decisions about the best practices to implement to promote social behaviour and academic achievement in students.

The development of positive behaviour is a crucial component of the PBS programme.

The matrix includes appropriate behaviours in specific areas including:

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



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 2023 it still consisted of:

- Year 6 eligible students attending KSESC on selected days across terms 2, 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, 2023 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 2024 and beyond, this program will continue have a positive influence on student enrolment numbers.

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. 2023 was the first year student portfolios were submitted in a digital format for moderation. 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 2023, Kalamunda Secondary Education Support students participated in modules from the following ASDAN programs:

Workright

Workright provides a framework to develop a range of basic transferable employability skills. Six of our upper school students successfully completed this course in 2023. They completed four modules and developed skills in:

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

All students enrolled in the ASDAN Workright course in 2023 achieved their full award and credited the unit towards their WASSA.

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 2023 Work Readiness Program included:

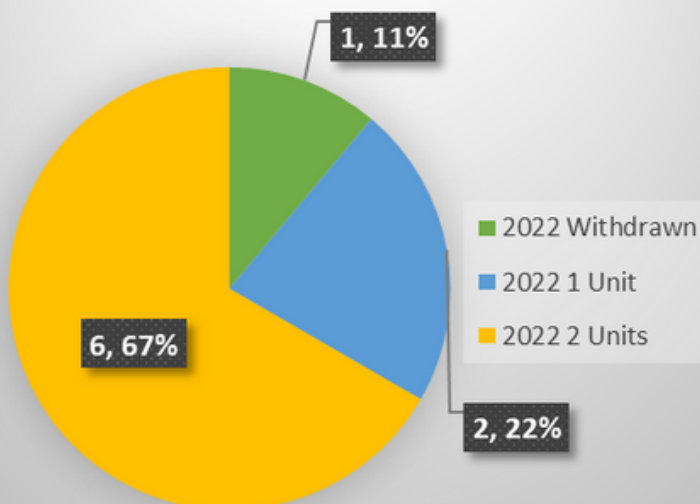
- Authority Developed Workplace Learning (ADWPL) at: Dome Kalamunda, Crypton Auto, Jack and Jill, Swan Veterinary Hospital, Workpower Bentley and Vinnies Kalamunda.
- Certificate I VET Qualification
- ASDAN Workright with practical placement at Workpower Bentley and Westcare.
- Work experience in the on-site simulated work environment – ‘The Business Centre’

AUTHORITY DEVELOPED WORKPLACE LEARNING (ADWPL)

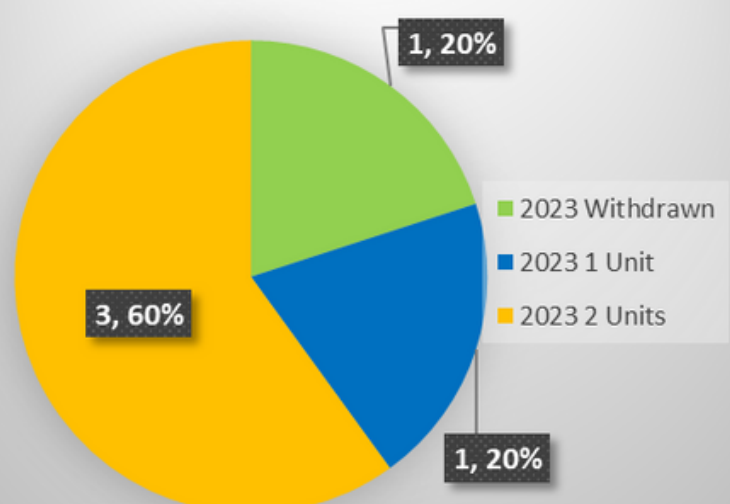
To complete this endorsed program, a student works in one or more workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace employability 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 continued to be divided over two programs in 2023, ADWPL and ASDAN Workright. In 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. In comparison, in 2023 the numbers enrolled in ADWPL was significantly lower due to a smaller cohort of students. One student withdrew due to a change in schools, 60% achieved two units and 20% of students achieved one unit towards their WASSA.

ADWPL 2022 Achievement



ADWPL 2023 Achievement

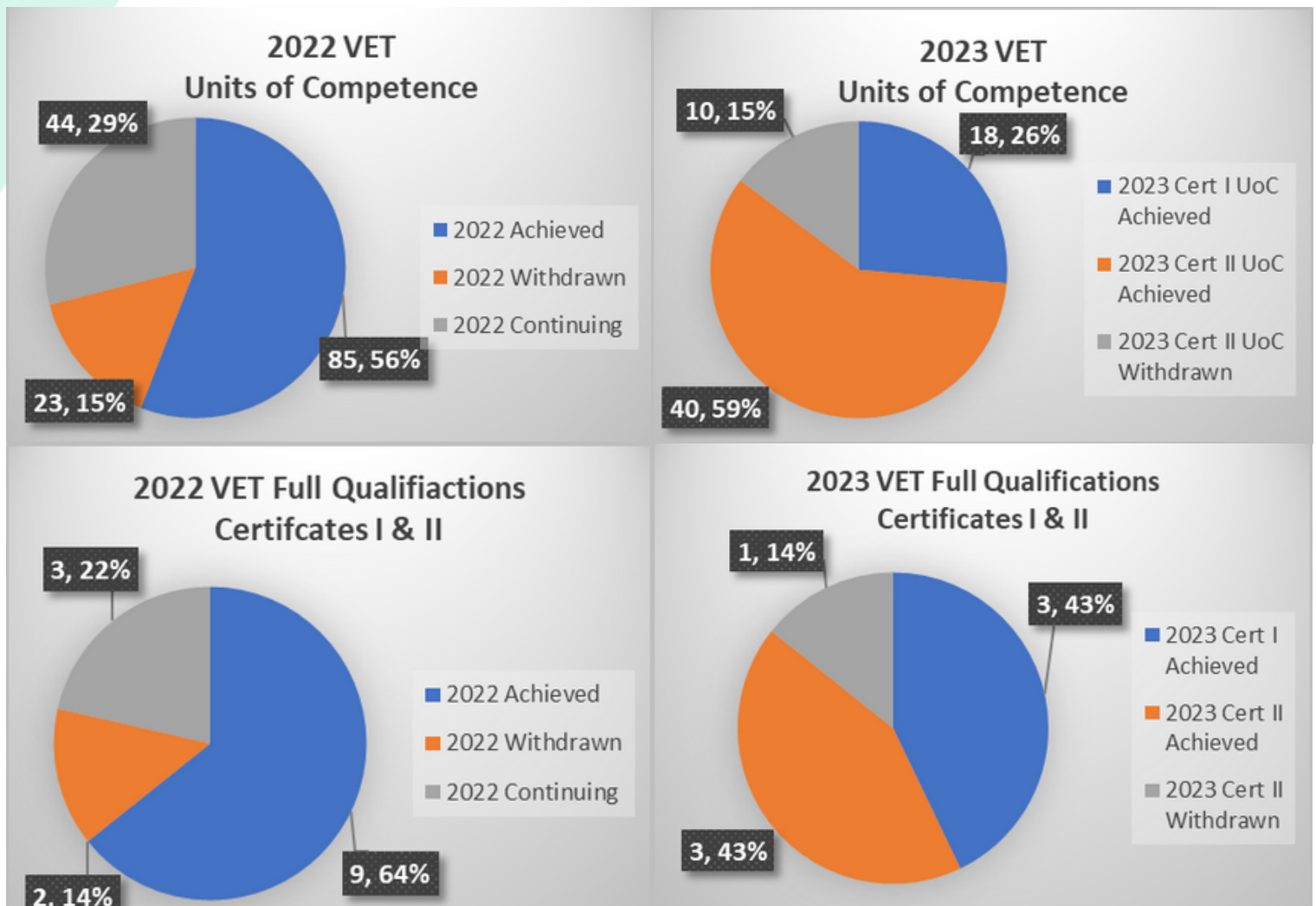


VET QUALIFICATIONS

In 2023, KSESC delivered BSB 10120 Certificate I in Workplace Skills under an auspice arrangement with the Registered Training Organisation, ACTIV Pathways (RTO code: 51960). Due to a small student cohort in 2023, three students in Year 12 were enrolled in this qualification.

Four students in year 12 were enrolled in a Certificate II School Based Traineeship (SBT) in either the Automotive or Transport and Logistics industries in 2022. These qualifications were to be completed over an eighteen-month period, resulting in students continuing their enrolments into 2023. Three of the four students achieved the full qualification in their Certificate II SBT. The remaining student received a Statement of Attainment for the Units of Competence achieved before withdrawing and enrolling in a Certificate III in Early Childhood Education with an external RTO.

Achievement data for VET in 2022 was 56% across all units of competence, this increased to 85% in 2023. This was the result of completion of continuing Units of Competence from 2022 to 2023. All students enrolled in the 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 2023, students have been able to join the Auslan choir and learn songs in ASL to perform at school functions.



ABORIGINAL PERSPECTIVES

At KSESC 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 so that all of our students 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.

Activities that support cultural awareness are included on the planning templates for teachers' teaching and learning programs to ensure that Aboriginal Perspectives are included in class planning and support authentic engagement with the Aboriginal Cultural Standards Framework into everyday teaching practices. Class programs support students to look at the languages, culture and lifestyles of the Traditional Custodians of the Country where our school is located.

Staff and students are encouraged to use key Noongar words, and this is accompanied by posters across school classrooms, which also all have Noongar animal names:

ESC 01 – Bungeup (Quokka)

ESC 02 – Kwilana (Dolphin)

ESC 03 – Koomal (Possum)

ESC 05 – Yakkan (Turtle)

ESC 10 – Bindi Bindi (Butterfly)



Data is being collected to assess the current school Reconciliation and Action Plan (RAP) and support the review in 2024.

In 2023 we designed, built and officially opened the KSESC Community Yarning Circle. The objective the Yarning Circle is to provide KSESC students with a safe environment to learn the value of active listening and positive communication, along with opportunities to build personal resilience and respect for others. The school acknowledges the value of developing students' understanding of their local community and the value of storytelling to learn about important events in history. Funding was sourced through our community partnerships with both the Black Dog Ride Australia, and the Kalamunda RSL.

As the school was unable to build a Yarning Circle on the shared school site (co-located with Kalamunda Senior High School), we looked for a suitable alternate location in the local community, and the 1st Kalamunda Scout Group offered an area at the rear of the Scout Hall for this purpose. This will allow both KSESC students and Kalamunda Scouts to use the facilities, thus forming a mutually beneficial partnership. The position of the Scout Hall, in close proximity to the school, made this an ideal location.

The Yarning Circle was officially opened with a Smoking Ceremony performed by local Noongar Elder, Mervyn (Nick) Abraham, owner and lead guide of Warrang-Bridil, whose grandson is a past student of our school.

Duke of Edinburgh International Award

The Duke of Edinburgh’s International Award Office Australia is dedicated to empowering young people to thrive. Through the Duke of Edinburgh program, youth are equipped to conquer new challenges, develop vital life skills, and unlock their full potential.

KSESC introduced the Duke of Edinburgh International Award Program in 2017, and since then, 66 predicants have embarked on this journey. In 2023, seven students registered, all successfully attaining their bronze award. Presently, KSESC boasts 9 students enrolled in the bronze award, all making promising progress. A fruitful partnership with the City of Kalamunda greatly aids students in fulfilling the requirements of the award.

As part of the award, students undertake various tasks to earn accreditation. In pursuit of acquiring a new skill, KSESC students have opted to learn Sphero coding during their STEM classes. They commit to one hour of physical activity weekly for the physical component and contribute to the regeneration of the Railway Heritage Trail as voluntary service, supported by the City of Kalamunda.

Additionally, students embark on an “Adventurous Journey” during a four-day camp, engaging in diverse activities such as team building exercises, mid and high ropes courses, orienteering, crate stacking, archery, canoeing, and the flying fox. Beyond fulfilling the requirements for the bronze award these experiences enrich students’ lives and prepare them for future endeavours.



SPECIALIST SPORTING PROGRAMS

KALABILITY ALL STARS Sports Program

The Kalability All Stars Sports Program continues to thrive in 2023 as the flagship initiative at Kalamunda Secondary Education Support Centre, providing invaluable opportunities for secondary students with disabilities to engage in sports and foster positive physical, mental, and social development.

Since its inception in 2009, the program has significantly expanded its reach, hosting a diverse range of interschool sport carnivals that attract participants from across Perth and regional Western Australia. In 2021, we proudly introduced AFL to our roster of events, reflecting our commitment to inclusivity and diversity in sports.

Our efforts have made Kalamunda Secondary Education Support Centre a recognized leader in all-ability sports education, with over 15 schools and up to 24 teams participating in our carnivals. These events are not only the largest in Western Australia but also draw schools from communities as far as Joondalup, Rockingham, Swan View, Mandurah, and Byford.

The Kalability All Stars Sports Carnival program now features four annual interschool carnivals, each supported by a network of local stakeholders and community partners. These include the City of Kalamunda, esteemed sporting bodies such as the West Australian Cricket Association, Football West, and Basketball WA, as well as dedicated local representatives including MLA Matthew Hughes and MLA Stephen Price.

We extend our sincere gratitude to all our supporters, including the Rapid Relief Team (RRT), who generously provide lunch for all carnival participants and staff free of charge. Together, we are empowering young athletes with disabilities, promoting teamwork, resilience, and the joy of sport.

As we look ahead, the Kalability All Stars Sports Program remains committed to expanding its offerings and enriching the lives of students through inclusive sports experiences. We invite continued collaboration and support as we strive to make sports accessible to all.



Graduation and Awards Ceremony

The 2023 Graduation and Awards Ceremony 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; Kathryn Kinang from the Kalamunda CWA, Kalamunda MLA Matthew Hughes and Forrestfield MLA Stephen Price. Representatives from the Bendigo Bank, and The Duke of Edinburgh’s International Award program also attended.

Students entertained the audience with performances by the Auslan Choir and presentation videos of the highlights from the Duke of Edinburgh Program and memories of our 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 day and the culmination of a wonderful year for our whole school community.



This year members of the Kalamunda RSL, The Kalamunda CWA, school patrons Don and Pamela McKechnie 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 created commemorative poppies, participated in a fun, interactive ANZAC quiz, learned about the heroics of Simpson and his Donkey, recreating the donkey from card and pegs, and learning about the ‘Light Horse Brigade’ while interacting with the horses.



Our students were interested to hear members of the Kalamunda RSL and Tom Woolfrey, a 95-year-old WWII veteran, talk to them about serving in the Defence Force and they especially liked seeing his old photographs and medals and learning what they were for.



ANZAC Day

Wildcats Basketball Clinics

This year we were lucky enough to host several clinics from the Perth Wildcats for basketball. Two Wildcats players attended each of the clinics, including Captain Jesse Wagstaffe, Jordan Usher and Hyrum Harris. The Wildcats taught our students some new basketball skills. The students were very excited and joined in the clinic with enthusiasm. Students received team posters, signatures, and photos with the players.



This annual event took place again in 2023 as part the students' wellbeing week activities. A basketball team from WA Police (Forrestfield) visited our school to 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. The games were close, with WAPOL 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!

Police vs KSESC Basketball match

PBS Reward Day – Movie & Pizza

Our annual student Fun Day was a trip to the movies followed by pizza for lunch at school. All our students were 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.

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 a Voice for Generations**, 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.

National Reconciliation Week

NAIDOC

This years' NAIDOC celebrations were held over the course of a week with students engaging in a range of activities. The 2023 theme was **For Our Elders**. Where students develop an understanding and recognise that across every generation, our Aboriginal Elders have played, and continue to play, an important role and hold a prominent place in our communities and families.

The highlight was the NAIDOC incursion where students were honoured to witness a performance by Aboriginal Elder, Olman Walley, from Boorloo Aboriginal Cultural Experiences, sponsored by the City of Kalamunda. Students in the Kalability Catering Program served a morning 'high tea' to our invited guests.



The Yarning Circle was a collaborative project between KSESC and First Kalamunda Scout Group.

The official opening was held in July as part of this year's NAIDOC events, with a traditional smoking ceremony by local Aboriginal Elder Mervyn (Nick) Abraham, owner and lead guide of Warrang-Bridil.

This event was supported by community members from First Kalamunda Scout Group, Kalamunda RSL, Black Dog Ride WA, the City of Kalamunda, and parents. Attendees and students enjoyed the inaugural yarn "How the Birds Got Their Colours."

After the ceremony, guests and parents were invited to share a NAIDOC themed light lunch provided by Kalability Catering.

Yarning Circle Opening



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
- Black Dog Ride Australia
- City of Kalamunda
- First Kalamunda Scout Group

**DISABILITY
DOES NOT
MEAN
INABILITY**

KALABILITY ALL STARS

