

Annual Report

2019



KALAMUNDA
SECONDARY EDUCATION SUPPORT

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Overview

Each year, all Government schools prepare an Annual School 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 Delivery and Performance Agreement (DPA) between the Department of Education, the School and the School Board, continued to be the key drivers of the direction of the school. Our Annual Report will address the progress towards the targets outlined in our School Business Plan.

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

Our school logo reflects our values with the 9 points in the design representing the 9 Focus Areas in the School Business Plan which underpin our priorities for our Teaching and Learning programs.

Our School

Kalamunda Secondary Education Support Centre commenced operations in 1999 as a school for students with mild to severe intellectual disabilities. Whilst this criterion is the primary basis for enrolment, students typically present with a broader range of disabilities including 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 works together with its students, their families, our community and staff to create and nurture a collaborative and caring learning environment whilst encouraging our students to live by the school's motto of "*Engage, Inspire, Achieve*". Our teachers offer students appropriate, whilst challenging educational experiences, which are based on current research and meet the Department of Education's directions and policies.

School Priorities

Our school priorities reflect those identified by the Department of Education WA in the Focus 2018 strategic plan. These policies are:

- Success for all students
- High quality teaching
- Effective leadership
- Strong governance and support

Focus areas for improvement are explicitly aligned to the nine domains from the National School Improvement Tool and reflected in the School Business Plan 2018 – 2020.

Focus Area	Improvement Strategy	Improvement Process	Achieved Goals
1	An explicit improvement agenda	Development of explicit and clear targets for improvement which are set and communicated to all staff	<ul style="list-style-type: none"> - School Surveys measured through NSIT - Development of clear lines of communication through Connect/emails and meetings - Performance management aligned to individual staff member's personal goals and linked to identified school targets
2	Analysis and discussion of data	A high priority is given to the development of a program of school-wide analysis and discussion of systematically collected data to monitor overall school performance as well as performance of individual students, including evidence of improvement and/or regression over time and measures of growth across the years of schooling.	<ul style="list-style-type: none"> - InCAS for measurement of academic data - PBS strategies for data collection, review and discussion for student behaviour - Whole school data analysis on SDD days - Provision of feedback avenues for staff, students and parents, for example: surveys
3	A culture that promotes learning	Our school is driven by a deep belief that every student is capable of successfully achieving their personal best. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. We will continue to	<ul style="list-style-type: none"> - Development of the PAG (Parent Advisory Group) - Above and Below the line behaviours for staff - Wellbeing programs

		develop a strong collegial culture of mutual trust and support among teachers and school leaders, where parents are treated as partners in the promotion of student learning and well-being. Our school works to maintain a learning environment that is safe, respectful, tolerant and inclusive.	<ul style="list-style-type: none"> - Partnerships with other agencies: SSEN:D, SSEN:BE, Therapists, NDIS
4	Targeted use of school resources	Our school will apply its resources in a targeted manner to meet the learning, social and emotional needs of all students. We will develop school-wide policies, practices and programs to assist in identifying and addressing individual student needs.	<ul style="list-style-type: none"> - All school resources managed through the Business Centre, with students studying Cert 1 in Business responsible for ordering, stocktake etc - School (class) photocopying ordered through the Business Centre - Sustainability committee (in partnership with KSHS) for recycling etc - Comparative spreadsheets to monitor resource uses e.g. photocopier usage and costs, and purchase of resources.
5	An expert teaching team	Kalamunda Secondary Education Support Centre is dedicated to building a school-wide, professional team of highly able teachers, including implementing procedures to encourage a school wide shared responsibility for student learning and success.	<ul style="list-style-type: none"> - Dedicated staff professional development linked to school priority areas. - Links with staff PD through school networks (Bibbulmun and ESSN) - Targeting grants and opportunities for staff to attend PD outside of school - PBS team made up of Admin, teaching and support staff - All processes measured against the 'proficient' standard in the 'Standards' - Explicit process for Performance Management including substandard performance process.
6	Systematic curriculum delivery	Kalamunda Secondary Education Support Centre is dedicated to the development of a sequenced plan for curriculum delivery that ensures consistent teaching and learning across the year levels. Evidence based teaching practices are embedded, and assessment and reporting processes are aligned and refined collaboratively to provide a shared vision for curriculum practice.	<ul style="list-style-type: none"> - Dedicated Literacy and Numeracy programs developed through Diagnostic testing to enable 'Ability Grouping' of students - Differentiation of the WA Curriculum, including modified Scope and Sequence
7	Differentiated teaching and learning	Our school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address learning needs of individual students, including the development of Individual Education Plans. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.	<ul style="list-style-type: none"> - Explicit processes for IEP and RTP development - 'Buddy' support for teaching staff - Targeted professional development - Provision of relevant and accurate data to inform planning
8	Effective pedagogical practises	Our school recognises that highly effective teaching is the key to improving student learning and engagement. We encourage the use of research based teaching practices, including explicit instruction,	<ul style="list-style-type: none"> - Opportunities for professional dialogue, shared planning and collegiate support

		to ensure students are engaged, challenged and learning successfully.	<ul style="list-style-type: none"> - Introduction of 'Classroom Management Strategies' (CMS) - Staff involvement in Connect Communities - Targeted professional development opportunities - Identification of Certificate course as alternate academic pathways
9	School - community partnerships	Kalamunda Secondary Education Support Centre actively seeks ways to enhance student learning and well-being by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as part of the school community and partners in their childrens' education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and physical resources not available within the school.	<ul style="list-style-type: none"> - Formation of 'Professional Learning Communities' (PLCs) with other educational facilities – Primary Transition, Work Place Learning - Development of the PAG (Parent Advisory Group) - Partnership with community organisations – RSL, CWA, City of Kalamunda - Identification of staff skills to enhance curriculum choices, e.g. staff with Trade Certificates (Horticulture, Warehousing, Carpentry).

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

The School is divided into middle school and senior school to highlight and better cater for the needs of our students as they mature into young adults. Our curriculum is inclusive and individualised with links to the WA Curriculum. Middle School encompasses Years 7 - 10 where the focus is on developing independence, resiliency and protective behaviours, whilst also building on functional literacy and numeracy skills. Students also engage in specialist areas of Science and Physical Education.

In the Senior School years of 11 -13, the focus is on fostering independence and developing resilience and social skills, whilst participating in the specialised work readiness program. Students may participate in the career development program, independent living skills in the community and Certificate 1 courses. The School encourages partnerships with families and support agencies in developing productive transition pathways.

Assessment

Student Assessment

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

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

InCAS provides consistent and independent baseline data, allowing the school to develop a longitudinal profile for each student thus providing a stable measure of student progress through the curriculum. Teachers analyse patterns and trends in the data to develop class programs and in the development of Individual Education Plans (IEPs). Data is also analysed by the Deputy Principal to provide essential information to guide the development of whole school curriculum planning. InCAS provides an objective measure of potential and progress for individual students that supports the conversations with parents about expectations and areas where support is needed.

As the name suggests, students complete InCAS assessments at the computer. They wear headphones so that they can listen to the questions, as well as read them. The assessments last no longer than 30 minutes each. InCAS assessments are not formal tests and are not designed to compare pupils with each other. They take a different approach to assessment as they treat every child as an individual by choosing the difficulty of each question depending on how well they have answered previous questions.

For more information on InCAS please visit <http://www.education.uwa.edu.au/incas>

School Self-Assessment

As part of our self-assessment practice in 2019 we utilised the National School Improvement Tool (NSIT - ACER 2013) to make judgements about where we are at on our improvement journey, to set goals and design strategies for improvement, and to monitor and demonstrate improvement over time. We are developing a culture of mentoring and coaching where there is a collective, shared responsibility for maximising the potential of all. Successful students are at the core of our school improvement, with academic, social and emotional standards the central focus. All operations at Kalamunda Secondary Education Support Centre are ultimately evaluated in relation to their impact on student achievement and progress.

Using the NSIT we have developed a school improvement strategy designed to identify areas for improvement and implement measures of ongoing monitoring and assessment of targeted strategies. In 2019 we compared this to the 2018 data, which clearly showed the areas of positive growth and those that needed further targeted support to better facilitate school improvement.



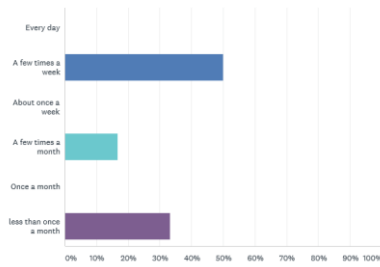
Family and Community Assessment

As part of the ongoing monitoring of school performance, in 2019 KSESC conducted family and community surveys to collect data about our school communication.

Surveys were conducted online with 15% of parents responding as below. This data was then used to streamline the school communication processes.

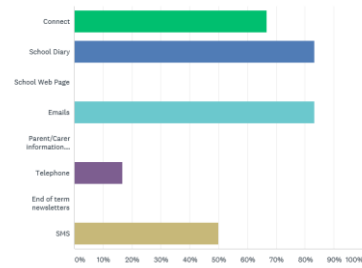
In the past year, how often have you communicated with the school about your child's education

Answered: 6 Skipped: 0



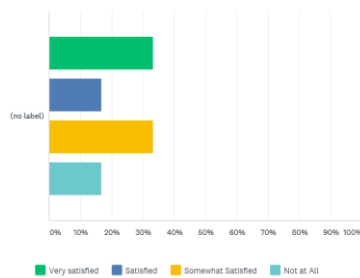
Which of the school's current forms of communication do you find most helpful?

Answered: 6 Skipped: 0



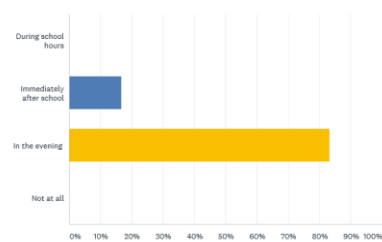
How satisfied are you with the school's current forms of communication?

Answered: 6 Skipped: 0



When would you be more likely to attend a parent/carers information session?

Answered: 6 Skipped: 0



Which of the school's current forms of communication do you use the most? Please rank your answers from 1 - 8, with 1 being the most used and 8 being the least used.

Answered: 6 Skipped: 0



Community surveys to gain data on school performance within the community were carried out with community organisations and individual community members. The results showed that KSESC was rated highly within the community with regard to the following criteria:

1. School communication
2. Opportunities for community engagement
3. Policies and planning
4. Student behaviour
5. Professionalism of staff
6. Facilities available on school site.

The school rated highly across the first 5 areas, averages a 4.5/5 star response, but rated low on the last criteria rating on a 2.5/5 star response. The school has been proactive in liaising with the local community to be able to provide students access

to programs which cannot be accessed on the shared school site - mainly Home Economics, D&T and sporting opportunities – which may have affected community responses to this question.

In 2020 the school plans to include the School Board into the data collection process.

School Improvement

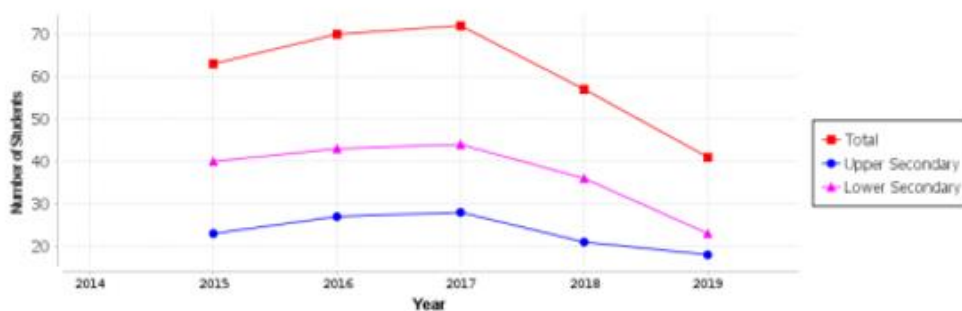
School improvement is integral to proactively growing our school community. This year we have implemented measures to ensure that we are on track to meeting our school Business Plan Targets. School improvement is measured through school self-assessment using the National School Improvement Toolkit (NSIT). Comparison of the NSIT longitudinal data from 2017 onwards allowed the identification of further school improvement targets for 2020. The 2019 workforce management plan identifies areas for growth measured against current and future predicted trends in student numbers, budget and staffing analysis.

Student Numbers

The opening of an Education Support facility at Swan View SHS in 2018 has had a significant effect on student numbers. In 2018, year 7 students who would have traditionally enrolled at KSESC instead enrolled at Swan View SHS ESC, and in 2018 years 7 & 8 students were eligible to enrol.

Previously the KSESC catchment area extended into the Midland region with students transported to and from school by the School Bus Service. However, the opening of the Swan View SHS ESC resulted in changes to this service. This meant that students who would traditionally have attended KSESC were no longer eligible to use this service and therefore enrolled elsewhere. This resulted in lower number of students for 2019, with 41 fulltime students enrolled.

The school identified the need to invest significantly in the Primary School transition years of 5 and 6, to improve community engagement and understanding with the option of KSESC as a future pathway for their children. The resulting development of the KSESC Transition program has been designed to engage possible feeder Primary Schools and encourage parents to consider KSESC as a future educational pathway for their children.



	2015	2016	2017	2018	2019
Lower Secondary	40	43	44	36	23
Upper Secondary	23	27	28	21	18
Total	63	70	72	57	41

Attendance

In 2019 the school reviewed the attendance data, investigating trends in attendance to identify areas for positive growth. Data sourced from the Student Attendance Reporting System shows the attendance rates from 2017 – 2019 as represented in the graphs below.

	Attendance Rate	
	School	WA Public Schools
2017	84.5%	87.8%
2018	89.7%	87.6%
2019	82.7%	86.8%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2017	89%	N/A	N/A	80%	88%	75%
2018	80%	89%	N/A	N/A	87%	N/A
2019	92%	N/A	86%	N/A	N/A	78%
WA Public Schools 2019	90%	87%	85%	85%	86%	87%

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

School Board

In 2019 the Board continued their commitment towards compliant and positive governance of the school through cyclic review of the School Board processes, including review of the Terms of Reference to ensure that the Board was following recommended guidelines.

The 2019 school Board consisted of 10 members of the school, local community and parents; and an Executive Officer who sat outside of the committee. Kalamunda MLA, Mr Matthew Hughes also sat on the School Board. The 2019 School Board Chair, Justin O'Meara

Smith and the KSESC Principal were included on the committee, along with 2 parent representatives, 2 school staff members and 3 community members.

The Board was very pleased with the positive community connections the School is fostering, particularly that with the City of Kalamunda, Duke of Edinburgh International Award program, local business and the myriad of sporting groups that help the students to have unique learning experiences and build relationships.

School Programs

Literacy and Numeracy

In 2019 the school continued with the rotational classes for Literacy and Numeracy across years 7 – 10 using Direct Instruction programs - Spelling Mastery, CAMS and STAMS (Numeracy) and CARS and STARS (Reading). These programs were selected based on a body of evidence demonstrating improved literacy, numeracy and engagement outcomes for students with learning difficulties and disabilities. Linked to the Australian Curriculum these programs are being used in a significant number of schools across Western Australia, in both mainstream schools and Education Support Centres. CAMS and STAMS and CARS and STARS are also delivered in our feeder school, Kalamunda Primary ESC, thus allowing for a continuation of programs for students as they transition to secondary school.

Students are grouped according to demonstrated ability using performance data gathered from InCAS testing to ensure content delivery matches the entry skill level of each student. In small groups of students with similar learning needs, students engage in carefully paced scripted and semi-scripted lessons. The scaffolded, gradual released model of explicit instruction employed in the programs; *I do* (whole class), *We do* (guided instruction/collaboration), *You do on your own* (Independent practice), facilitates mastery as students move from being reliant on the teacher towards completing tasks independently. Each session lasts for a maximum of 30 minutes and students move between the groups allowing for a sensory break between each session.

In 2019, the student outcomes have been encouragingly positive. By placing students in groups with peers of similar ability, which allows for the delivery of a more targeted curriculum, there has been a noticeable improvement in student engagement within the rotational classes.

Analysis of data shows that the rotational classes have fewer negative behavioural reports as compared to other periods of the school day. Student achievement results as measured by InCAS testing year on year (October 2018 results compared with October 2019 results) demonstrate significant gains across the school cohort. In Spelling students spelling age has increased on average 9 months over the teaching year, in General Maths there is also a 9 month improvement in student scores and in Reading there is a 7month improvement in Student Reading age.

Science

Science classes are delivered by our specialist Science teacher. One of the highlights for students this year was the 'focus on rocks', which was linked into the topic of Space, with classroom learning and experiments centred around space rocks, meteorites, fireballs and shooting stars. Students completed experiments about craters made by space rocks where they collected data on different types of space rocks by creating craters in a mix of flour

and cocoa. Other experiments have included growing crystals and observing the effect of water over time on different sized rocks. Individual rock collections have been set up by every student. Another experiment had students investigating what's inside space rocks where classes made rocky road pallasite meteorites out of milk and dark chocolate, marshmallows, rice bubbles and yellow jelly snakes. Each component inside the 'meteorite' represented a different type of rock. From here, students learnt about the 3 different types of rocks – metamorphic, sedimentary and igneous.

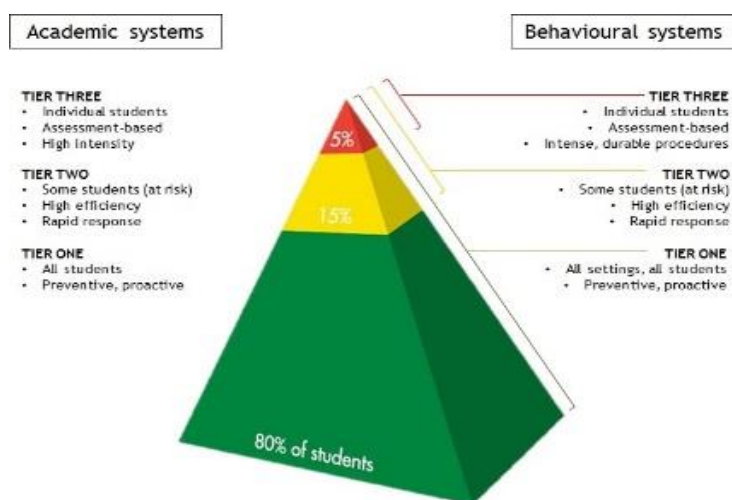
Positive Behaviour Support

Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. PBS provides an operational framework for achieving these outcomes. PBS builds a continuum of supports for staff and students. At each level (or tier) there is an emphasis on outcomes in the form of agreed expectations for student and staff behaviour, and data to guide decision-making about what practices should be put in place to support student learning and social behaviour. There is equal emphasis on the system supports that will be needed to build fluency with new or revised practice among all teachers and staff within the school. PBS provides an operational framework for achieving these outcomes.

KESAC introduced PBS into the school in 2018 and it is embedded in to the KESAC Behaviour Management policy. Staff were invited to join the PBS team which was comprised of administration, teaching and support staff. In 2019 the team planned and developed the KESAC PBS program in consultation with all staff, students and parents to ensure that the PBS plan provides a base for positive behaviour across the school which is dynamic and relevant to the school community.

In our school, the PBS team aims to develop:


- a consultative, collaborative community owned process which is facilitated through a representative PBS leadership team
- a consistent, whole-school approach with a common language in regard to positive behaviour expectations
- an array of procedures for responding to behaviour errors, with a re-teaching focus
- clearly defined teacher-managed and office-referred behaviour
- the use of discipline data to help track progress and identify areas to target for intervention and the effectiveness of selected interventions.



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

	 Safe Protect yourself and others	Respectful Respect yourself and others	Responsible Make good choices
Around the whole school & all the time	<ul style="list-style-type: none"> • Maintain personal space at all times • Ask for help from an adult if you have a problem • Follow staff instructions 	<ul style="list-style-type: none"> • Use kind words • Greet people, say please and thankyou • Put rubbish in the bin and take care of school property 	<ul style="list-style-type: none"> • Model good behaviour to others • Wear school uniform • Hand in devices • Always tell the truth • Be on time to class
Classroom	<ul style="list-style-type: none"> • Hand in devices before school • Push your chair in • Sit properly on your chair • Report anything unsafe to staff • Keep the classroom tidy 	<ul style="list-style-type: none"> • Put up your hand and wait for the teacher • Look after student and school property • Use inside 'voices' and speak clearly • Ask before borrowing • Line up before entering the classroom 	<ul style="list-style-type: none"> • When you enter the room sit down on your chair • Participate positively in class activities • Stay on task • Finish your work • Use the recycle bin • Bring the equipment you need to class • Be ready to learn
Canteen	<ul style="list-style-type: none"> • Respond quickly to signals and instructions • Walk on the pathways and in the canteen • Stay in the assigned canteen/canteen quad area where you are clearly visible to duty staff • Ask staff if you need to go to the toilet or water fountain • Balls and ball games belong on the oval • Walk away from poor behaviour of others 	<ul style="list-style-type: none"> • Use quiet voices – keep noise to a minimum especially near classrooms • Invite other students to sit with you 	<ul style="list-style-type: none"> • Use recess and lunch to eat, get a drink and go to the toilet • Look after your own lunch box and water bottle • Your food is for <u>you</u> not other people
Sports Carnivals & Bus Trips	<ul style="list-style-type: none"> • Sit on the bus • Wear your seat belt • Use quiet voices on the bus 	<ul style="list-style-type: none"> • Clap for the opposition • Shake hands with competitors • Use positive language • Be kind 	<ul style="list-style-type: none"> • Take part in all activities • Play as a team

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. 'Circles' assists students to group people within colour-coded circles of interaction. This allows the student to learn appropriate behaviours that could be used with people within each coloured circle.

Primary Transition

Due to the reduced student numbers in 2018 and 2019, the school has developed the KSESC Primary Transition program with a focus on promoting the school within the Primary School sector across years 5 and 6. The program involves staff from KSESC working with Primary Schools to educate their staff and parents on the opportunities available within our school. In 2019 the program consisted of:

- Year 6 eligible students attending KSESC on selected days across terms 2, 3 and 4
- Year 5 eligible students attending KSESC on selected days in term 4
- Separate year 5 and 6 parent/carer information sessions with morning tea
- KSESC staff working with Primary School 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, 2019 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 2020 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. Since 1997, when ASDAN was formally established as an education charity, their work has centred on giving all learners the opportunity and tools to discover, develop and make full use of their potential.

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 2019 KSESC students participated in modules from were the following ASDAN programs:

Transition Challenge

The aim of *Transition Challenge* is to motivate and enhance learners' confidence, self-esteem and resilience. They also develop skills in team work, communication, problem solving, research and self-management. It is a learner-centred curriculum that can be undertaken with as much support as necessary.

Toward Independence

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

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

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 2019 Work Readiness program contained:

Careers and Work Readiness Program

Goal setting, employability skills, writing job applications and interview skills

ASDAN Short Course programs

Internationally recognised by educators for providing an engaging curriculum that empowers students through personalised learning and choice. The program included school based work experience linked to the objectives of the course, which were delivered onsite in classrooms and in the garden learning centre. In 2019 we offered the Sort Course in Gardening.

VET qualifications

Delivered on-site through auspicing agreements by a qualified trainer and assessor, within a simulated work environment. Courses incorporated school based work experience linked to the objectives of the courses. The skills achieved through these courses are transferrable to different work environments and assist students to gain an understanding of work place practices.

At KSESC in 2019 we offered:

- Certificate I in Business
- Certificate I in Transport and Logistics

Edge Employment Solutions : Passport to Employment Course

This course is specific to the needs of students with special needs and was dependent on availability through the Edge Employment Solutions company. The course was delivered off-site without support from school staff, however Edge also has support staff with experience working with young people with special needs. Parents were required to provide transport to and from the venue.

Parent / Carer Sourced Work Experience / Volunteer Roles

With the Principal's approval, modified school attendance arrangements were accommodated so that students could attend off site work experience or volunteer activities.

Criteria were:

- Parents/carers were required to source appropriate activities and liaise with providers.
- Students were required to be independent in the work environment or have an external support person attend with them (organised through parents/carers). The school was not able to provide support staff.
- Transport to be arranged privately by parents/carers
- The opportunities should not interrupt the student's current class learning schedule if completing VET qualifications or Endorsed programs, as students missing days when VET or Endorsed programs were run would not be able to complete the required content or hours and therefore may not be awarded a certificate.

Certificate 1 Courses

Transport & Logistics and Business

Thirteen year 10 and 11 students were enrolled in Certificate 1 courses in Transport & Logistics and Business. Transport & Logistics consisted of 7 units and Business 6 units, each of which allowed students to gain the skills and knowledge in:

- safe practices

- manual handling
- working effectively
- small stores operations
- effective workplace communication
- working as a team
- working effectively in a Business environment
- organise and complete daily work activities
- use business equipment
- operate a personal digital device.

These skills were then incorporated into work experience which was carried out in the simulated work environment within the onsite Business Learning Centre.

Transport & Logistics students undertook paper recycling and the supply, distribution and control of the stationery inventory and distribution for the school.

Business students undertook photocopying, shredding, binding and stock take of each individual classroom items for the school.

Successful students graduated with a Certificate 1 after completing required modules and an average two hours work experience per week.

Community programs / Endorsed programs

Duke of Edinburgh International Bronze Award

The Duke of Edinburgh's International Award is an internationally recognised program for young people, building their 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 a critical 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 27 participants over the past 3 years with a 100% completion rate.

In 2019, eight students completed their Bronze Award and one student completed their Silver Award. KSESC was ranked 17th across all Western Australian participating schools.

KSESC 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. Prior to going on camp students were prepared for what the camp would involve, all the activities involved and how to pack their bag etc. Students stayed in a dormitory style accommodation block and were kept busy with activities from morning till afternoon and again in the evening. Activities included team building challenges, high ropes, orienteering, flying fox and learning about the kitchen garden. Challenges were constantly being laid out for the students, and each obstacle was met with enthusiasm and excitement. The camp was a huge success, full of opportunities, personal achievements and fun.

Music Rocks

Music Rocks Australia is a music service where our students with special needs, in years 7 – 10, can experience playing musical instruments and the thrill of performing in a 'rock'

band. Students engage in lessons each term with WAAPA trained staff, and perform in concerts with other *Music Rocks* partner schools at Perth concert venues.

Adopt-A-Patch

The school is working with the City of Kalamunda to promote awareness of environmental issues and the management of bushland within the local community. As part of this our students took part in the *Adopt-A-Patch* program where they worked with local conservation groups and participated in activities at City Local Natural Areas.

Specialist Sporting Programs

Basketball, Cricket and Soccer

KSESC has hosted the Hills Basketball carnival since 1999 as part of our specialist basketball program. This is a carnival for students with disabilities from Education Support schools across the Perth area and wider rural community. The carnival is supported by the Perth Wild Cats and Basketball WA. The Hon Matthew Hughes (MLA Kalamunda), who regularly supports all of our sporting carnivals, commented that he believed the KSESC Basketball carnival to be the largest school based disability basketball carnival in Australia!

In 2018 we introduced the Hills Soccer program to our interschool sports carnival program and in 2019 we introduced the Hills Cricket program.

Our carnivals are highly rated and attended by many Education Support Schools in the metropolitan area. This year schools came from as far as Mandurah, Belridge, Byford and Eastern Hills.

Carnivals were supported by students from Lesmurdie SHS and Darling Range Sports Academy who volunteered to referee the games as part of their PE studies.

Our first carnival for 2019 was the inaugural Hills Cricket Carnival which was held in March with support from the Perth Scorchers and the WACA. As part of the preparation for the carnival, KSESC organised for the Perth Scorchers to visit participating schools and offer coaching clinics leading up to the event, the Scorchers also volunteered to assist at the carnival. Ten schools attended, bringing 20 teams. Award presentations were made by local MLAs Matthew Hughes and Steven Price. Our school won Division 1 which was a proud time for our hard working students.

In May we hosted the Hills Basketball Carnival at Ray Owen Stadium. We had 12 schools attending with 25 teams. The Eastern Suns State Basketball League supported our carnival mixing with the students and giving them tips on skills. Over 300 students from schools all over the metropolitan area attended and 52 medals were given out by MLA Matthew Hughes. Our school won Division 1 and were proud to receive the winners shield.

In October our school organised the Hills Soccer Carnival and 10 schools attended bringing 20 teams. The Carnival was a huge success with Football West attending to support the teams. Our students demonstrated great teamwork by sharing the ball to give everyone a chance to score. We had 3 divisions to ensure that students were in suitable divisions for their skills, thus making it an inclusive program for everyone.

During all of these carnivals the students learn team-work, game skills, coordination and fitness skills.

Staff Professional Development

KSESC is dedicated to the provision of Professional Development (PD) for staff which has clear links to the Business Plan priority areas and provides staff with the expertise to deliver innovative and engaging class programs. In 2019 there were multiple opportunities for staff to attend PD both individually and as a whole school. Some of the PD attended by staff were:

Above and Below the Line Behaviour (staff)

As a part of the school's plan to implement a consistent code of behaviour, we looked providing consistent messages and behavioural expectations for staff. All staff participated in a whole school PD on Above and Below the line behaviours. This was a workshop for all school staff where, as a team, staff agreed on appropriate behaviours that were 'above the line' and identified those that were negative and therefore fell 'below the line'. The behaviours were identified with reference to the whole school PBS initiative and therefore met the behavioural expectations of both the school and the Education Department.

Team Teach

In line with Departmental guidelines, all staff were trained in Team Teach to ensure that they had a good understanding of appropriate strategies when working with students with special needs. Team Teach training explicitly emphasises that, without exception, all forms of physical intervention should maintain safety and dignity for all, be gradual and graded, and be reasonable, proportionate and necessary. Physical interventions should be seen as a last resort and only used when it is reasonable, proportionate and necessary.

Seizure Management

PD was provided by the KSHS Clinical Nurse (School health) which covered seizure management and the use of epi pens. Staff had asked for an update which related specifically to our students, and this was delivered in a workshop where staff had the opportunity to interact with each other and ask clarifying questions.

NDIS (National Disability Insurance Scheme) and NDIA (National Disability Insurance Agency) 2019 and beyond

Therapy Focus provided an update on the NDIS/NDIA process and how this relates to students and families. Staff were walked through the eligibility and application process and how the supports are able to be used. This provided staff with clarity of the processes so they were better informed when meeting with parents.

Rock and Water

The Rock and Water program is an experience that provides young people a pathway to self-awareness, increased self-confidence and social functioning. At KSESC Rock and Water is taught as part of the Health syllabus and our Health teacher attended professional development to ensure that the program could be developed within the KSESC community and would benefit our students. The program was rolled out in term 4, 2019 and has already shown positive outcomes for our students and the school community.

Classroom Management Strategies

Classroom Management Strategies (CMS) aims to grow professional teaching practice in ways that improve the engagement, learning and wellbeing of all students. Delivery focuses on using evidence-based interactive instructional strategies that increase students' active participation and classroom engagement, leading to improved social behaviour and outcomes for students and schools.

In 2019 all Education Assistants participated in 4 modules of the 'Working Together' CMS training over the course of the year, to support the consistent implementation of CMS instructional strategies across the school.

Teachers were supported with training through the Deputy Principal (CMS CAT) on an individual basis, focussing on the use of low key, consistent strategies aligned to the KSESC PBS matrix.

Individual Professional Development

Individual staff members also attended Professional development in the following areas:

ASDAN

Bushfire Awareness

Union Representative training

School Board training

Gatekeeper

Engaging Students through physical and
Social Teaching

Work Shadowing – Maida Vale Primary
School

Waste Wise Schools workshop

Performance Management training
(school leaders)

Responsible Record Keeping

Child Protection

Graduate Teacher Modules

Swan Districts Football Club – Integrated
Football program

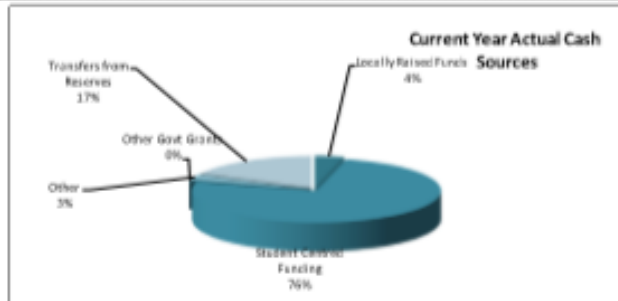
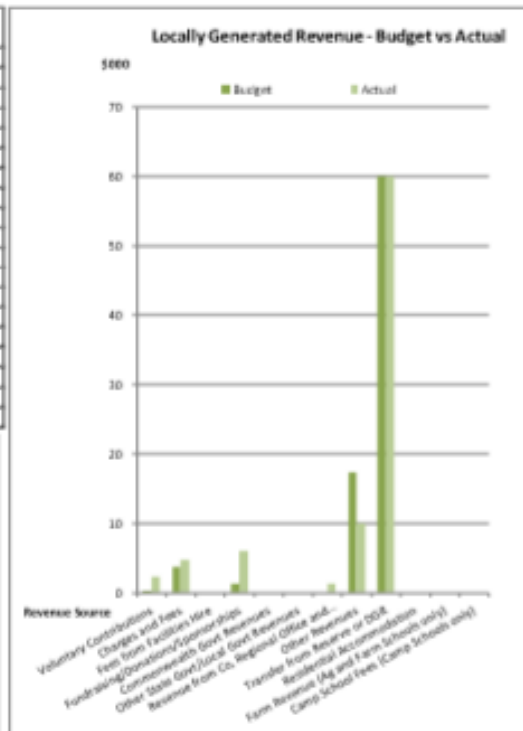


Financial Summary

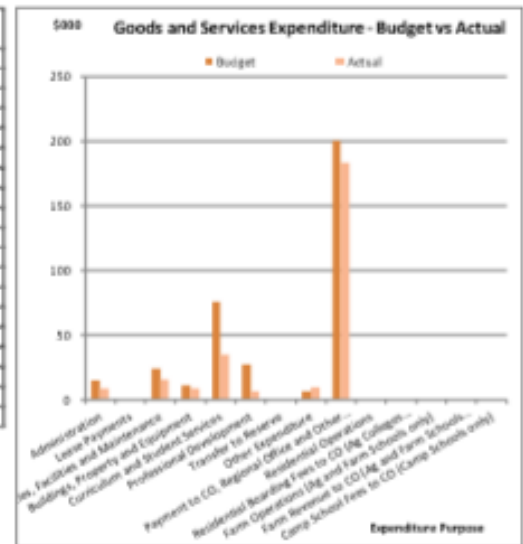


Kalamunda SHS ESC Financial Summary as at 31 December 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 362.50	\$ 2,337.75
2 Charges and Fees	\$ 3,690.00	\$ 4,790.20
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 1,300.00	\$ 6,064.73
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ 3,363.69
8 Other Revenues	\$ 17,410.00	\$ 9,994.09
9 Transfer from Reserve or DGR	\$ 60,000.00	\$ 60,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 82,752.50	\$ 84,530.46
Opening Balance	\$ 37,890.00	\$ 37,890.33
Student Centred Funding	\$ 200,000.00	\$ 200,236.28
Total Cash Funds Available	\$ 300,648.50	\$ 312,637.05
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 300,648.50	\$ 312,637.05



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 14,582.00	\$ 8,158.04
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 23,488.00	\$ 15,108.63
4 Buildings, Property and Equipment	\$ 10,039.00	\$ 8,288.40
5 Curriculum and Student Services	\$ 75,745.00	\$ 34,423.74
6 Professional Development	\$ 27,250.00	\$ 6,507.39
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 5,900.00	\$ 9,086.72
9 Payment to CO, Regional Office and Other Schools	\$ 200,000.00	\$ 183,303.32
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	\$ 357,904.00	\$ 264,996.82
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 357,904.00	\$ 264,996.82
Cash Budget Variance	\$ 22,744.50	



Cash Position as at:	
Bank Balance	\$ 117,070.23
Made up of:	
1 General Fund Balance	\$ 117,070.23
2 Deductible GR Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ -
5 Suspense Accounts	\$ 1,173.10
6 Cash Advances	\$ -
7 Tax Position	\$ (58.00)
Total Bank Balance	\$ 117,070.23

Highlights

2019 Graduation and Awards night

The 2019 Graduation and Awards night was held in the Kalamunda Performing Arts Centre on Thursday 5th December with six of our year 12 & 13 students graduating.

Special guests at the event included The Mayor of the City of Kalamunda, Margaret Thomas; our school patrons Don and Pam McKechnie; the KSESC School Board Chair, Justin O'Meara Smith; President of the Kalamunda RSL, Geof Irvin; 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 *Music Rocks* groups and the Auslan Choir. 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 Service

On 1st May we held our annual ANZAC ceremony. Once again we partnered with the Kalamunda RSL and the ceremony took place in the RSL hall. Our upper school students were included in the service and laid wreaths to commemorate the event, including one from our local MLA Matthew Hughes who also came along to share this significant event with us. Students from Kalamunda SHS supported the Service through playing of the Last Post and leading the congregation in singing the National Anthem, with KSESC students from the Auslan choir accompanying them through signing.

The Service was officiated by CAPT Wesley Sutton (RAA), along with RSL President Geof Irvin and Vice President Colin Jobling. School Patrons Don and Pam McKechnie also attended as invited guests. WO1 Jeff Murray (RAA Inf), was the keynote speaker and spoke to the students about mateship and respect for others as demonstrated by the ANZACs and members of the Defence Force today.



Parliament House Visit

As part of our Civics and Citizenship program, students learnt about key features of Australia's system of government and explored how this system aims to protect all Australians. This year MLA Mr Matthew Hughes invited our students to Parliament House where they were given a tour and then shared lunch with MLA Matthew Hughes in the Parliament House dining room. In the program students looked at how the rights of individuals are protected through the justice system as well as exploring how Australia's secular system of government supports a diverse society with shared values.

West Coast Eagles Visit

As part of our school commitment to promoting positive health and wellbeing, players from the West Coast Eagles and Swan Districts football clubs visited our students and talked about keeping fit and healthy both physically and mentally. What a fantastic morning for all involved! We had 6 Eagles join us between 9:30 and 11am. The first 1/2 hour, the players introduced themselves, fielded questions from students and then made themselves available for photos and signing of autographs. The students then broke into 3 groups and under the direction of the Eagles players participated in a skill building exercises, training drills and small games aimed at improving motor skills. More importantly it was about participation and having fun (which everyone did). All students participated in the sporting activities, even those who generally sit back and watch adopted an "I can" attitude and joined in. It was a great team effort and the students' confidence improved over the course of the session. They were certainly the envy of the KSHS students (many of whom were lined up at the fence!).

Thanks to the West Coast Eagles players; Mark Hutchings, Harry Edwards (local Kalamunda boy), Lewis Jetta, Nic Naitanui, Brendon Ah Chee, and Francis Watson for their time and inspiring the students with their stories and explanations. Also to the Swan Districts football club and Christian Tuffili for organising the event and, our very own, Paul Mansfield for organising the day.



Other Highlights

Other school highlights through out 2019 were:

- Clean Up Australia Day
- Wear your Team Colours day
- NDIS information sessions
- Ivor Burge Basketball Tryouts
- National Treasure Christmas Tree competition
- Duke of Edinburgh International Award graduation
- Community Time assemblies
- Music Rocks concerts
- World Autism Awareness Day
- Auslan Choir performances
- Close the Loop recycling
- Kanyana Wildlife Rehabilitation Centre
- Remembrance Day
- End of year Fun Day

Volunteers and Sponsors

As part of our commitment to forming partnerships with the local community this year KSESC invited members of the Kalamunda RSL, Wild Seasons florist and the Kalamunda CWA to work alongside our staff and students. Volunteers assisted students with craft activities, including card making, cupcake decorating and making paper poppies for Remembrance Day as well as talking to the students about their role in the community.

Several local organisations also sponsored our school which allowed us to purchase much needed resources. KSESC would like to thank Geopractika Pty Ltd, Kalamunda RSL, the Kalamunda CWA and the Pickering Brook Ladies Golf Club for their ongoing support of our school. The kind donations of these organisations made it possible for us to purchase much needed school resources. We would also like to thank Geof & Gaye Irvin, St Stephens' Anglican Church and the Kalamunda Rotary Club for their kind donations of school supplies for our students in need.

Our school Graduation and Awards evening was supported by: The Hon Ken Wyatt (AM MP Indigenous Australians), the Bendigo Bank, The Hon Matthew Hughes (MLA Kalamunda), The Hon Stephen Price (MLA Forrestfield), Don & Pam McKechnie (school patrons), the Kalamunda Lions Club, Interchange WA and the City of Kalamunda who provided funds for awards, medals and graduation gowns as well as presenting awards on the night.



Fundraising

Woolworths Earn and Learn

This year KSESC took part in the *Woolworths Earn and Learn* promotion, where families earned tickets when shopping at the local Kalamunda Woolworths, and students deposited these in a collection box at our school. The funds raised were used to purchase school equipment – art supplies, sensory toys and sport equipment. We are very thankful for the support of our families and local community members who supported this event.

Fun Run

Our school Fun Run was held in September where our staff and students ran, walked (forward, backwards, sideways!), jumped and skipped their way around the school oval. Everyone was smiling and it was great to see all of the students joining in. They then joined their parents and friends for a barbeque lunch. It was a successful fundraiser for our school community.



Wear Blue Friday

On Friday April 5th we held 'Wear Blue Friday' where we were all encouraged to wear casual, blue clothes for the day to raise awareness of Autism. Gold coin donations were collected and the funds donated to Autism West.

Pirate Day

On the 19th September the school held a 'Dress and Talk like a Pirate' day, where we raised funds for Cancer research. Staff and students dressed up as Pirates and there were many calls of 'Ahoy me hearties', 'Yo ho ho' and 'Shiver me timbers' heard around the school during the day!



KALAMUNDA
SECONDARY EDUCATION SUPPORT