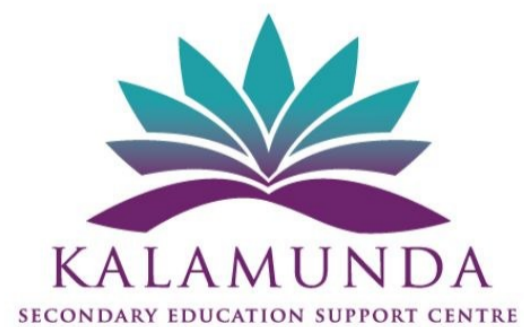




KSESC
BUSINESS
PLAN
2025-2027





OUR SCHOOL

We are a school for students with 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 12 for them to be active and productive as they progress through school and transition into the community.

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 Art, Design & Technology and Physical Education. Year 10, while still completing a lower school program, is used to transition students to the upper school program, through the completion of preliminary unit 1 in English and Mathematics and some early soft skills development in workplace learning.

The upper school focus is on career-based learning through fostering independence and developing resilience, social and work-related skills. Students have opportunities to engage in practical work placements and independent living skills within the local and wider community. We encourage partnerships with families and support agencies in developing productive transition pathways.

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 BUSINESS PLAN ALIGNMENT

Our Business Plan is part of an overall improvement process that aims to make our great school even better. The improvement process is a three-year cycle involving setting a strategic direction to review school performance using established targets. The plan forms part of a suite of documents including Operational Plans, Annual Report, Workforce Management Plan and the Statement of Expectations. Our strategic direction was determined in consideration of the:

Kalamunda Secondary Education Support Centre's:

- Vision Statement
- Student Achievement, Behaviour, and Engagement data

System Priorities & Directions:

- Focus 2025
- Strategic directions 2020-2024
- Teaching for Impact
- Multicultural Plan 2021-2025
- Equity Diversity and Inclusion Plan 2021-2025
- Disability Access and Inclusion Plan 2018-2023
- Aboriginal Cultural Standards Framework
- ICT Vision for teaching and learning in Public Schools 2020-2024
- Information and Communication Technologies (ICT) Strategy 2020-2024



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.

To ensure these values for our students, staff work with collaboration, trust and respect, to create a safe and equitable learning environment that meet the needs of our individual learners.



OUR SELF-ASSESSMENT

As part of our self-assessment practise, we use independent and school-based surveys to make judgments 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 collegiate support where there is 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 as the central focus. All operations are evaluated in relation to their impact on student achievement and progress.

KSESC PRIORITIES



Priority One – Quality Teaching & Learning

Design neurodiverse affirming and targeted individualised learning programs that align with student strengths and interests to engage, inspire and enhance achievement.

Strategies:

- Continue to use Essential Assessment to assess, plan and track individualised literacy and numeracy skills development in years 7-10.
- Targeted and achievable IEP objectives will link directly to the WA Curriculum learning outcomes at each students' current level achievement, identified from Essential Assessment data.
- Explore and implement targeted support programs that meet the diverse learning needs of students' literacy and numeracy skills development, e.g., Sounds Write (DSF), Paul Swan Mathematics Kits.
- Teachers will apply Universal Design for Learning (UDL) principles to student learning programs for inclusive and differentiated environments.
- Explore and implement AI tools that assist teachers in planning for UDL programs.

Targets:

- ⇒ 80% of Lower School (Yr7 – Yr10) students will show an increase of half a year level of growth in at least one area of literacy and numeracy, as measured by pre- and post-assessment data each semester.
- ⇒ Annual IEP data will be above 80% achievement across all learning areas.
- ⇒ Every student will receive high quality teaching that recognises and builds on their strengths, resulting in at least 90% of students experiencing a sense of accomplishment and growth in their learning each year.





Priority Two – Staff & Student Wellbeing

Prioritise the health and wellbeing of all staff and students so that everyone feels safe and has a sense of belonging at KSESC. Using neurodiverse affirming practices, students' needs are assessed and met, reducing complex behaviours. A reduction in complex behaviours will then provide a safer and calmer environment for all students and staff.

Strategies:

- Promote inclusion, embedding neurodiverse affirming practices and The Safe House Framework across the whole school.
- Each student will have a collaboratively developed Support Needs Profile and detailed Support Needs Plan.
- All learning environments will be safe for each individual learner, using the Universal Design for Learning principles.
- Develop student sense of belonging at school and in the community.
- Staff health and wellbeing will be prioritised in relevant school policies and procedures, and in professional learning and development.
- Respond to all critical incidents in a timely manner, providing a debrief and a solution focused support session, that aligns to individual Support Needs Plans.
- Build a strong wellbeing community, developing staff sense of connection, collaboration and access to health and wellbeing supports.
- Provide targeted support and mentoring to aspirant staff, with access to professional learning for skills and career advancement.

Targets:

- ⇒ All staff complete The Safe House Framework whole day workshop and online training modules.
- ⇒ Every student will have a Support Needs Profile and Individual Support Needs Plan developed within six months of commencing at KSESC.
- ⇒ Annual staff and student surveys will report a 5% increased sense of belonging and feeling safe and supported at KSESC.

Priority Three – Post School Pathways

Working in collaboration with parents, all students will have an Individualised Transition Plan to Post-School Pathways to acquire the skills they need to feel safe, a sense of belonging and become active members of the wider community. Students will gain employability and self-advocacy skills to successfully socialise, volunteer and gain meaningful employment.



Strategies:

- Develop and implement documented Transition Plans to Post School Pathways for all students in year 10 to 12.
- Ensure ongoing involvement in community-based activities through Kalabilty Catering and the City of Kalamunda, YAK program.
- Continue to target students who have demonstrated in their Essential Assessment data they have capacity to meet the minimum standard of literacy and numeracy skills to sit their OLNA assessments in year 10 to 12.
- Work collaboratively with all parents in years 10 to 12 to develop student Post School Transition Plans and provide annual presentations to ensure they are informed of how to organise adequate NDIS plans and funding.
- Ensure students have adequate work readiness skills through completion of ASDAN Workright and AQF Level I courses.
- Ensure students have adequate on-the-job training through a variety of relevant employers and the completion of at least 2 units of ADWPL.
- Where appropriate and necessary to meet learning and engagement needs, source and enrol students in SBTs and/or AQF Level II courses.

Targets:



- ⇒ 100% of student will have a documented Transition to Post School Pathways Plan in Year 10 to 12.
- ⇒ At least 90% of students will successfully achieve ASDAN Workright.
- ⇒ At least 90% of students will successfully achieve at least one AQF Level I.
- ⇒ At least 90% of students will complete at least two units of ADWPL by the completion of year 12.
- ⇒ Increase parent involvement with collaborative Transition to Post School Pathway Plans to at least 80% annually.

Priority Four – Community & Inclusive Partnerships

Continue to build and maintain ongoing partnerships with families, community organisations and local businesses to ensure student progress is maximised. Ensure ongoing development of a collaborative and inclusive relationship with KSHS through shared events, providing joint learning experiences and inclusive curriculum opportunities.

Strategies:

- Continue to grow and develop strong relationships with families to ensure a collaborative approach to meeting the needs of each child, through increased and continuous communication and feedback.
- Develop strong and inclusive relationships across the co-located site, creating partnerships in curriculum delivery, shared events, and providing all students with opportunities to learn from each other.
- Maintain and strengthen existing community relationships with local employers, and community agencies such as the RSL and Scouts through networking and invitation to special events.

Targets:

- ⇒ Annual surveys will report that at least 90% parents feel connected to the school and all students benefit from collaborative school and family partnerships.
- ⇒ By the end of the Business Plan cycle there will be at least three areas of shared curriculum delivery between the co-located schools.
- ⇒ KSESC and KSHS will be actively involved in at least two shared events each year.





