



ANNUAL REPORT 2024

Engage - Inspire - Achieve

Table of Contents

Overview.....	3
Our Vision.....	3
Our Values.....	3
Principal’s Report.....	4
School Board Report.....	5
Our School.....	6
School Priorities.....	6
School Focus.....	7
Target Areas.....	8
School Programs – Years 7 to 10.....	10
School Programs – Years 11 and 12.....	16
VET Qualifications.....	18
School Self-Assessment.....	21
Student Numbers.....	21
Attendance.....	23
Staff Professional Development.....	23
Specialist Sporting Programs.....	24
Highlights.....	25
Sponsors.....	28
Financial Summary.....	29



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 2024. The school Business Plan outlines the school's targets for improvement which, in 2024, 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 2024

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.

Principal's Report



It is with pleasure that I present our schools Annual Report for 2024.

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. Staff have begun professional development in neurodiverse affirming practice, creating a safer learning environment, with a strong student voice, increasing each individual's sense of belonging. Through taking part in activities ranging from sporting events, 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.

Our Public School Review was held in Term 4 2024. This was a great opportunity to reflect on all our successful programs, student achievements, and to consider any areas that may need further improvement. I'd like to thank all the staff and community members who attended our validation meetings, positively contributing to the success of the school. We successfully met the standards with our next review to be scheduled in three Years time.

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.

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 2025.

Our students continued to make our school very proud. To our 2024 Graduating students - thank you for all your hard work and for being a wonderful group of students. You made this Year very special and enjoyable. Who knows what 2025 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, to learn in an environment that gives them a sense of belonging. 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.

At the end of 2024 we said a sad good-bye to our Principal, Ms Nelson. We would like to thank her for the eight Years of hard work and dedication she put into our school, all students and staff, wishing her all the best in her future endeavours.

Lorraine Tunbridge
Principal

School Board Report



It is a privilege to introduce the 2024 Annual Report as Chairperson of our School Board, and most importantly, as a proud parent within this exceptional school community. Serving in this role has been a deeply meaningful experience, allowing me to witness firsthand the dedication, compassion, and tireless efforts of our staff, leadership team, and families.

At our school, every achievement—no matter how big or small—is celebrated, and every child is seen, valued, and supported. This past Year has been one of growth, resilience, and continued collaboration. As a parent of a child with additional needs, I know how vital it is to have a school environment that is not only inclusive but truly tailored to meet each student’s individual needs. I’m incredibly proud to be part of a Board that advocates for this every day.

Throughout 2024, we have remained committed to ensuring strong governance, supporting school leadership, and focusing on the wellbeing and safety of our students and staff—particularly during the ongoing developments with the school’s new facilities. We’ve also continued building strong partnerships between families and the school, reinforcing the shared belief that when we work together, our children thrive.

I extend my thanks to all the staff at our school, led by Ms Lorraine Tunbridge, (Acting Principal) for managing the school, my fellow Board members, and all the families who contribute to making our school a place of care, learning, and opportunity. I look forward to the Year ahead as we continue building a positive, safe, and empowering school environment for every student.

Peta Kennedy
School Board Chair

Our School

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

Our School aims to develop and maximise the social, emotional, and academic ability of all students from Year 7 to Year 12 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 2024 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 2024 our priorities were:

- Evidence based decision making
- Providing students with individualised pathway planning
- Building the capacity of staff to provide excellence in teaching and learning
- Strengthening partnerships with families and support agencies

School Focus

Our focus areas are identified through rigorous school self-assessment and reflect the priorities in the Department of Education (DOEWA) and Training Western Australia's suite of strategic documents.

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

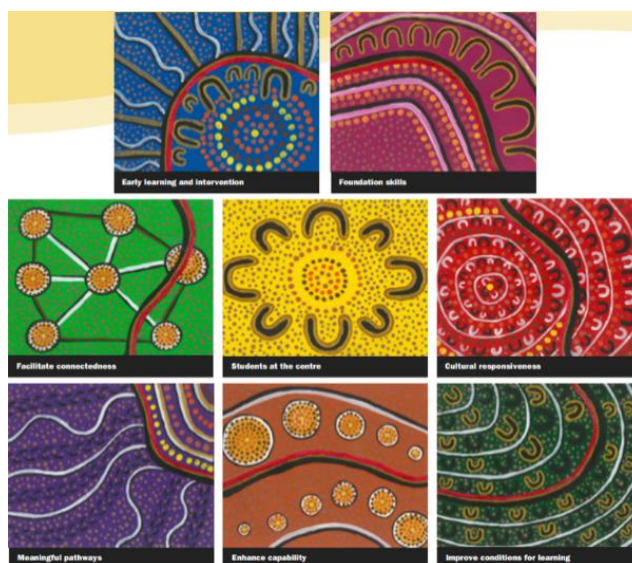
Through a detailed analysis of the 2023 school, staff and student assessment data we identified the following target areas for 2024

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

In 2024 we achieved the following:

Focus Area	Improvement Strategy	Improvement Process	Achieved Goals 2023
1	Literacy: Reading Comprehension Numeracy: Number and Mental Maths	Development of explicit and clear targets for improvement Use of data to inform planning Whole school strategies, with the use of common language OLNA for selected students in Years 10 - 13	<ul style="list-style-type: none"> ✓ Analysis of longitudinal data from 'Essential Assessments' 2022 - 2023 guided planning for 2024 ✓ 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 ✓ Selected students passing at least one section in OLNA ✓ Continuation of IXL online ✓ Paul Swan maths kits to support hands-on learning
2	Life Skills	Review of Senior School program, including Certificate courses Strengthen links with community partners for resources Review of current programs and research alternates including off-site school programs Expand the Workplace Learning program to include simulated work environments	<ul style="list-style-type: none"> ✓ Trainer and Assessor 1.0FTE delivered appropriate Certificate courses, including the provision of ongoing PD in the workforce management plan ✓ New employers identified for workplace learning opportunities ✓ Workplace Learning Coordinator 0.4FTE ✓ Targeted acquisition and use of school resources ✓ 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 workplace for students to learn business skills – photocopying, stock take, transport & logistics, reception duties, laminating ✓ Kalamunda Mini Woolies –Launched 2024
3	Transition pathway planning	Investigate opportunities to further develop: <ul style="list-style-type: none"> • senior school to post school options • primary school to Year 7 options • school transfer options 	<ul style="list-style-type: none"> ✓ 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 ✓ Parent information sessions – Upper school programs

4	Community participation	<p>Further development of the Kalability suite of programs</p> <p>Identify community partnerships to support the school with programs: Home Economics, Science, PE</p>	<ul style="list-style-type: none"> ✓ Kalability Catering program review to provide community morning tea and lunch functions twice pr 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 <ul style="list-style-type: none"> ○ Close the Loop – Resource Recovery (toner cartridges) ○ EMRC School Battery Collection program ○ Containers for Change ✓ School Board ✓ Parent Advisory Group ✓ Partnership with the First Kalamunda Scout Group to develop the Yarning Circle ✓ Art therapy through Faire & Co, Kalamunda
5	Student and staff wellbeing	<p>Investigate options for school chaplain</p> <p>Review:</p> <ul style="list-style-type: none"> • Well-being programs • Community and Cultural Liaison Officer (CCLO) • Performance development for staff 	<ul style="list-style-type: none"> ✓ 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



School Programs – Years 7 to 10

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 2024 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.

Essential Assessment

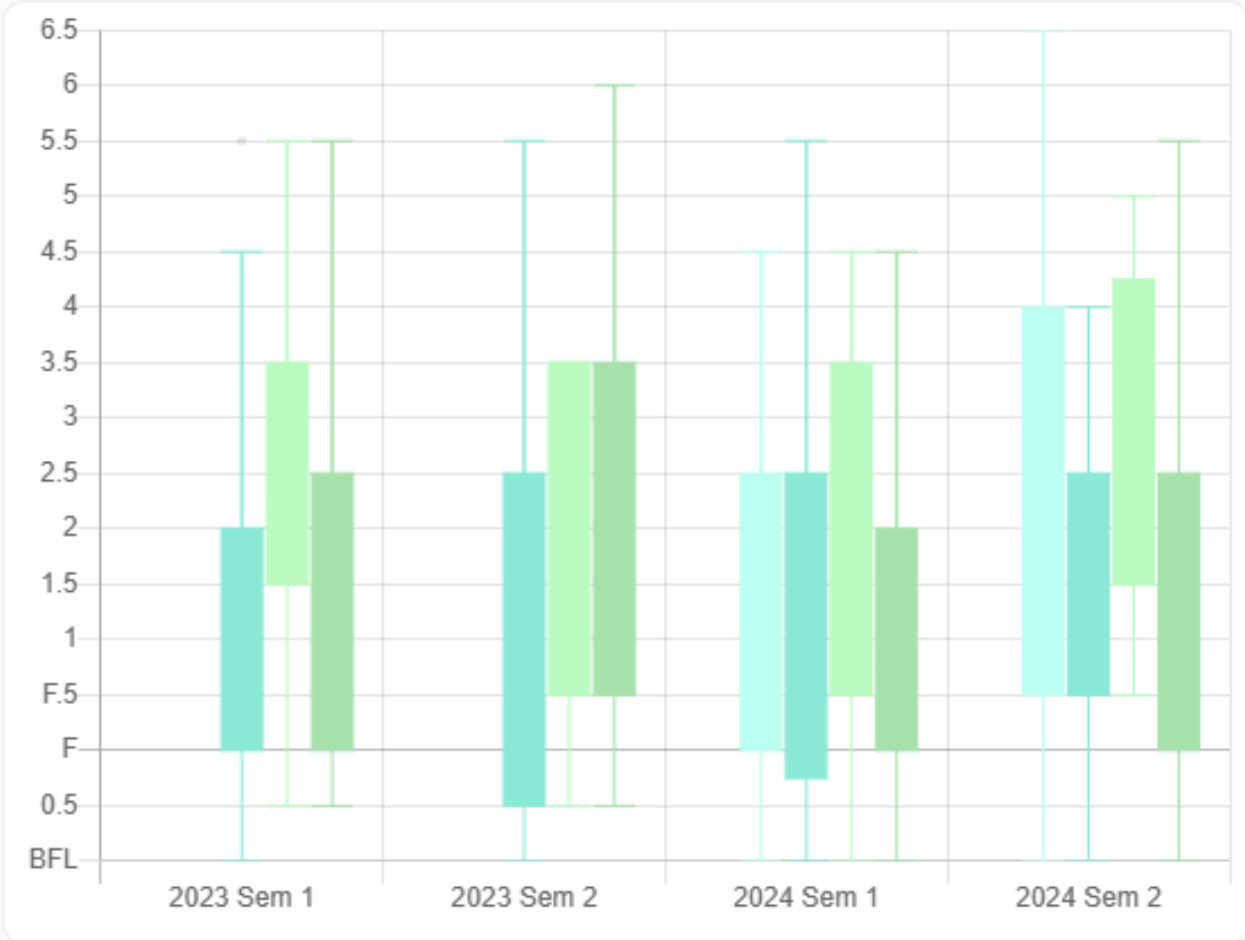
Essential Assessment gathers and collects usable and targeted data on the literacy and numeracy outcomes for each individual student.

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

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

Literacy



■ Year 7 - Curriculum Average ■ Year 8 - Curriculum Average
■ Year 9 - Curriculum Average ■ Year 10 - Curriculum Average

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. Literacy skill development was a focus for 2024 and improved increase in student outcomes demonstrates this.

Literacy data has seen improvements in Years 7 to 9 during 2024, with growth of one Year level in the achievement of student outcomes. Year 7 pretests had a median level of 1.25 and the skills developed over the Year demonstrated increased outcomes to a 2.25 level. Data for Year 8 students at the end of 2023 was at Foundation level and saw improved achievements to a 1.5-Year level. The Year 9 students increased their skills from a median Year level 1.5 to 2.5. There was decline in median by 0.5 of Year level in the literacy skills for Year 10 students.

Numeracy

In 2024 student numeracy achievement continued to be assessed in Number and Algebra and measurement and Geometry.

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



Our Year 7 cohort was the only Year level that demonstrated an improvement in their achievement of numeracy outcomes from a median of 1.75 to 2.5 over 2024. Year 8 numeracy outcomes declined from a Year 2 level in 2023 to a median Year 1 level in 2024. A decrease of 0.25 of Year level was demonstrated by Year 9 students, from a median of 3.5 to 3.25. Year 10 students reduced their achievements by half a Year level from Year 2 to Year 1.

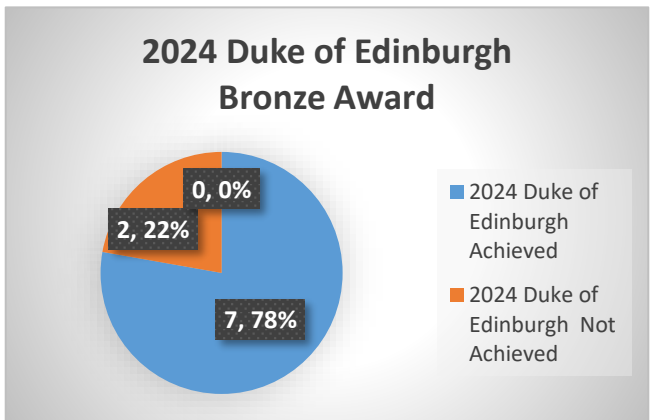
Endorsed Program - Duke of Edinburgh International Award – Bronze Year 10

Since launching the Duke of Edinburgh's International Award in 2017, KSESC has guided 75 students through this life-changing journey. In 2024, nine students took on the challenge, with seven proudly earning their Bronze Award. The program delivery is supported by the City of Kalamunda, which plays a vital role in helping them meet the program's requirements through community engagement.

To develop new skills, students immerse themselves in coding and robotics during STEM classes, working with LEGO builds and Mini Sphero's. Their physical recreation involves committing one hour per week to fitness, while their voluntary service focuses on restoring the Railway Heritage Trail, contributing to local environmental efforts. These components not only fulfill the award's criteria but also instil discipline, creativity, and a sense of responsibility.

A highlight of the program is the "Adventurous Journey"—a four-day camp packed with challenges that push students beyond their limits. From team-building exercises and high ropes courses to orienteering, archery, and the flying fox, each activity fosters resilience, teamwork, and self-confidence. More than just earning an award, KSESC students are building character, embracing adventure, and preparing for a future filled with endless possibilities.

Duke of Edinburgh Bronze Award had a 78% achievement rate in 2024. The 22% (2 students) who did not achieve their award was due to ongoing attendance issues.



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.

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.



2024 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

Protective Behaviours

Protective behaviours are taught across all classes each week using the Circles program. These programs are child-focused and informed by a fundamental belief that children have a right to physical and psychological safety at all times.

We teach our students that we all have the right to feel safe, all of the time. We believe in providing the students with clear messages regarding inappropriate behaviour. We teach the students how to identify safe and unsafe situations and how to seek help immediately - and to persist in seeking help until they feel safe again.

Children are taught the Circles concept, which assists students to group people within colour-coded circles of interaction. This allows students to learn appropriate behaviours that could be used with people within each coloured circle.

Primary Transition Program

The Primary Transition Program involves staff from KSESC working with Primary Schools to educate their staff and parents on the opportunities available within our school. In 2024 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, 2024 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 2025 and beyond, this program will continue have a positive influence on student enrolment numbers.



School Programs – Years 11 and 12

Literacy and Numeracy – Upper School

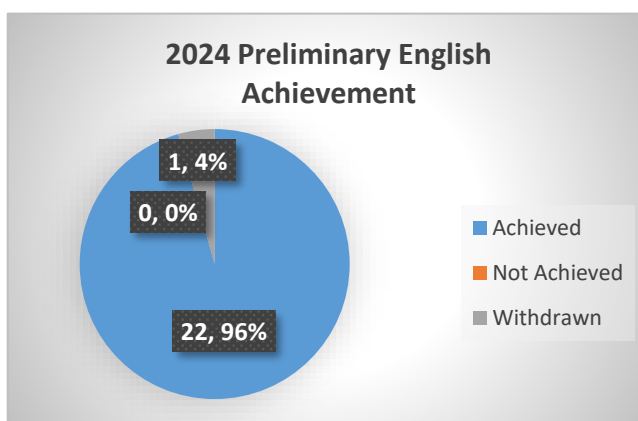
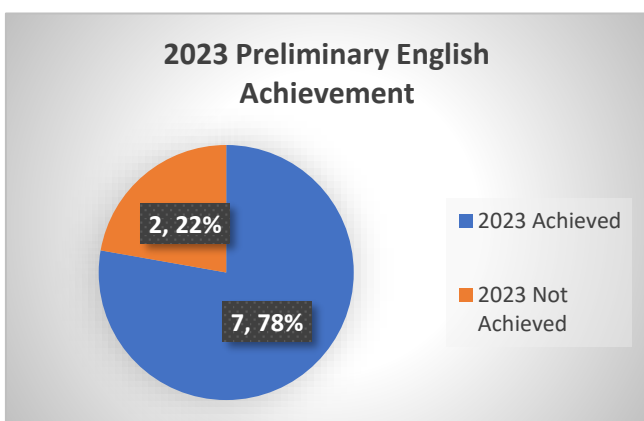
Students engaged in the Preliminary Units in English and Mathematics to meet the literacy and numeracy curriculum needs for senior school in Years 11 and 12. The syllabus for these units are provided by the School Curriculum and Standards Authority. Each unit a student successfully completes goes towards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

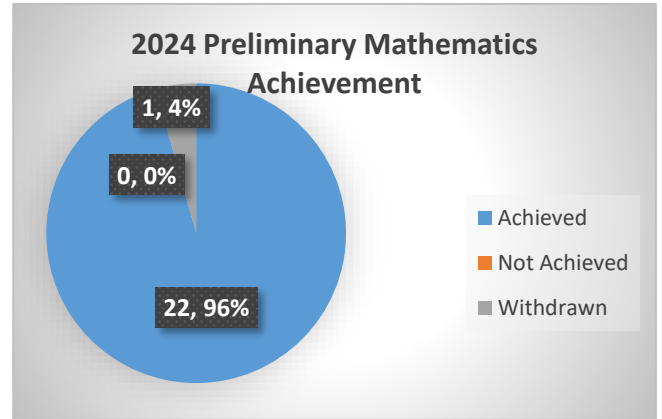
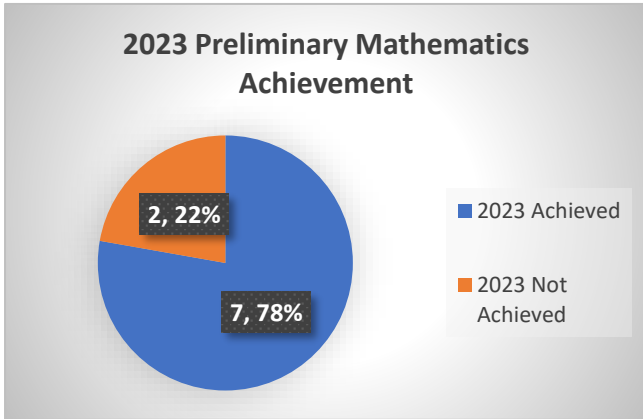
The English Preliminary course focuses on the fundamental skills that support language use. Language use plays a central role in human life: it provides a vehicle for communication and independence. Students study language using receptive and expressive communication. Receptive skills can include reading, 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 2025, our Year 10 students will have the opportunity to complete Unit 1 of their Preliminary English and Mathematics, this will progress to Units 2 and 3 in Year 11, and Unit 4 in Year 12. This will give all student the opportunity to complete and demonstrate success across all 4 units for English and Mathematics and certified achievement on their WASSA.

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.



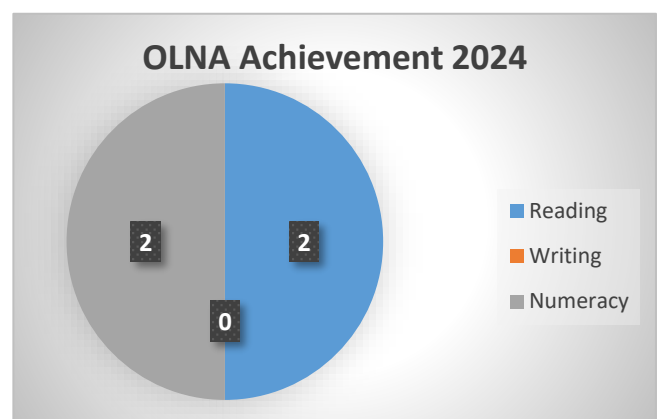
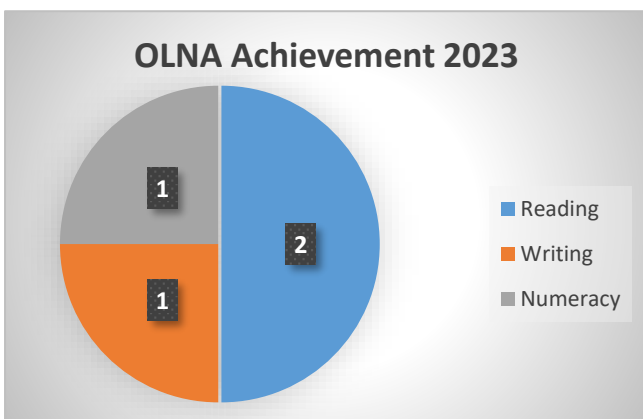


In 2024 course delivery remained the same across Year 11 and 12. We saw an increase in the achievement of student outcomes both Year levels with 96% achievement, with 22 units completed. One unit was withdrawn in semester 2 due to a student relating to another school.

OLNA - Online Literacy & Numeracy Assessment

OLNA (Online Literacy and Numeracy Assessment) gives students the opportunity to demonstrate that they can meet the minimum standard for literacy and numeracy before completing secondary school. Education Support students are often exempt from these assessments due to their disability diagnosis and individualised curriculum. Since 2021 KSESC has been offering students, with a demonstrated academic capacity, the opportunity to sit these assessments in Year 10 to 12. Several students have done this and achieved the minimum standard in reading, writing and numeracy.

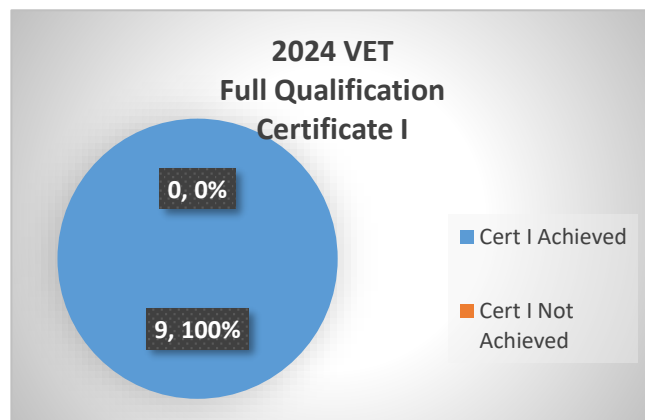
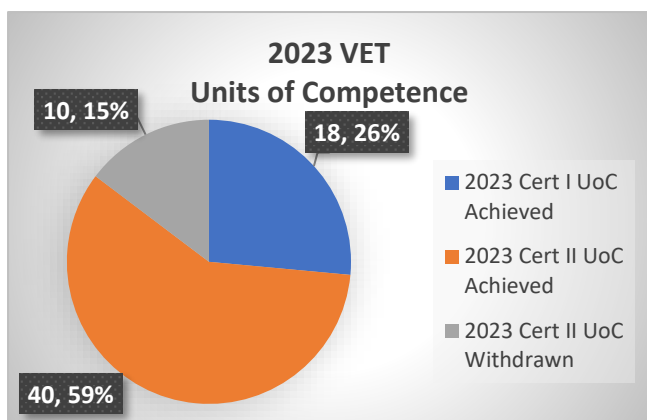
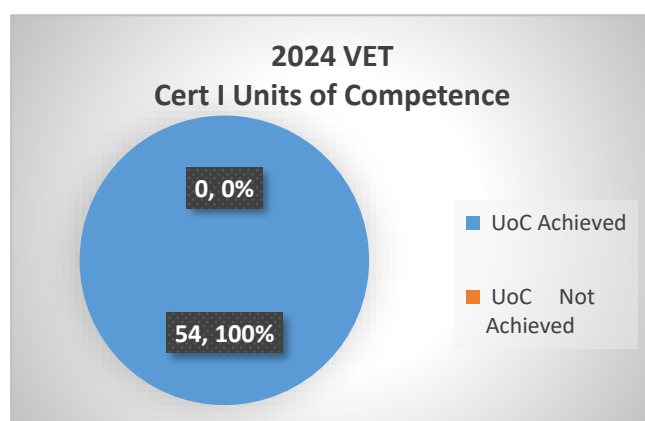
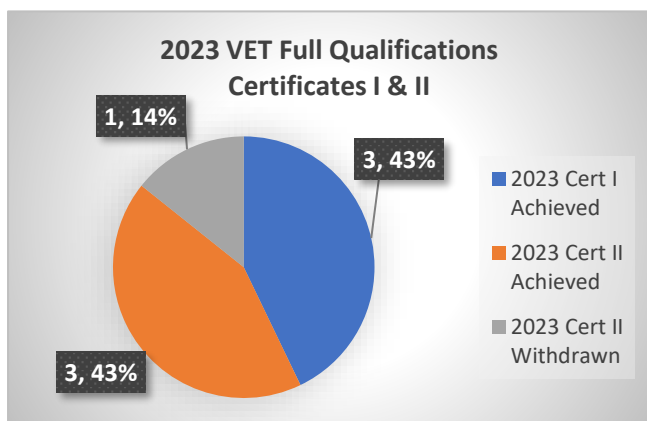
In 2024, two students achieved the Reading and two students achieved the Numeracy minimum standard. Unfortunately, no students achieved the writing component, but all achieved category 2 and will hopefully achieve category 3 this in the coming Year to meet the writing standard.



VET Qualifications

In 2024, KSESC delivered BSB 10120 Certificate I in Workplace Skills under an auspice arrangement with the Registered Training Organisation, ACTIV Pathways (RTO code: 51960). Nine students were enrolled in this qualification in 2024.

Achievement data for VET in 2023 was 85% across all units of competence, this increased to 100% in 2024. All students enrolled in the Certificate I qualification achieved 100% competence in all units and the full qualification.



Endorsed Programs

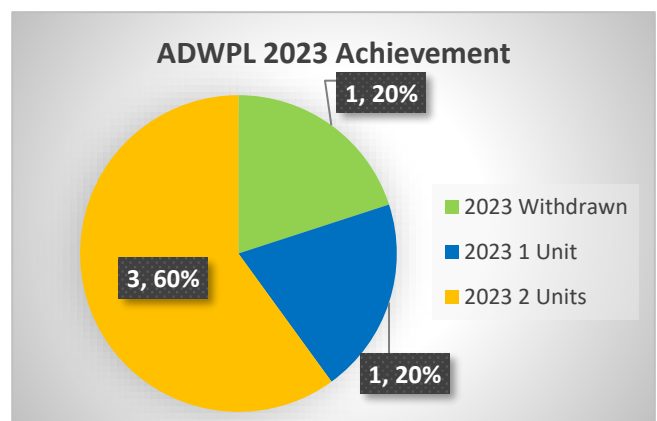
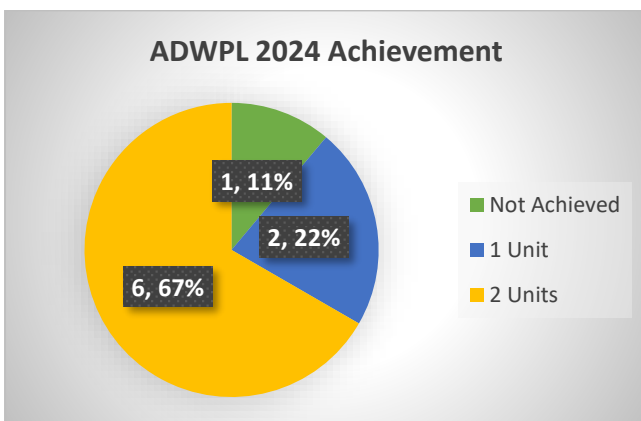
Authority Developed Workplace Learning (ADWPL) & ASDAN Workright

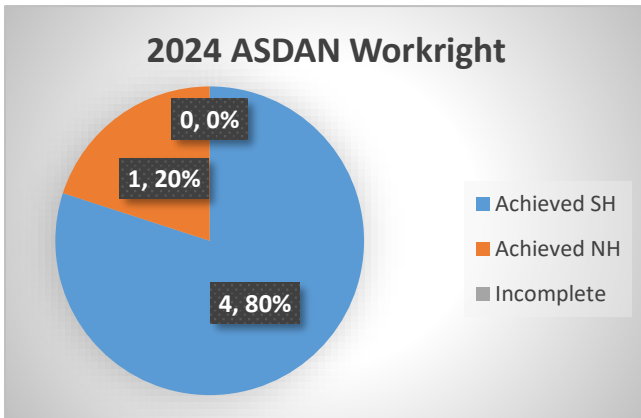
ASDAN Workright provides a framework to develop a range of basic transferable employability skills. Six of our upper school students successfully completed this course in 2023. They completed four modules and developed skills in:

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

To complete an ADWPL 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 2024, ADWPL and ASDAN Workright. In 2023 there were five students initially enrolled in ADWPL, one student withdrew early due to change of schools. 60% of students achieved 2 units with a minimum of 110 hours, while 20% 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, 2024 the numbers enrolled in ADWPL increased to nine. One student did not achieve any units due to limited participation, 67% achieved two units and 22% of students achieved one unit towards their WASSA.





In 2024 all five students enrolled in ASDAN Workright completed and achieved their certificates. 80% of student completed this with spoken help and 20% worked independently achieving their course requirements with no help.

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 were 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.

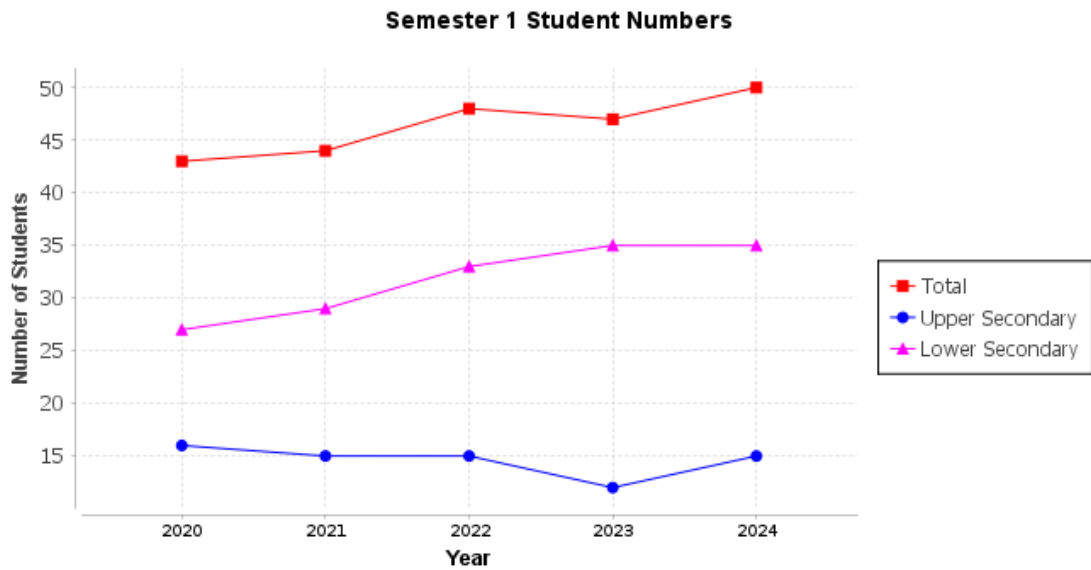
Student Numbers

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 successfully transition to our school.

We have already received several enrolment requests for 2025 with predicted numbers moving towards 50. Trends in student enrolments are as follows:



Semester 1	2020	2021	2022	2023	2024
Lower Secondary	27	29	33	35	35
Upper Secondary	16	15	15	12	15
Total	43	44	48	47	50

Note

The graph and table include only full-time students. Lower Secondary includes Year 7 to Year 10 students.



Attendance

Secondary School Attendance Rates*

In 2024 the overall attendance rate for students was still affected by the COVID-19 Pandemic, and the results below are reflective of that, showing a nominal increase from 76.5% in 2023 to 76.7% in 2024.

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	74.5%	80.4%
2023	76.5%	82.5%
2024	76.7%	82.2%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2022	84%	N/A	69%	N/A	N/A	N/A
2023	80%	75%	N/A	N/A	N/A	N/A
2024	93%	N/A	66%	N/A	N/A	N/A
WA Public Schools 2024	87%	83%	81%	79%	81%	82%

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

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 2024, there were multiple opportunities for staff to attend PD both individually and as a whole school, in person or online.





Specialist Sporting Programs

KALABILITY ALL STARS Sports Program

The Kalability All Stars Sports Program continues to thrive in 2024 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 recognised leader in all-ability sports education, with 12 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.

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.



Highlights

Graduation and Awards Ceremony

The 2024 Graduation and Awards Ceremony was held in the Kalamunda Performing Arts Centre in December with seven of our Year 12 students graduating.

Special guests at the event included The Mayor of the City of Kalamunda, Margaret Thomas; our school patrons, Donald and Pamela 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 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.



ANZAC Day

This Year members of the Kalamunda RSL, The Kalamunda CWA, school patrons Don and Pamela McKechnie, School Board Chair and committee members and Stephen Price MLA 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 ANZAC lanterns, can poppies, participated in a fun, interactive ANZAC quiz and learned about the 'Light Horse Brigade' while interacting with the horses.



Mini Woolies Launch



Mini Woolies has been established to simulate the operations of an actual Woolworths supermarket, with baskets for fresh food, shelving for groceries, ticketing, signage and Woolworths branded uniforms students can wear to create an immersive educational experience. Using the registers, students learn to scan grocery items and simulate a sale. Members from the local Woolworths Kalamunda team assisted in helping students and staff prepare for the new Mini Woolies experience by delivering groceries and teaching them how to use the registers.

West Coast Eagles Visit

Students had the opportunity to participate in an AFL clinic with members from the West Coast Eagles including Bailey Williams, Harry Edwards, Ryan Maric and Loch Rawlinson. The West Coast Eagles taught our students AFL skills in time for our Kalability AFL carnival.



PBS Reward Day – Stirk Park

Our annual student Fun Day was a trip to Stirk Park and included a lovely morning tea enjoying the sunshine and playground equipment by all the students. 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.



NAIDOC

This Year's NAIDOC celebrations were held over the course of a week with students engaging in a range of activities. The 2024 theme was ***Keep the Fire Burning! Blak, Loud and Proud.*** 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.

Students in the *Kalability Catering Program* served a morning 'high tea' to our invited guests.



Sponsors

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

Thank you to:

Bendigo Bank

City of Kalamunda

CWA Kalamunda

Kalamunda Lions Club

Kalamunda RSL

Kalamunda Scouts Group

Mr and Mrs Donald McKechnie

Mr Matthew Hughes MLA

Mr Stephen Price MLA

MS Tania Lawrence MP

Rapid Relief Team



Financial Summary

Kalamunda Secondary Education Support Centre
Financial Summary as at 25.01.2024

EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	2,317,657	2,317,657
New Appointments	0	0
Casual Payments	213,810	213,810
Other Salary Expenditure	2,914	2,914
Total Funds:	2,534,381	2,534,381
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	14,520	13,991
Lease Payments	0	0
Utilities, Facilities and Maintenance	16,120	11,043
Buildings, Property and Equipment	64,497	81,415
Curriculum and Student Services	76,142	78,680
Professional Development	18,200	21,939
Transfer to Reserve	105,000	105,000
Other Expenditure	5,270	7,914
Payment to CO, Regional Office and Other schools	140,000	160,325
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:	439,749	480,307
TOTAL	2,974,130	3,014,688

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	202,722	202,722
Carry Forward (Salary)	283,242	283,242
STUDENT-CENTRED FUNDING		
Per Student	531,050	531,050
School and Student Characteristics	2,572,034	2,572,034
Disability Adjustments	(11,541)	(11,541)
Targeted Initiatives	51,548	51,548
Operational Response Allocation	38,499	38,499
Total Funds:	3,181,590	3,181,590
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	2,000	2,000
School Transfers – Salary	(367,783)	(367,783)
School Transfers - Cash	367,783	367,783
Department Adjustments	(10,756)	(10,756)
Total Funds:	(8,756)	(8,756)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	4,747	4,045
Charges and Fees	2,360	5,800
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	1,225	2,794
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other school	0	0
Other Revenues	36,904	46,080
Transfer from Reserve or DGR	11,997	11,997
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	57,233	70,716
TOTAL	3,716,031	3,729,514

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	202,722	202,722
Carry Forward (Salary):	283,242	283,242
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,172,834	3,172,834
Locally Raised Funds:	57,233	70,716
Total Funds:	3,716,031	3,729,514
EXPENDITURE		
Salaries:	2,534,381	2,534,381
Goods and Services (Cash):	439,749	480,308
Total Expenditure:	2,974,130	3,014,689
VARIANCE:	741,901	714,825

**DISABILITY
DOES NOT
MEAN
INABILITY**

KALABILITY ALL STARS

