



Department of
Education

Shaping the future

Kalamunda Secondary Education Support Centre

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Kalamunda Secondary Education Support Centre was established in 1999 and is located approximately 27 Kilometres east of the Perth central business district within the South Metropolitan Education Region.

It has an Index of Community Socio-Educational Advantage of 1013 (decile 4).

It currently enrolls 50 students from Year 7 to 12 and became an Independent Public School in 2011.

Kalamunda Secondary Education Support Centre is co-located with Kalamunda Senior High School and has its own Parents and Citizens' Association (P&C) and School Board.

The first Public School Review of Kalamunda Secondary Education Support Centre was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- In preparation for the Public School Review (PSR), the leadership team led a self-assessment process that engaged and incorporated the perspectives of staff and school community representatives.
- The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard and entries from staff were forwarded to the leadership team for uploading.
- A range of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing authentic reflections in support of the improvement agenda.
- The PSR process was reported as providing an opportunity to review school processes to ensure these were still responsive to the focus areas for school improvement.
- Validation visit meetings strengthened the review team's understanding of the evidence in the ESAT submission. Participants delivered consistent messages that built on claims in all domains throughout meetings.

The following recommendations are made:

- Include evidence that can validate a clear alignment to the Western Australian Curriculum.
- Use the Standard domain foci and elaborations to inform the placement of evidence against each domain in the ESAT.

Relationships and partnerships

There is a clear focus on the development and nurturing of positive relationships across the school community that are respectful, constructive and purposeful in supporting students to make progress.

Commendations

The review team validate the following:

- The Primary Transition Program, spanning Terms 2, 3 and 4, builds connections with Year 6 students and parents. A transition coordinator works with feeder schools, observing classes and consulting teachers to develop individual education plans (IEP) before students start Year 7 at Kalamunda Secondary Education Support Centre.
- Effective whole-school communication with parents is seen as crucial in supporting neurodivergent students. The school understands family dynamics, how parents advocate for their child, and each student's unique individual characteristics. Effective case conferences foster targeted support and trust.
- Kalability carnivals provide opportunities for student participation in interschool social interactions, and collegiate networking across secondary education support schools. With 12 schools and over 500 attendees these are the biggest carnivals for students with disabilities in Australia.
- Dedicated education assistant meetings with school leaders provide opportunities for an authentic voice in a safe and supportive environment focused on supporting positive learning outcomes for students.
- Exemplary community partnerships enrich school programs. 'Kalability Catering' for not-for-profit groups, City of Kalamunda partnership and Kalamunda Returned Services League intergenerational programs add value to school programs through the provision of resources and real life opportunities.

Recommendations

The review team support the following:

- Continue to engage with Kalamunda Senior High School leadership to explore opportunities that support access to shared facilities to further enhance learning programs and opportunities for neurodiverse students.
- Conduct a survey to understand the impact and sustainability of established community partnerships and to explore improvement opportunities to further strengthen outcomes for students and the community.

Learning environment

Underpinned by genuine care and the best interests of students, school processes and approaches proactively establish the conditions for students to engage in a caring, inclusive and responsive learning environment.

Commendations

The review team validate the following:

- The business centre provides upper school students with a realistic work environment in preparation for employment. Students participate in running the school and its resources while developing skills and gaining experience in business, warehousing, retail, transportation and logistics.
- An Aboriginal Perspectives Operational Plan embeds the Aboriginal Cultural Standards Framework and is supported by a cultural and community liaison officer who works with teachers to introduce Aboriginal culture into the classroom learning program, inclusive of the basics of two-way learning.
- The whole-school Behaviour Support Policy includes Positive Behaviour Support (PBS) and is supplemented by individual student behaviour support plans, escalation profiles and management strategies for staff. A PBS matrix is supported by a mascot 'Buddy Bee' who promotes positive behaviour via 'What Would Buddy Do?'
- Introduction of a psychosocial risk assessment process, including whole-staff engagement in the People At Work survey is informing planning for, and the continued building of staff wellbeing awareness.

Recommendations

The review team support the following:

- Review PBS to incorporate neurodiverse affirming practice and stronger alignment to school focus areas.
- Explore further opportunities to use assistive technology to support student engagement in learning.

Leadership

Leadership is collaborative and supports opportunities for staff to lead and build their capacity to impact on the provision of positive student experiences and connections with the school community.

Commendations

The review team validate the following:

- Performance development is data driven, provides staff with a voice and guides planning of professional development opportunities.
- Identification of aspirant leaders through performance development processes has resulted in staff engaging in the Leap program, STEM¹, Occupational Safety and Health, level 3 classroom teacher status process and system leadership responsibility supporting the roll-out of Project Kaartdijin.
- School planning is evidence-based and being driven by the Essential Assessment and Curriculum Toolkit, which is improving the teaching, learning and assessment of numeracy and literacy across the school.
- Fortnightly teacher development meetings provide collegiate support, professional learning, collaborative planning and effective communication of expectations about the delivery of whole-school programs and processes. IEP data reviews also track and plan for student achievement, progress and Reporting to Parents.

Recommendations

The review team support the following:

- Enhance strategic and operational planning by including SMART² targets in the 2024 – 2026 Business Plan.
- Ensure the business plan, operational plans and teaching plans are aligned to ensure planning continuity and a collective accountability to agreed school direction.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success.

Commendations

The review team validate the following:

- Transition to the new school building is being strategically managed through the creation of a new build reserve account to ensure it is equipped and ready to receive students in 2025. Procurement of the necessary equipment and resources is being researched to ensure efficiency and alignment with the school's educational goals.
- The business centre has provided both real life work experiences for students and significant savings on photocopying and laminating expenditure across all areas of the school.
- Workforce planning and performance development is aligned to strategic planning and identifies key staff to lead school programs and provides data to inform recruitment.
- Liaison with the Bibbulmun Network schools to extend the Mini Woolies program into the primary school setting is building connection and collegiate collaboration across schools.

Recommendation

The review team support the following:

- Explore the identification of physical space to provide resource storage and the potential to install a commercial kitchen for the business centre to further enhance the Kalability Catering initiative.

Teaching quality

Staff demonstrate a high level of care, commitment and professional knowledge. They are collectively and collaboratively focused on the implementation of whole-school teaching and learning programs.

Commendations

The review team validate the following:

- Differentiated teaching caters for diverse student needs including gender diversity, culturally appropriate, disability related and neurodiverse. Planning is documented in individual student plans, such as IEPs, Individual Behaviour Support Plans, and risk management plans, which have been developed in collaboration with key stakeholders.
- A whole-school process is embedded for the teaching of literacy and numeracy. Focused teaching of a differentiated curriculum is delivered through the identification of learning gaps followed by interventions that are targeted to cater for the needs for each student, group or class.
- Collaboration is focused on planning for student learning outcomes based on data analysis, instructional needs, and differentiation. Teachers are connected incidentally and formally during fortnightly teacher development meetings.
- The planning and reporting activity schedule clearly outlines the processes of data review for all on IEPs. The schedule includes parent meeting timelines, IEP due dates, data review sessions and reporting requirements. Clear expectations about the implementation of whole-school processes is also provided.

Recommendations

The review team support the following:

- Align the Australian Curriculum content referenced in the whole-school literacy and numeracy assessment program to the Western Australian Curriculum.

Student achievement and progress

There is a systematic plan for the collection and analysis of a range of student performance and wellbeing data that drives and informs an ongoing focus on using data to identify and address areas of need.

Commendations

The review team validate the following:

- Staff data literacy is improving and is informing planning and driven practice. Student achievement and progress data is collated and analysed regularly at both an individual and whole-school level to drive improvement process and school-wide planning.
- Whole-school growth data is analysed each semester for each sub-strand, using pre and post assessments, to calculate the average growth across year levels to inform school planning. Targeted IEP objectives are developed to close learning gaps and to support student learning progress.
- OLNA³ is offered to students who are achieving at higher levels according to their literacy and numeracy data and this allows them to demonstrate their capacity to meet the minimum standard should they wish to progress to Australian Qualifications Framework level 2 courses post-school.
- The Social and Emotional Development program is timetabled and delivered each week with IEP objectives that demonstrate student development and progress.

Recommendations

The review team support the following:

- Recommence the collection of IEP achievement data to create longitudinal data and to grow teacher accountability processes to learning objective achievement.
- Increase the literacy skills of lower school students, focusing on expressive language skills by further progressing the implementation of Talk for Writing as a whole-school approach.

Reviewers

Steven Dickson
Director, Public School Review

Marianne Mangano
Principal, Warnbro Community High School
Education Support Centre
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 Science, technology, engineering, mathematics
- 2 Specific, measurable, achievable, relevant and, time-bound
- 3 Online Literacy and Numeracy Assessment