

2024 ANNUAL SCHOOL REPORT



Kalamunda
PRIMARY

EDUCATION SUPPORT CENTRE

WELCOME

Nestled in the beautiful suburb of Kalamunda, our school's name reflects its roots in the First Nations Noongar language: "Cala" meaning "home" and "Munda" meaning "in the forest." This "home in the forest" fosters a warm, small-town atmosphere within the Perth Hills, where the values of connection and care are at the heart.

Since opening in 1985, Kalamunda Primary Education Support Centre (KPESC) has delivered high-quality, individualised education for students from Kindergarten to Year 6 with a diverse range of disabilities.

Guided by our core values—Care, Community, Respect, and Learning—we are committed to creating a safe and inclusive environment where all students are supported to achieve their personal best.

Located on a shared campus with the historic Kalamunda Primary School, we collaborate closely to build a strong sense of belonging and mutual respect. Together, we share events such as sports days, assemblies, and graduation ceremonies, promoting unity and inclusion across our school communities.

All children—fondly are known as "Kalamunda Kids"—are encouraged to grow, participate, and thrive together.

Our highly experienced and passionate educators deliver evidence-based, specialised programs tailored to individual learning styles. We support learners with complex communication needs with a whole-school literacy approach, and our staff includes Auslan interpreters alongside a fully Keyword Sign-trained team.

We follow the TEACCH philosophy, providing strength-based learning environments that celebrate neurodiversity. Our positive behaviour support practices are aligned with the Positive Behaviour Support framework and the Essentials for Living curriculum, focusing on the development of the 'Essential 8' functional skills. Embedded principles of Applied Behaviour Analysis (ABA) further help us understand and nurture each child's Happy, Relaxed, and Engaged (HRE) state.

In strong partnership with families and therapists, we design learning pathways that maximise student outcomes, independence, and well-being. At KPESC, every student is respected, every voice is heard, and every achievement is celebrated.

Student Numbers and Characteristics

Kalamunda Primary Education Support Centre

Student Numbers (as at 2024 Semester 1)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(3)	6	8	8	11	13	5	11	65
Part Time	5								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	5	3	35		43
Female		3	21		24
Total	5	6	56		67

	Kin	PPR	Pri	Sec	Total
Aboriginal			4		4
Non-Aboriginal	5	6	52		63
Total	5	6	56		67

Over the past few years our student numbers have steadily increased. Our capacity number of students at this stage is 69. We have had a larger amount of students graduate this year than in previous years. Kalamunda continues to be a sort after school as we are the only Education Support primary school in the eastern suburbs.



Workforce Composition



Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	12	9.0	0
Total Teaching Staff	12	9.0	0
School Support Staff			
Clerical / Administrative	2	1.6	0
Other Allied Professionals	37	31.3	0
Total School Support Staff	39	32.9	0
Total	53	43.9	0

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be

Student Attendance

Kalamunda Primary Education Support Centre

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	84%	null%	88.3%	81%	null%	69.5%	83.8%	null%	86.6%
2023	86.6%	null%	90.3%	82.1%	null%	74.3%	86.3%	null%	88.9%
2024	87.1%	null%	91%	81.1%	null%	74.3%	86.7%	null%	89.4%



Our **attendance rate** for 2024 was 86.7% marginally up on our 2023 attendance.

“Each day of school missed makes a difference, with the effect on learning accumulating over time. From an early age, if children are taught that they need to 'show up' for school and make a commitment, this positive mentality aids academic and career success and brings benefits in adulthood.”

Telethon Kids Institute

Post School Destination

In 2024, 12 students graduated to high school.
All student successfully transitioned to 5 different high schools

- Kalamunda SHS ESC 1 students
- Kensington School- 5 students
- Cannington Community ESC- 3 students
- Swan View SHS- 2 students
- Durham Rd School- 1 student



Transition to High School

All students engage in comprehensive transition program to high school.

The journey towards transitioning to high school begins in year 5 with parents being offered tours of many high school options. This allows parent enough time to make an informed judgement of the best environment to continue their educational journey. It also aids in starting our transition plan to high school for our students, having a year to prepare for the important change. All our partner schools work together to ensure a smooth transition occurs.

National School Opinion Survey 2024

This is great evidence that our school is meeting the needs of our students.

Improvement steps would be to increase the number of family participants in gathering feedback and explore other method of gaining information.



In February 2024, KP ESC utilised the standard Department of Education online 'School Survey' tool to seek feedback from our families and our staff.

Our families were asked to rate KP ESC across a number of areas including:

- Student behaviour
- School safety
- Planning
- Parent/staff engagement
- Overall opinion of how successful families feel KP ESC is in delivering a quality education to all students

The 2024 NSOS for **families** revealed a high level of parental satisfaction though only 15 parents responded. 73% of respondents strongly agreed and 27% agreed that they *"could talk to their child's teacher about concerns"*.

In addition, 67% strongly agreed and 33% agreed that *"their child is making good progress at the school."*

These results clearly reflect a positive and engaged school-parent relationship.

Staff Survey

Our staff were also asked to rate KP ESC across a number of areas including:

- Student behaviour
- School safety
- Planning
- Parent/staff engagement
- Relationships

Feedback from our staff across all areas was generally either agree or strongly agree.

Our staff results mirror that of our families, highlighting that *"teachers at this school expect students to do their best"*, that *"parents at this school can talk to teachers about their concerns"* and that *"teachers at this school treat students fairly"*.

Our staff are all proud of our achievements and that of our students stating that *"they too, would recommend this school to others"*.

School Income by Funding Source

Salary

YTD as at 19 Dec

Carry Forward	\$236,439
Student-Centred Funding	\$4,144,566
School Transfers	-\$478,953
Department Adjustments	\$0
Total Funds	\$3,902,051
Period Spend	\$295,393
YTD Spend	\$3,558,546
YTD Balance	\$343,506
Projected Expenditure (HRMIS)	\$3,558,546
Future Planned Expenditure (Planning)	\$0
Forecast Expenditure	\$3,558,546
Forecast Variance	\$343,506

At the end of 2024, KP ESC was in a sound financial position and confidently managed the implementation of the one line budget referred to as the 'Student Centred Funding' model.

Cash

Verified Dec

Carry Forward	\$83,585
Student-Centred Funding	\$20,639
School Transfers	\$477,462
Department Adjustments	\$0
Locally Raised Funds	\$37,203
Total Funds	\$618,889
YTD Spend (Goods and Services)	\$434,908
YTD Balance	\$183,980
Forecast Expenditure	\$609,985
Forecast Variance	\$8,904

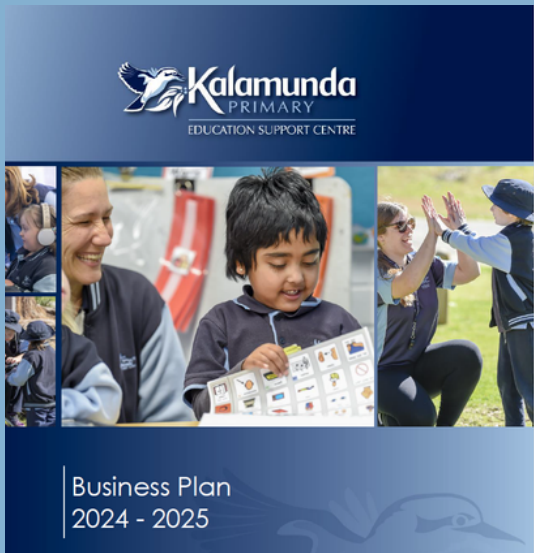
The Finance Committee facilitated the annual budget to ensure that each student's unique educational needs were addressed, with a focus on improving student outcomes.



Note:

The Variance is the amount carried over into the next year's budget
Please note that this financial information is reported in Salary and Cash figures. This salary and cash split of the total Student Centred Funding figure is determined by the Finance Committee to ensure that all students needs are met appropriately

School Priority



In 2024, Kalamunda Primary ESC commenced a new cycle of our Business Plan, with corresponding Operational Plans established for the 2024-2025 period.

At the beginning of the year, the school successfully completed a comprehensive Public School Review, resulting in a positive outcome and a scheduled return review in three years.

During Term 4 of 2024, all staff contributed to the evaluation of our progress against the Operational Plan as part of the Staff Development Day. The insights and feedback gathered during this session have been compiled to inform ongoing planning and improvement efforts.

Literacy

Numeracy

Functional Living



Rationale:

- Literacy is a key priority area at KP ESC, and we are committed to ensuring that all students have the opportunity to develop reading and writing skills.
- Literacy is a fundamental tool that empowers students to express their wants , needs , thoughts and opinions. It also enables them to connect with others socially, build positive relationships, become independent and develop essential life skills necessary for their future success.
- By implementing evidence-based, explicit and high-quality literacy programs and assessments, we will support our students to achieve their individual goals.
- Our staff will be equipped with the knowledge and expertise to deliver consistent and high-quality teaching to maximise the potential of each student.

Communication

Target: All students will have a means of communication

Targets	Met	Not Met
1. Build staff capacity to use AAC and support students with complex communication needs through professional development and in-class mentoring opportunities.	✓	
2. All students will communicate needs and wants	✓	
3. Collaborate with families to provide opportunities to develop their communication partner skills.		✓

Progress against Priority

Strategic Goal: All students will have a means of communication

- Progress:
 - Augmentative and Alternative Communication (AAC) expectations reviewed with all staff.
 - AAC survey completed; support team formed.
 - Tanith Brian delivered targeted professional learning for eye-gaze users.
- Impact:
 - 85% of staff report increased confidence using AAC.
 - 70% of students with complex needs now have AAC tools integrated into daily routines.
- Next Steps:
 - Finalise AAC professional learning for new staff.
 - Begin collaboration with ECU for speech and language workplace program.

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Literacy

Target: All students will have the opportunity to read and write.

Targets	Met	Not Met
1. Develop a clear framework for programs and assessment in literacy.	✓	
2. Upskill staff to deliver effective literacy programs through professional development opportunities.	✓	
3. Develop ongoing data collection system to monitor student outcomes and progress.	✓	

All students will have the opportunity to learn to read and write

- **Progress:**

- Literacy framework developed using ABLES data and current research.
- UFLI manuals purchased and adapted for KPESC students.
- Pilot assessments completed and feedback collected.

- **Impact:**

- Individual literacy goals set for 100% of students.
- Staff report improved clarity in assessment expectations.

- **Next Steps:**

- Full implementation of literacy framework.
- Expand shared reading resources.
- Ongoing staff professional learning on schoolwide literacy programs.

Rationale:

- KP ESC's core commitment is to develop students' literacy, numeracy, functional and independence skills to foster employable adults.
- We believe all students have the right to access learning and develop functional numeracy skills.
- Our goal is to develop a whole school framework for numeracy program and assessment, and to promote an inclusive and accessible math learning environment by building capacity within staff to effectively use evidence-based practices.
- We prioritise accurate monitoring and evaluation of student achievement through data collection to plan and implement meaningful intervention.
- All students will have access to a functional and purposeful curriculum that promotes students' numerical capacity for life.

Numeracy 1

Target: Develop and implement a whole school framework for numeracy and assessment.

Targets	Met	Not Met
1. Interpret and use current assessment data to identify target curriculum levels for future intervention.	✓	
2. Research evidence-based explicit teaching model and direct instruction programs available.	✓	
3. Determine required resources for program implementation		✓
4. Determine a whole school numeracy scope and sequence framework articulation priority skills at each ABLEWA level.	✓	
5. Identify assessments to be used in numeracy program	✓	

Progress against Priority

Achievements:

- Teachers implemented IEPs tailored to individual student needs.
- “Teaching for Impact” strategies trialled in classrooms.
- Research conducted into Brigance, Top 10, Foundation, and Paul Swan resources.

Not Achieved:

- Whole-school scope and sequence not yet developed.
- Brigance assessments not fully implemented.

Staff Suggestions:

- Provide professional development on chosen numeracy program for all staff.
- Deliver professional development on “Teaching for Impact.”
- Engage with other ESCs (e.g., Joondalup) to learn from their models.
- Decide on a school-wide focus to guide scope and sequence development.
- Seek teacher feedback to inform framework design.

Numeracy 2

Target: Build staff capacity to plan, teacher and assess numeracy skills using chosen model and/or program.

Targets	Met	Not Met
1. Plan for and organise staff professional learning to deliver numeracy programs (eg. Explicit teaching model)		✓
2. Collaborate with staff to develop an Explicit teaching model appropriate for our setting following explicit teaching professional development.		✓
3. Establish a numeracy team to support implementation of chosen program and assessment framework (in class mentoring)	✓	

Progress against Priority

Reported Achievements:

- Own class IEPs: Staff are actively using Individual Education Plans to guide numeracy instruction, showing autonomy and responsiveness to student needs.
- Teaching for Impact: This approach is being trialled, indicating a shift toward intentional, outcome-driven instruction.
- Program Research: Staff have explored Brigance, Top 10, Foundation, and Paul Swan resources, demonstrating initiative in identifying suitable evidence-based tools.

Deeper Insights:

- These achievements reflect individual-level engagement, not yet scaled to a whole-school model.
- The use of IEPs and “Teaching for Impact” suggests that staff are ready for structured professional learning, but lack a unified framework or shared pedagogy.
- Research into programs is promising, but without formal evaluation or implementation, it remains exploratory.

Next Steps:

1. Formalise Program Selection: Choose one or two programs based on staff research and suitability for KP ESC.
2. Deliver Whole-School PL: Ensure all staff receive training in the selected model (e.g., Explicit Teaching).
3. Create Peer Support Structures: Establish mentoring teams across Junior, Middle, and Senior levels to support implementation.
4. Monitor Impact: Use shared tools (e.g., data sheets, lesson observations) to track changes in teaching practice and student outcomes.

Rationale:

Our commitment to fostering the growth of independent and employable individuals forms the core of our education philosophy.

Staff consistency is the cornerstone of providing a high-quality educational experience that equips our students with the skills for life beyond KP ESC. The establishment of a well-defined curriculum structure is critical for steering instructional strategies and conducting accurate assessment of student achievement. Our Operational Plan is guided by accountability, with consistent data collection and assessment to promote high expectations of our staff and students.

Resilience

Target: All students will develop the capacity to navigate challenges and setbacks.

Targets	Met	Not Met
1. Use data informed practice for teaching programs and behaviour Education plans where appropriate		✓
2. Develop whole school approach for learning desired behaviour, using common language	✓	

Progress against Priority

Resilience

Achievements:

- Students demonstrated resilience through:
 - Participation in games involving winning and losing.
 - Coping with changes in schedule.
 - Exposure to new experiences.
 - Practising patience and waiting.

Not Achieved:

- Not whole school, only some classes data entered for the Essential Eight assessment.

Staff Suggestions:

- All classes to enter Essential Eight and ABLE data (Self, Self-Emotion, Social).
- Strengthen wellness initiatives through play-based learning (Emily and Sarah).
- Clarify expectations around ABLEs for emotional tracking.

Protective Behaviours

Target: All students will demonstrate an ability to apply Protective Behaviours, fostering a safe and supportive school environment.

Targets	Met	Not Met
1. Develop a scope and sequence for protective behaviours		✓
2. Implement a scope and sequence for protective behaviours.		✓

Progress against Priority

Functional Skills

Protective Behaviours

Achievement

- Awareness and Recognition: Students are beginning to demonstrate protective behaviours through general resilience activities such as:
- Navigating changes in routine.
 - Participating in structured games that involve winning and losing.
 - Exposure to new experiences and managing emotional responses.
- Staff Engagement: Staff have identified the importance of protective behaviours and are actively contributing ideas for improvement, showing a shared commitment to embedding these skills.
- Planning Infrastructure: The operational plan has initiated:
 - Formation of a working party to lead development.
 - Review of current programs and practices across classrooms.
 - Research into whole-school approaches, including integration with the Essential for Living Program.

Not achieved

- No Formal Scope and Sequence: A structured curriculum for protective behaviours is still under development for our school.

Staff Suggestions

- Assign a dedicated staff member or rotate responsibility for protective behaviours across teams.
- Organise incursions and external resources (e.g., Holly Anne Martin).
- Develop and implement a scope and sequence for protective behaviours.
- Create shared classroom resources for consistent delivery.
- Introduce cyber safety and data awareness education

Valid Communication in the Community

Target: Empower all students with knowledge and skills to develop a functional method of speaking that is understood and comprehended by all communication partners.

Targets	Met	Not Met
1. Develop a scope and sequence for Community Access Program, using communication in the community.		✓
2. Implement a scope and sequence for Community Access Program		✓

Progress against Priority

Valid Communication in the Community

Achievements:

- AAC modelling observed through Interactive Whiteboards (IWB) and Key Word Signing (KWS).
- Students engaged in structured communication activities during community access.

Not achieved

- No Formal Scope and Sequence: A structured curriculum for Community Access is still under development for our school.

Staff Suggestions:

- Introduce core boards in community settings to support consistent AAC use.
- Provide AAC training and support for families to reinforce communication at home.
- Increase excursions to teach life skills and apply communication strategies in real-world contexts.
- Develop a whole-school approach to teaching desired behaviours using common language.

Self-care skills and concepts

Target: All students will develop the capacity to perform daily living skills which have an immediate impact on the health and safety of the student.

Targets	Met	Not Met
1. Develop a scope and sequence for Daily living Skills program		✓
2. Implement a scope and sequence for Daily Living Skill program.		✓

Progress against Priority

Self-care Skills

Achievements:

- Students demonstrated independence in:
 - Toileting routines (handwashing, dressing/undressing).
 - Managing lunch boxes and drink bottles.

Not Achieved:

- No Formal Scope and Sequence: A structured curriculum for Community Access is still under development for our school.

Staff Suggestions:

- Allow students more opportunities to problem-solve independently.
- Train additional staff in SOS delivery (e.g., trying new foods, promoting independence).
- Continue embedding self-care routines into daily schedules.



*This School report for the 2024 school year was ratified by the KPESC school Council on the **28th August 2025.***

For more information please contact the Principal Samantha Brassington on 9257 4750

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