



Business Plan 2024 - 2025

Our Commitment:

We will provide opportunities for our students to access education in engaging and motivating learning experiences, setting high expectations for both staff and students to ensure accessible education.

Our objective is to develop students' *literacy, numeracy* and *functional* skills, empowering them for *independence* and enhancing their *employability*.

Our primary focus is to provide comprehensive support for all students to attain our “must haves” skills/concepts, whilst ensuring each student has universal access to achieve success and exposure across all levels – ‘should’ haves, ‘good’ to haves and ‘nice’ to have skills/concepts.

Who are we:

We are the staff of Kalamunda Primary Education Support Centre (KP ESC).

We provide an individualised, engaging and supportive education to students with disabilities from Kindergarten to year 6. Initially established in 1985 as a school for children with Intellectual Disability, our growing enrolment currently includes students with Autism Spectrum Disorder, Global Developmental Delay, sensory impairments and physical disabilities.

Our site is co-located with Kalamunda Primary School (KPS) providing our students with opportunities to socially integrate with their peers. We deeply value our strong relationship with KPS that is supportive of all of our ‘Kalamunda kids’ ensuring every student feels a strong connection and are valued and acknowledged for their contribution to the greater school community.

Each KPESC student has a documented plan that covers the learning areas as prescribed in the WA Curriculum with a focus on providing students with opportunities to become independent in managing their daily needs and be responsible for their behaviour. In addition to an academic curriculum, we also offer specialised programs to meet the global educational needs of each and every student.

All KPESC staff value their relationships with families and work to build and maintain strong supportive relationships. In turn, families support us in our endeavour to provide ongoing valuable and appropriate programs for all students and families. KPESC is proud of the connection we have established with our families and the wider community, and we strive to build partnerships with secondary schools in the Education Support South Metropolitan Network to support our students within and beyond the school.

Message from the Director General, Lisa Rodgers:

“Every student deserves a quality education with opportunities to achieve and progress to the best of their abilities. We owe it to our students to provide access to high quality teaching with the right learning supports in environments where they feel safe and can learn.

That’s why our commitment to **Every student, every classroom, every day**, prioritises quality teaching and learning, student and staff health and wellbeing, attraction and retention of quality staff, supporting students with a disability and supporting Aboriginal students achieving as Aboriginal people.

Our [Focus 2024](#) priorities aim to embed the key elements and practices of our Quality Teaching Strategy. This strategy helps to build a shared understanding of what good teaching looks like, and consistency of delivery, to ensure every student benefits from what happens in our classrooms.”



Literacy

For our students to be as **independent and employable** as possible they:

Must Have <ul style="list-style-type: none">• A means of communication• Opportunity to explore/learn to read and write	Should Have <ul style="list-style-type: none">• Communication competence• Digital skills• Competent communication partners• Social engagement skills
Good to have <ul style="list-style-type: none">• Culturally sensitive communication• Independent communication• The skills to read and write	Nice to have <ul style="list-style-type: none">• Fluent and adaptable communication• Advocates or advocacy skills• The skills to create functional texts• The skills to read for enjoyment• The skills to give speeches

Numeracy

For our students to be as **independent and employable** as possible they:

Must Have <ul style="list-style-type: none">• Turn taking skills• The opportunity to make choices• Numerical concepts and language	Should Have <ul style="list-style-type: none">• Money skills• Use of mathematical tools; calculators, measuring tools• Time concepts
Good to have <ul style="list-style-type: none">• Time management skills• Spatial awareness• Budgeting skills	Nice to have <ul style="list-style-type: none">• Application of numerical skills in the community



Functional Living

For our students to be as **independent and employable** as possible they:

Must Have <ul style="list-style-type: none">• Resilience• Protective behaviours• Valid communication in the community• Self-care skills and concepts	Should Have <ul style="list-style-type: none">• Leisure skills• E-Safety skills• Community access• Appropriate behaviours• Following instructions• Teamwork skills
Good to have <ul style="list-style-type: none">• Risk awareness• Digital literacy• Phone skills	Nice to have <ul style="list-style-type: none">• Self-awareness• Self-management• Planning skills• Independent living skills• Decision making skills• Autonomy• Self-advocacy• Problem solving skills



Essential 8 Skills:

A comprehensive life skills curriculum designed by Patrick McGreevy and Troy Fry (BCBA)

In response to **FOCUS 2024**, our commitment to **Every student, every classroom, every day** drives us to provide students with opportunities to develop the “Essential 8 Skills for Living”. The Essential 8 underpins everything we do.

The Essential 8 Skills include:

- **Making requests:** the tendency to make requests for highly preferred items and activities
- **Waiting:** the tendency to wait when access to items or activities is delayed after a request
- **Accepting Removals, Making Transitions, Sharing, and Taking Turns:** the tendency to accept the removal of preferred items and activities by persons in authority or peers, to make transitions from preferred activities to non-preferred ones, and to share and take turns with preferred ones
- **Completing 10 Consecutive, Brief, Previously Acquired Tasks:** the tendency to complete previously acquired tasks when directed to do so between opportunities to make requests
- **Accepting ‘No’:** the tendency to accept ‘no’ when access to items or activities is denied following
- **Following Directions Related to Health and Safety:** the tendency to follow directions from others that insure safety and that permit safe movement throughout the community
- **Completing Daily Living Skills Related to Health and Safety:** the tendency to perform daily living skills which have an immediate impact on the health and safety of the learner
- **Tolerating Situations Related to Health and Safety:** the tendency to tolerate unpleasant situations which have an immediate impact on the health and safety of the learner



Literacy:

Rationale

Literacy is a key priority area, 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 and 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.

Targets:

Literacy:

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

Communication:

All students will have a means of communication.



Numeracy:

Rationale

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 a 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.

Targets:

Numeracy 1:

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

Numeracy 2:

Build staff capacity to plan, teach and assess numeracy skills



Functional Living:



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.

Targets:



Resilience:

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

Protective Behaviours:

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

Valid Communication in the community:

All staff will empower students with the knowledge and skills to develop a functional method of speaking that is understood and comprehended by all communication partners.

Self-care skills and concepts:

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

