

**2025
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 (6052)

Student Numbers (as at 2025 Semester 2)

[<< 2025 Semester 1 Data](#) [<< 2024 Semester 2 Data](#) [<< 2024 Semester 1 Data](#)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(3)	7	9	9	9	11	12	6	66
Part Time	6								

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

	Kin	PPR	Pri	Sec	Total
Male	6	6	37		49
Female		1	19		20
Total	6	7	56		69

	Kin	PPR	Pri	Sec	Total
Aboriginal	1		5		6
Non-Aboriginal	5	7	51		63
Total	6	7	56		69

Copy Options

Over the past few years our student numbers have steadily increased. Our capacity number of students at this stage is 69. We have had only 6 students graduate this year. Kalamunda continues to be a highly desirable school as we are the only primary education support facility in the eastern suburbs.



Workforce Composition



2025 • Kalamunda Primary Education Support Centre Staff



Kalamunda Primary Education Support Centre (6052)

Staff Information

	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	9	7.1	0
Total Teaching Staff	9	7.1	0
Allied Professionals			
Clerical / Administrative	3	2.7	0
Other Allied Professionals	34	28.4	0
Total Allied Professionals	37	31.0	0
Total	48	40.1	0

Copy Options

Student Attendance

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
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%
2025	83.5%	null%	90.7%	86.2%	null%	73.2%	83.7%	null%	89.1%

Our **attendance rate** for 2025 was 83.7% marginally lower than our 2024 attendance.

Attendance outcomes reflect the complex medical and therapeutic needs of our student cohort. Most absences are attributable to documented medical appointments, treatment, hospitalisation, or recovery time. These factors are inherent to an education support context and are not indicative of reduced engagement. The school continues to support families to maximise attendance while prioritising student health and wellbeing.



Post School Destination



In 2025, six students graduated to high school. All student successfully transitioned to four different high schools

- Kalamunda SHS ESC- 3 students
- Kensington School- 1 students
- Cannington Community ESC- 1 students
- Swan View SHS- 1 students



Transition to High School

All students engage in comprehensive transition program to high school.

The transition journey to high school begins in year 5 with parents being offered tours of many high school options.

This allows parents enough time to make informed decisions about the environments best suited to their child's education, while enabling effective planning between partner schools to ensure a smooth transition.

2025 Survey Results

Staff and Parent Feedback

Staff Survey

Our 2025 Staff Survey shows that staff are very positive about our school. They believe we provide a high-quality education in a safe, supportive and inclusive environment.

Staff reported that:

- Students feel safe, cared for and supported
- Teaching is strong, with high expectations for all students
- The school is well led and focused on improving outcomes
- Most staff are happy with the school and would recommend it to others

Overall, results show a strong and shared commitment to helping every student succeed.

What We Are Doing Well

- High-quality teaching
- Staff are committed to helping every student achieve their best and work hard to meet individual learning needs.
- Student wellbeing and safety
- Students are supported to feel safe, happy and ready to learn. Positive relationships are a key strength.
- Strong leadership and positive culture
- Staff feel the school is well run and focused on continual improvement.

What We Are Working On

- Listening to staff feedback
- We will continue to improve how staff share ideas and how feedback is acted on.
- Supporting staff wellbeing
- We will strengthen support to ensure all staff feel valued and supported in their roles.
- Connecting with families and community
- We will continue to build stronger partnerships to support student learning.

What This Means

- Our school is performing strongly in teaching, leadership and student wellbeing
- We are committed to ongoing improvement
- We will continue working closely with staff, families and the community

2025 Survey Results

Staff and Parent Feedback

Parent Survey

Overall results indicate very strong parent satisfaction across all areas of the school. Survey scores ranged from 4.1 to 4.7 out of 5, reflecting consistently positive feedback. Parent participation also increased significantly, with responses rising from 15 in 2024 to 27 in 2025, further strengthening the reliability of the data. Parents expressed high levels of confidence in the quality of teaching, student wellbeing, and the effectiveness of school leadership.

What Parents Value Most

Teaching Quality

- Teachers are caring, fair and effective
- Strong trust in staff capability
- Highest rating: Teacher quality (4.7)

Student Wellbeing

- Children feel safe and supported
- Positive behaviour and relationships
- Safe learning environment is a key strength

Student Learning

- Students are making good progress
- Learning needs are being met
- Teachers motivate students to learn

Leadership

- School is well led and organised
- High satisfaction with education quality
- Most parents would recommend the school

Home-School Partnerships

- Parents feel listened to
- Strong communication with teachers
- Positive working relationships

Our Focus Areas

Parent Voice

- Continue improving how feedback is gathered and used

Community Connections

- Strengthen links with the wider community

Student Engagement

- Continue to build enjoyment and connection to school

What This Means

- Strong confidence in our school
- High-quality teaching and support
- Ongoing commitment to improvement

School Income by Funding Source

Kalamunda Primary Education Support Centre

Operating Statement

	Actual
REVENUE	
Student-centred Funding (incl adjustments)	4,409,597
Locally Raised Income (incl Transfers)	23,852
Total Revenue	4,433,448
EXPENDITURE	
Salaries	3,865,957
Goods and Services (incl non cash)	481,535
Total Expenditure	4,347,492
Operating Surplus/(Deficit)*	85,957

*The school transitioned to a new finance system during 2025. Any operating deficit reflects an accounting (accrual) deficit, not a cash shortfall, and will be funded from prior year operating funds (previously referred to as Carry Forward).

Balance Sheet

ASSETS	
Operating Cash	231,216
DDG/Reserved Cash	132,612
Unspent Salaries Allocation	361,414
SCFM and Accounts Receivables less Doubtful	
Debts Provision	(176)
Property, Plant and Equipment less Accumaltive	
Depreciation	4,358
Other Assets	3,099
Total Assets	732,523
LIABILITIES	5,247
EQUITY	727,276
Total Libailities and Equity	732,523

In 2025, our school was chosen as one of three pilot schools to transition first to the full Kaartdijin solutions for finance and enrolments.

At the end of 2025, 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.

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.

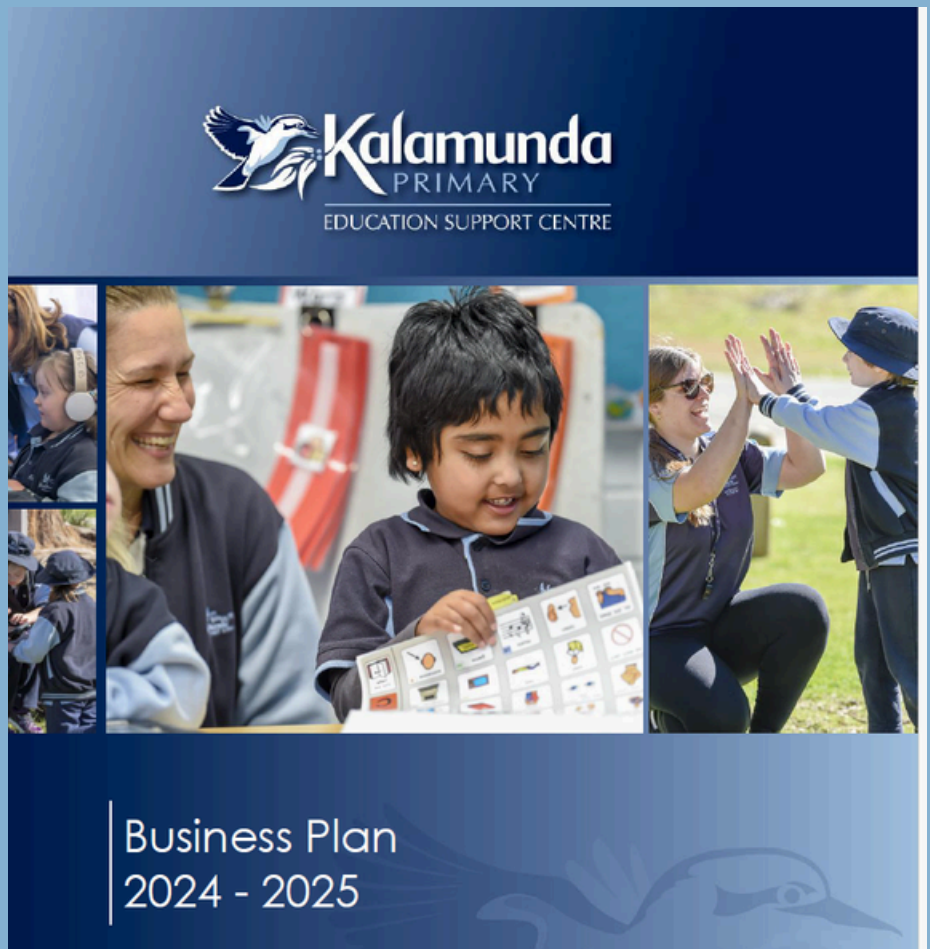


School Priority

Literacy

Numeracy

Functional
Living



In 2025, Kalamunda Primary ESC completed the final cycle of our Business Plan, supported by Operational Plans for the 2024-2025 period.

During Term 4 of 2025, 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.

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 students to connect with others socially, build positive relationships, become independent and develop essential life skills necessary for 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 partnership skills.		✓

Summary

Communication is a developing strength within the school, with increasing staff confidence and improved student access to AAC systems. Future work will focus on strengthening consistency, expanding staff capability, and embedding robust assessment and data practices to ensure all students can effectively communicate.

• **Progress:**

- Augmentative and Alternative Communication (AAC) expectations were reviewed and clarified with all staff.
- Targeted professional learning was delivered by Tanith Brian, with a focus on AAC users.
- Staff are increasingly using observations and communication data to monitor student progress, though consistency varies through Roadmap of Communicative Competence (ROCC) assessment.

• **Impact:**

- 85% of staff report increased confidence in using AAC, reflecting the positive impact of targeted professional learning.
- 70% of students with complex communication needs now have AAC systems integrated into daily classroom routines.
- Communication is increasingly recognised as a critical foundation for learning, supporting engagement, behaviour, and access to curriculum.
- Staff report improved awareness of the importance of modelling communication (AAC, verbal and key word sign).

• **Challenges Identified:**

- Need for greater consistency in AAC implementation across classrooms
- Variability in staff knowledge, confidence, and training
- Limited use of formal communication assessment tools
- Inconsistent modelling and use of AAC systems, particularly with relief and new staff
- Communication data is often informal, inconsistent, or not systematically recorded

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.	✓	

Literacy remains a key strength of the KPESC, with strong staff confidence and clear systems emerging to support consistent teaching and assessment.

Ongoing work will focus on embedding whole-school practices, strengthening data systems, and ensuring all programs are responsive to the diverse needs of students.

- **Progress:**

- A whole-school literacy framework was developed using ABLES data and current research to ensure evidence-based practice.
- UFLI manuals were purchased and adapted to meet the diverse needs of KPESC students.
- Pilot literacy assessments were completed, with staff feedback used to refine implementation.
- Staff are using a combination of student work samples, assessment data, and observations to monitor progress, reflecting increasing alignment in practice.

- **Impact:**

- 100% of students have individualised literacy goals, aligned to ABLES and classroom programs.
- Staff report improved clarity and consistency in assessment expectations, supporting more targeted teaching.
- Literacy is identified as a key strength across the school, supported by strong staff confidence and consistent opportunities for student engagement.
- Increased focus on foundational and functional literacy skills (e.g. phonics, communication, requesting) has strengthened student access to learning in other curriculum areas.

- **Challenges identified:**

- Need for greater consistency in data collection and tracking across classrooms
- Some programs (e.g. UFLI) require adaptation to suit the diverse needs of students
- Variability in staff experience impacts consistency of delivery
- Time constraints and staffing changes affect consistent monitoring of student progress

School Priority

Numeracy

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		✓

Numeracy 2

Target: Build staff capacity to plan, teach 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)	✓	

School Priority

Summary

Numeracy

Numeracy has been identified as a key priority for development, with staff feedback and school review processes highlighting the need for a consistent, whole-school approach. While initial research and trial strategies have been undertaken, future work will focus on establishing a clear numeracy framework, strengthening staff capability, and ensuring all students have access to structured, effective numeracy instruction.

Achievements:

- Teachers implemented Individual Education Plans (IEPs) tailored to individual student needs, including numeracy goals where appropriate.
- “Teaching for Impact” strategies were trialled in classrooms to support targeted instruction.
- School wide assessment of Foundation Skills testing including numeracy commenced.
- Math resource kits were created and distributed to classroom.
- Research was undertaken into a range of numeracy resources and frameworks, including Brigance, Top 10, Foundation programs, and Paul Swan resources, Joondalup Maths and ABLES assessment to inform future planning.
- Staff are using a range of evidence sources, including observations, work samples, and assessment data, although these are not yet applied consistently across the school.

Not Achieved:

- A school-wide program was not identified, despite staff recognising the need for a structured and consistent numeracy approach.

Next Steps

- Develop and implement a whole-school numeracy framework, including a clear scope and sequence
- Select and embed an agreed, evidence-based numeracy program
- Progress full implementation of Brigance assessment (or equivalent) across all classes
- Strengthen consistent data collection and tracking of numeracy progress
- Engage with other ESCs (e.g. Joondalup) to benchmark effective practice and models
- Seek ongoing teacher feedback to inform framework design and ensure practicality
- Provide targeted professional learning to build staff capability in numeracy instruction

School Priority

Functional Skills

Rationale:

Functional living skills remain a critical focus area, with staff recognising their importance for student independence and long-term outcomes.

Future work will centre on building a consistent whole-school approach, strengthening staff capability, and ensuring these skills are explicitly taught and effectively monitored. The evolving READY program

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 behavioural, using common language	✓	

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.		✓

Not Achieved:

Targets were not fully achieved as the scope and sequence for the school-wide program is still under development; however, key concepts were introduced and taught to students throughout the year.

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		✓

Not Achieved:

Targets were not achieved as school priorities shifted during the year, resulting in a reduced emphasis on the Community Access Program and the development of its scope and sequence. As a result, time and resources were redirected to higher priority areas, limiting progress in implementing a structured approach to community-based communication skills.

Self-care skills and concepts

Target: All students will develop the capacity to preform 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.		✓

Targets were not fully achieved across the whole school as the development and implementation of a formal scope and sequence for the Daily Living Skills program remained in progress. While consistent, structured documentation was not finalised, students continued to develop independence in key areas such as toileting routines, handwashing practices, daily living skills (ie dressing and mealtime management skills) and dressing. Additionally, progress was made through the introduction of the Essentials for Living Essential Eight curriculum, which was implemented with a group of READY students. This shift towards a more targeted, individualised approach impacted the establishment of a whole-school framework.

Staff recognise the importance of resilience, protective behaviours, and developing self-care and independence skills.

Many classrooms incorporate functional goals within IEPs and support real-life skill development, with a positive overall view that students are building independence over time.

Achievements:

- Functional living skills embedded within IEPs across classrooms
- Increasing recognition of the importance of Self-care, Protective Behaviours Concepts and Independence Skills.

Impact:

- Students are developing greater independence and engagement in everyday tasks
- Staff awareness of functional needs has increased
- Growing emphasis on preparing students for real-world and post-school outcomes

Next Steps:

- Develop a whole-school functional living skills framework
- Embed explicit teaching of life skills within timetables
- Strengthen data collection and tracking systems
- Provide targeted professional learning in functional skill development
- Ensure consistent expectations across all classrooms

New initiatives 2025

Student leaders

In 2025, our school proudly introduced its inaugural student leadership team, comprising Year 6 students Gracie Moore and Riley Farmer, and Year 5 students Lettie Taylor and Alex Hosiet Butler. This new role was established to provide a strong and authentic voice for students across the school, while also promoting and modelling our school values of Care – the Kind Kookaburra, Respect – the Polite Possum, Learning – the Curious Quenda, and Community – the Buddy Bilby. The student leaders embraced their roles with enthusiasm, supporting their peers and contributing positively to school life. A key part of their leadership was assisting with and running the weekly values assembly each Friday afternoon, where they celebrated student achievements and reinforced the importance of living our values every day. Their leadership set a positive tone for the school community and established a strong foundation for student voice in the years to come.

Website

New in 2025 was the establishment of our school website, providing a central and accessible platform to share important information, celebrate achievements and strengthen communication with our community. The website reflects our KPESC values and proudly promotes our school motto: “Where every heart is valued, every mind empowered and every voice heard.” It has become an important tool for keeping families informed and connected, while showcasing the vibrant learning culture and strong sense of belonging within our school.

KPESC READY Program

In 2025, KPESC expanded its specialised programs to better support diverse student needs through Functional Behaviour Education and the introduction of the Essentials for Living (EFL) framework. EFL focuses on developing key functional life skills for students with moderate to severe disabilities, including communication, daily living, safety and social skills. This complements the KPESC READY Program—Regulation, Education, Autonomy, Daily-living and You—which provides highly individualised support for students through their IEPs. Together, these programs emphasise practical, meaningful skill development embedded in everyday routines, supporting students to build independence, confidence and positive engagement across all areas of school life.

2025 The Year In Review

Campus events

Welcome picnic

Colour Run

Easter Hat parade

Cross country

Book Week - Worm activity

Term dress up days

Events

ESSN Camp for Years 4-6

Pirates day

Sensorium- "Big Rain Coming"

Performance Assembly

International day of people with disabilities

Incursions

National Stimulantous Story time- The Truck Cat

Emergency Services Visits

Cuddly Animal Farm

West Coast Eagles -Football clinic



Our Year in Review



Welcome Picnic



Colour Run



Emergency Services Visit



Easter Hat Parade



Sensorium



Performance Assembly

Our Year in Review



Celebrating National Days



WCE Football Clinic



Meeting WCE Players



Book Week - Worms



Cross Country

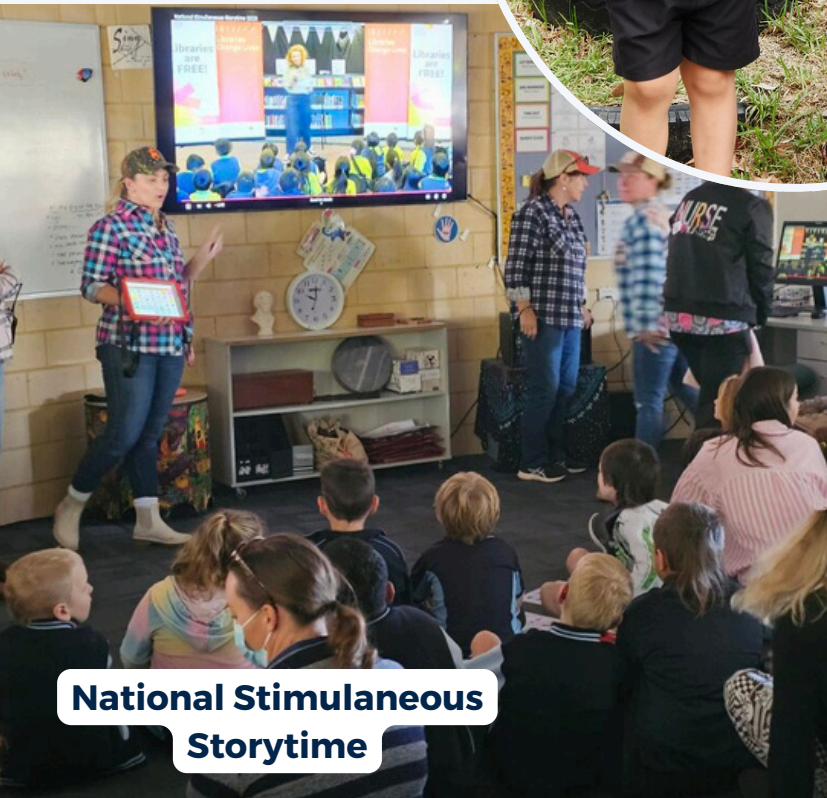
Our Year in Review



Awards Ceremony



International Day of Disabilities



National Stimulaneous Storytime



Book Week

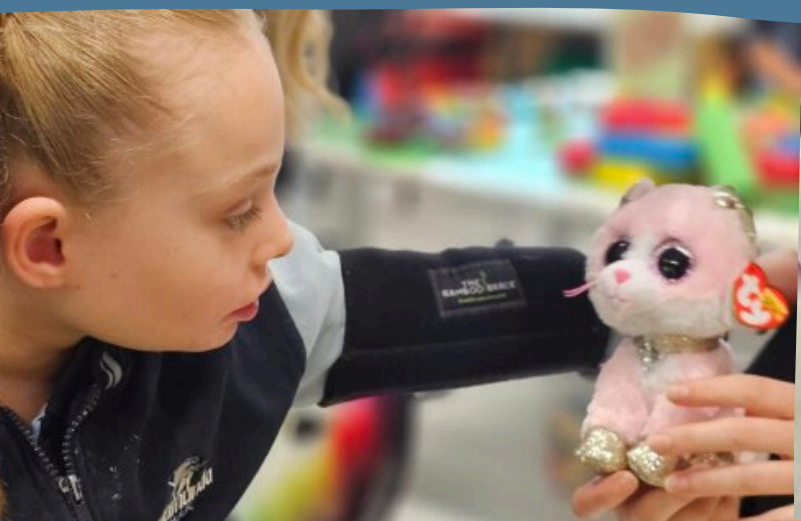
KPESC



'Every heart is valued,



Every mind is empowered,



And every voice is heard'.



*This School report for the 2025 school year was ratified by the
KPESC School Council on the 18th June **2026.***

*For more information please contact the
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Kalamunda Primary Education Support Centre

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