

OUR SCHOOL

Nestled in the Perth Hills, our name reflects Noongar heritage: “Cala” (home) and “Munda” (in the forest). Since 1985, KPESC has provided high-quality, individualised education for students from Kindergarten to Year 6 with diverse disabilities. Guided by our values—Care, Community, Respect, and Learning—we create a safe, inclusive environment where every child can achieve their personal best.

Located on a shared campus with Kalamunda Primary School, we foster belonging through joint events and shared traditions, ensuring all “Kalamunda Kids” grow and thrive together. Our team of educators deliver evidence-based programs tailored to individual needs, including whole-school literacy support, Alternative and Augmentive Communication(AAC) including Auslan , and Keyword Sign.

The TEACCH framework and the Essentials for Living (EFL) framework serve as the guiding principles for meeting the diverse needs of students with disabilities. These frameworks establish the pre-conditions for positive learning, ensuring teaching for impact by, focusing on functional skills and well-being through strength-based approaches. In partnership with families and therapists, we design pathways that build independence and celebrate every achievement.



VISION & VALUES



At KPESC, every heart is valued, every mind is empowered and every voice is heard. We are committed to fostering an inclusive and nurturing environment where each student is empowered to thrive academically, socially and emotionally through a partnership with our community, we strive to provide every individual with the opportunity to succeed.



ALIGNMENT WITH THE DEPARTMENT OF EDUCATION STRATEGIC PLAN

This Business Plan has been developed in direct alignment with the Department of Education’s Plan for Public Education in Western Australia.

It reflects the Department’s strategic directions, priorities and commitments to improving student achievement, strengthening high-quality teaching and leadership, and building strong, inclusive school communities.

By translating the Department’s system-level goals into local actions and targets, this Business Plan ensures our school’s strategic focus, resource allocation and improvement initiatives are cohesive, evidence-informed and responsive to the needs of our students and community.



The Kalamunda Way: Frameworks that Drive Student Success



Kalamunda Primary ESC's reputation as a high-performing school is built on a clear, evidence-based pedagogical approach.

The TEACCH framework and the Essentials for Living (EFL) framework serve as the guiding principles for meeting the diverse needs of students with disabilities. These frameworks establish the pre-conditions for positive learning, ensuring teaching for impact through:

- Predictable learning environments supported by well-structured routines that reduce anxiety and promote engagement.
- Differentiated instruction and a tiered support model that address individual learning needs and enable equitable access to meaningful and purposeful learning opportunities.

This is The Kalamunda Way—a commitment to structured, inclusive, and responsive teaching practices that empower every student to achieve academic success, develop independence, and thrive socially and emotionally.

In addition, we are committed to being a culturally responsive school with a strong ethos of respecting and valuing diversity. We promote collaborative relationships between staff, Aboriginal students, their families, and communities to support learning and improve educational outcomes. By creating welcoming environments that respect cultures, languages, and worldviews, we foster belonging and holistic development for all students.

CURRICULUM



1.1

By 2028, students demonstrate year on year growth in literacy achievement using the KPESC Literacy Assessment.

Key Actions and Strategies

- Establishing a KPESC Literacy Assessment and administering
- Moderating ABLEWA English according to the below schedule: Reading and Viewing (2026), Writing (2027) and Speaking and Listening (2028)

1.2

By 2028, students are engaged in a school wide numeracy program which supports year on year growth.

Key Actions and Strategies

- Implementing a whole school numeracy program
- Establishing an assessment for numeracy and administering
- Moderation of ABLEWA Mathematics according to the below schedule: Number and Algebra (2026), Measurement and Geometry (2027) and Statistics and Probability (2028)

1.3

By 2028, all students will demonstrate increased competence using their preferred and multiple modes of communication.

Key Actions and Strategies

- Annually administering the Roadmap of Communicative Competence (ROCC) Assessment Tool.

FUNCTIONAL BEHAVIOUR



2.1

By 2028 all students will have access to individualised tier behaviour intervention strategies to safely engage in all aspect of the school environment.

Key Actions and Strategies

- All teachers developing Happy, Relaxed and Education profile for every student, outlining strategies that create optimal learning conditions.
- Creating behaviour profiles and intervention tools for each tier within the school-wide framework. Collaborating with teaching staff and PBS practitioners to develop behaviour profiles for identified students using school -wide behaviour data.
- Build staff capacity through professional learning in Functional Behaviour Assessment (FBA's) coaching and observation
- Monitoring progress through an annual decrease in physical intervention.

2.2

By 2028 all students will demonstrate year on year growth in their functional life skills using the Essentials for Living framework.

Key Actions and Strategies

- Administering the Essentials for Living Quick Assessment annually.
- Increasing staff capacity through staff professional learning on behaviour education, supported by coaching and observation lead by Program Coordinator - Student Services and Student Support Officer.

FUNCTIONAL BEHAVIOUR

2.3

By 2028 all students requiring Teir 3 functional behaviour support will participate in the KPESC READY Program to develop essential functional skills for independence, and safe engagement in daily routines.

Key Actions and Strategies

- Implement a school-wide systematic referral and eligibility framework
- Implement a pre-foundational skills curriculum

WELLBEING



3.1

By 2028 all students demonstrate an ability to apply Protective behaviours concepts through a whole school program.

Key Actions and Strategies

- Implementing a school wide protective behaviours scope and sequence framework.
- Monitoring IEP goal achievement data.
- increasing staff capacity to teach protective behaviour effectively through professional learning and coaching.

3.2

By 2028 all students will have access to school wide social and emotional strategies to increase participation all aspects of the school environment.

Key Actions and Strategies

- Implementing a school wide a tiered approach to cater for the individual social and emotion needs
- Moderation annually of ABLES personal and social capabilities as set in schedule: 2027 self, 2028 social and emotional.
- Tracking increases in whole school PBS values tokens (Buddy Bilby) linked to social- emotional growth.

KPESC

'WHERE EVERY HEART IS VALUED'

EVERY MIND EMPOWERED,

AND EVERY VOICE IS HEARD"

2026-2029



Kalamunda
PRIMARY

EDUCATION SUPPORT CENTRE