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Our Purpose

Albany Secondary Education Support Centre is committed to providing a safe, caring and supportive environment where students are empowered to achieve their social, emotional and academic potential; leading to positive relationships both in and beyond school.

We foster an inclusive environment that provides opportunities for all students to develop independence for life and actively contribute to society.

Our Positive Behaviour expectations are to be:

Our values and expectations are of all students and staff. They encompass the positive behaviours and attitudes that are explicitly taught at ASESC to ensure students understand them and how they relate to everyday life in the community. They underpin our everyday functioning and guide our future planning for student education.



Our students participated in Clean Up Australia Day as part of their efforts to foster, support and promote conservation efforts.



It is with great pride that I present my first annual report as the substantive Principal of Albany Secondary Education Support Centre, following over a year serving in the role in an acting capacity. I am deeply grateful for the trust placed in me and proud of the collective progress our school community has achieved throughout 2025.

This year has been one of consolidation, clarity, and forward momentum. A key milestone was the appointment of Kate Spry as our substantive Deputy Principal. Kate's leadership has brought strength, consistency, and a shared commitment to improving outcomes for our students.

A significant focus for 2025 has been strengthening our teaching and learning capacity. We have seen an increasing number of staff achieve their Trainer and Assessor qualifications, which has positioned us to expand our delivery of in-house, TAFE-recognised certificate courses in 2026. This is a major step forward in providing meaningful, future-focused pathways for our students.

We have also undertaken important work in refining our whole-school literacy approach. Through careful evaluation, we identified the need for a more structured and consistent Tier 1 literacy framework and made the decision to adopt the SRA Mastery suite as our comprehensive literacy program. This will provide a strong foundation for improving student outcomes across all learning areas.

In the area of school culture, 2025 marked the completion of our first year partnering with Real Schools to embed a restorative practices approach. Early indicators suggest we are trending in a positive direction, with improvements in behaviour, student engagement, and the consistency of staff practice. While this work will continue, we are encouraged by the cultural shift beginning to take hold.

This year also saw the development and ratification of our new Strategic Direction Business Plan. Through this process, we worked closely with our Board to identify clear priorities that will guide our work over the coming years. As part of this, we established a new vision statement: Shaping Inclusive Futures, alongside our core values of Connect, Belong, Nurture, and Surpass. These statements reflect who we are as a school and the aspirations we hold for every student.

Supporting students with complex needs has remained a central priority. We have trained an additional 12 staff in Therapeutic Crisis Intervention, strengthening our capacity to respond effectively to Tier 3 behaviour and wellbeing needs. This investment in staff capability ensures we are better equipped to provide safe, supportive, and responsive learning environments.

We have also successfully secured funding and completed key infrastructure works to better meet the needs of our students, particularly those with complex and diverse requirements. These improvements enhance both accessibility and the quality of the learning environment across our site.



I would also like to take a moment to acknowledge the personal support I have received from our school community throughout this year. 2025 brought with it a significant personal tragedy, and during that time, the school provided me with a strong sense of purpose in what were some of my most difficult moments. The care, understanding, and support shown by my colleagues, our students, families, and the broader community made it possible for me to continue in this role and for all that we have achieved this year to be realised. For that, I am sincerely grateful.

None of this work would be possible without the dedication of our staff, the support of our families, and the guidance of our Board. Together, we are building a school culture grounded in high expectations, strong relationships, and a commitment to continuous improvement.

I look forward to continuing this work in 2026 as we build on the strong foundations established this year.

Haydn Mansell

Principal, Albany Secondary Education Support Centre



Haydn Mansell, Principal with ADESC students and staff preparing for the ANZAC Day.



ADESC's School Board provided input to the school's strategic direction meeting every term throughout 2025. The board's activity culminated with endorsing a renewed Business Plan for the 2026 onward cycle, school values and vision statement "Shaping Inclusive Futures".

New directions arising from the 2024 Public School Review were a focus for the board, including strategies to enhance school communication with parents, strengthening the board's relationship with school leadership and input to expanding endorsed, recognised programs for students.

School staff presented updates to the board on innovative programs including MacQlit, Heart Foundation Grant and Mountain Bike Program. With Real Schools and Unity Through Culture initiatives to enhance restorative and cultural responsiveness practices.

Our School Board Chair Brian Appleby played an important role in shaping the school's future as a member of the recruitment panel who appointed Haydn Mansell as ADESC's successive substantive principal following the retirement of long serving Karen Campbell.

Noting of the 2025 One Line Budget and Funding Agreement as well as setting 2026 Contributions and Charges and Personal Items Lists were also undertaken by the Board.

ADESC Board

Community Representatives:

Brian Appleby (Chair)

Amy Eaton

Lee-Anne Smith (TAFE Great Southern)

Amanda Porter (Woolworths Bayonet Head)

Hayley Warren (Great Southern Navigation and Support)

Parent Representatives:

Brodie Storey

Kylie Sexton

Kylie Owen

Staff Representatives:

Haydn Mansell (Principal)

Kate Spry (Deputy Principal)

Lia Shavian (Executive Officer)



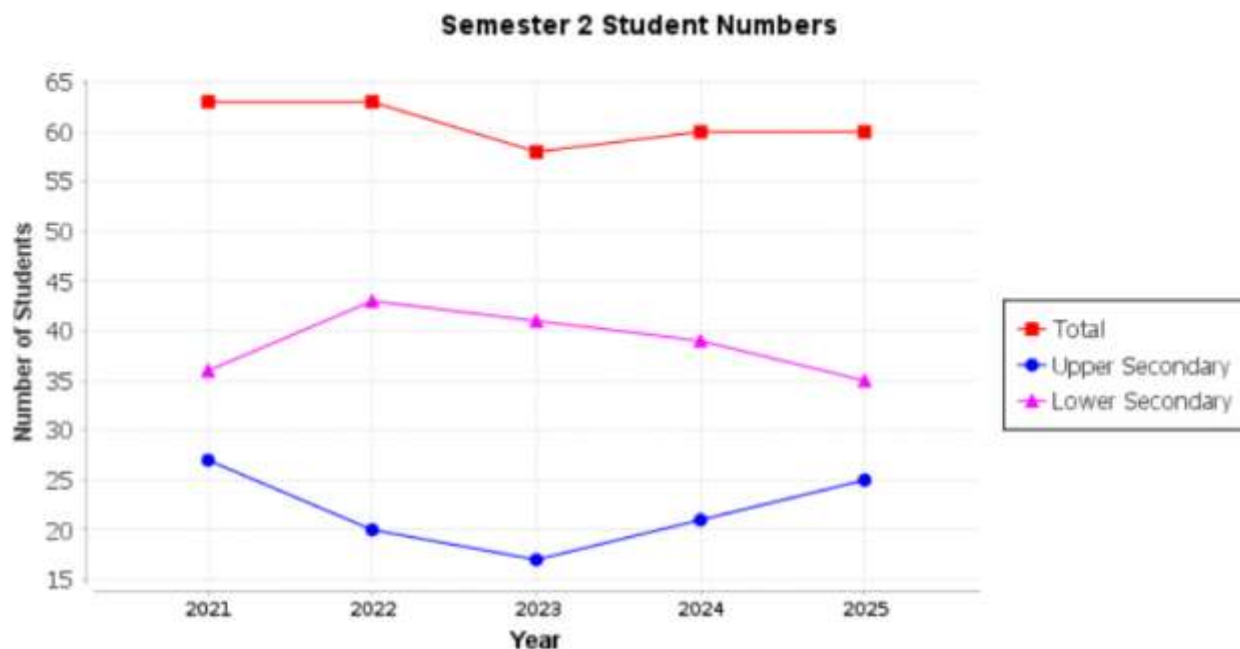
The graphic below demonstrates how programs and strategies support students to demonstrate personal excellence and the school to deliver best practice in education for students.



Student Information in 2025



Student Numbers



Semester 2	2021	2022	2023	2024	2025
Lower Secondary	36	43	41	39	35
Upper Secondary	27	20	17	21	25
Total	63	63	58	60	60

Note

The graph and table include only full-time students.
Lower Secondary includes Year 7 to Year 10 students.

Student Attendance

Most students attend regularly, however due to the nature of the students in our school, including several students with severe medical and mental health conditions, our attendance rates are often lower than that of other West Australian public schools.

We follow the Department of Education policy; for example, we call all parents of students who have unexplained absence. We take a very supportive, relationship-based role with attendance, including having teachers follow up with unwell students, supportive phone calls, home visits, send work home when it is appropriate, and have transitional timetables for preferred learning areas for students who have very low attendance rates.



In 2025, all relevant parents and carers were given the opportunity for their child to participate in NAPLAN at Albany Secondary Education Support Centre. Seven students participated in the assessment, with the remaining students exempted.

Workforce

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	1	0.4	0
Other Teaching Staff	11	10.2	0
Total Teaching Staff	12	10.6	0
Allied Professionals			
Clerical / Administrative	7	6.0	0
Other Allied Professionals	34	26.7	0
Total Allied Professionals	41	32.7	0
Total	56	46.3	0



Student Councillors

A new Student Council is selected each semester, with a student from each classroom chosen to represent their peers and the school community. This process is both rigorous and empowering. Students are nominated by their classmates and then elected through a democratic vote, giving everyone a direct voice in choosing their leaders. Once elected, each Councillor signs a contract outlining the qualities and behaviours they are expected to demonstrate and model for others. Each Councillor receives a personalised Student Councillor badge, symbolising their commitment to leadership and service.

Councillors attend regular meetings that serve as a vital platform for student representation, allowing them to raise issues, share ideas, and provide feedback on behalf of their classmates. These discussions ensure that students have a meaningful impact on school life, with their voices heard and valued in the school's decision-making.

In their daily duties, Student Councillors are responsible for raising and lowering the three school flags and leading assemblies. These tasks help develop their public speaking and leadership skills, empowering them to take ownership of their school experience and fostering a strong sense of community.

One of the highlights of 2025 was the ANZAC service, organized and hosted by the Student Councillors. The entire school attended, along with local veterans from the RSL as guest speakers, showcasing the ability of student leaders to connect the school with the wider community.



The student council voting process involves all students casting a vote for their preferred student leader.



Our Student Councillors played an active role in raising funds for Epilepsy Awareness



The 2025 Student Councillors organised a whole school ANZAC service.

Student Support and Wellbeing Team



ASESC continues to place a strong emphasis on pastoral care, Positive Behaviour Support (PBS), and the wellbeing of both students and staff. As a recognised PBS school, we understand the significant impact that trauma, disability, and developmental differences can have on students' regulation, learning, and engagement. In 2025, we further strengthened our integration of trauma-informed practice within our PBS framework, ensuring that staff consider the feelings, needs, and sensory factors that underpin behaviour. These understandings guide our planning, support, and daily interactions.

A major focus this year was the upskilling of staff through successful four-day Therapeutic Crisis Intervention training for 10 key team members, delivered in partnership with the School of Special Educational Needs: Behaviour and Engagement. Additionally, the commencement of a three-year partnership with Real Schools marked a significant step forward in aligning whole-school behaviour practices, strengthening restorative approaches, and enhancing our overall school culture.

The Student Support and Wellbeing team is led by a Deputy Principal and School Psychologist and is supported by the school Chaplain and a highly skilled team of Education Assistants. Together, the team delivers a broad range of supports including:

- Responding to and supporting dysregulated students
- Developing behaviour plans, risk management plans, escalation profiles, and standard operating procedures
- Leading complex case management
- Coaching and training staff in behaviour, regulation, and wellbeing
- Facilitating interagency collaboration
- Recording, analysing, and responding to behaviour and wellbeing data
- Delivering small-group and individual Social and Emotional Learning programs
- Communicating regularly with parents and carers regarding support needs
- Providing mentoring and supportive conversations for students



Bush Rangers



The Albany Secondary ESC Bush Rangers have further strengthened their valued community partnerships throughout the year. Working together, they have supported and advanced conservation initiatives in Kinjarling (Albany). Their enthusiasm and dedication have contributed significantly to the restoration and protection of boodja, from the bush to the sea. The Bush Rangers have also shown a strong commitment to raising awareness of local environmental issues and have actively participated in impactful conservation projects.



Within their patch, the Bush Rangers have:

- Explored conservation efforts to save the rarest marsupial in the world, the Gilbert's Potoroo, found in Two People's Bay,
- Walked on boodja to learn Kaartdijin with Menang Elders,
- Investigated Albany's whaling history,
- Viewed whales aboard the Albany Ocean Adventures vessel,
- Gained an understanding of current conservation efforts to assist the Southern Right Whales, Humpback Whales, and Blue Whales.
- Participated in a walk and talk at Lake Seppings on South Western Snake-Necked Turtles,
- Uploaded data to TurtleSAT, a citizen science initiative,
- Gained a deeper appreciation for the importance of bees,
- Built native bee hotels,
- Made sustainable beeswax wraps to support waste reduction,
- Visited the Albany Recycling Facility to learn more effective ways to reduce, reuse, and recycle,
- Participated and uploaded findings for School Clean Up Day,
- Participated and uploaded findings in the Great Aussie Bird Count,
- Gained an understanding of the importance of trees in providing food and nesting hollows for the Black Cockatoos (Red-tailed, Baudin's, and Carnaby's),
- Removed marine debris from Middleton Beach, Salmon Holes, Mutton Bird, and Cosy Corner,
- Investigated the impacts of microplastics on the environment,
- Removed invasive weed species from Barmup Rocks and the nature reserve behind ADESC,
- Revegetated sections of Barmup Rocks and Lake Seppings by planting native seedlings,
- Practiced sustainable fishing practices through catch and release, the reel-it-in bin project, and navigated their environment to complete orienteering courses.



Twenty-two (22) students have participated in the Bush Rangers program into two classes throughout the year, with an additional two (2) students trailing the program in semester two. A significant number of learning opportunities and volunteer hours have been completed over 2025.



Bush Rangers



COMPLEX DIVERSE NEEDS BUSH RANGERS CLASS

The program has been thoughtfully redesigned to encourage increased participation, independence, communication, and learning. Importantly, the school has proactively responded to the wide-ranging needs of the Complex Diverse class by allocating additional staff to support significant learning adjustments and student safety.

Benefits of the redesign have included:

- A photographic portfolio supports understanding, establishes routines, supports revision, and provides evidence of learning
- The portfolio creates meaningful opportunities to share achievement with families and caregivers.
- Observable increased engagement in all learning activities by the Bush Rangers
- Increased willingness to participate in learning at off-site locations
- Reduce transition time between the classroom and the bus, enhancing off-site participation time.
- Participation and engagement in creative hands-on experiences tailored to needs.
- A visual checklist supports the growth of independence.



Bush Rangers



Bush Ranger Camps

Outside the Albany region, the Bush Rangers enjoyed the opportunity to participate in three camps. They allow students to immerse themselves in natural environments while participating in a range of activities. The Bush Rangers work collaboratively to organise equipment, prepare shared meals, and manage daily living tasks. Camps provide an amazing opportunity for Bush Rangers to step outside their comfort zone.

Woodman Point Camp

The Bush Rangers had the opportunity to view the endangered Australian Sea Lion and Little Fairy Penguin whilst exploring Penguin Island in the Shoalwater Islands Marine Park. They witnessed conservation efforts employed to protect both species. A visit to the Aquarium of Western Australia (AQWA) expanded their knowledge of our unique WA coastal bioregions. Working alongside the Woodman Point Department of Sport and Recreation staff, they participated in archery and the adventurous flying fox.



Dryandra National Park – Lions Village Camp

At Dryandra, the Bush Rangers worked along Department of Biodiversity Conservation and Attractions (DBCA) staff to trap and monitor animals within the national park. They visited Barna Mia, a wildlife sanctuary, to observe nocturnal species. These included the bilby, woylie, mala, quenda, and boodie. Additionally, the students completed the 5km Ochre trail to learn about local Noongar heritage and culture. Within the national park, they observed a range of fauna, including echidnas, curlews, and kangaroos. Additionally, they practice their communication skills using radios during orienteering activities.





Busselton and Cape Naturaliste Camp

The final camp explored the natural beauty of Busselton and Cape Naturaliste. The Bush Rangers explored Ngili Cave, Cape Naturaliste Lighthouse, Busselton Jetty Aquarium, and Yelverton Brook Conservation Sanctuary. They gained an understanding of how landscapes are formed, tourist management in environmentally sensitive areas, and conservation strategies employed to support native wildlife. They hiked the All-Abilities Trail from Cape Naturaliste to Sugar Loaf Rock and walked from Castle Rock to Meelup in the Meelup Regional Park. In the evening around camp, they observed a family of endangered Western Ring-Tailed Possums feasting on the flowers of the Weeping Peppermint Trees. At Yallingup Maze, their communication and teamwork skills were tested flying fox.



Community Work Crew



The Community Work Crew (CWC) continues to be one of ADESC's flagship work-skills programs, providing students with hands-on experience across the school site and in the wider community. In 2025 the program proudly collaborates with two key local organisations—the City of Albany and the Department of Local Government, Sport and Cultural Industries (Camp Quaranup)- to develop students' communication, teamwork, and understanding of safe worksite practices.



ADESC/City of Albany (Term 1-4)	Camp Quaranup (Term 1-4)
Orchard Development including pallet fencing	Building steps through bush tracks
Bush trail clearing	Vegetable garden pathways and improving garden beds
Laying down gravel garden pathways	Chop and stack wood for winter season
Fill vegetable garden beds with topsoil	Upgrade overgrown picnic area including sanding and paint benches including replacing rotten plank
Fixing bench seat	Fire break clearing
Remove invasive Sydney Golden Wattle from bushland	General gardening jobs- weeding, mowing, whipper snipping, pruning, watering, propagating and planting



Throughout 2025, students engaged in a variety of projects designed to build practical skills while reinforcing real-world expectations. Wherever possible, students took an active role in planning new projects, including creating simple budgets, predicting realistic timeframes, identifying the tools and PPE required, and considering potential health and safety risks. Once projects were completed, students participated in guided reflection, identifying what went well and what improvements could be made in the future.

Safe tool handling was explicitly modelled and practised before students were assessed on their safe and responsible use during tasks. Students also learned and repeatedly applied the processes of hitching, loading, and securing the trailer, as well as assisting with general maintenance under staff supervision. These ongoing routines helped build confidence, consistency, and a strong sense of responsibility.

Each week, students complete logbook entries to record their hours, pay (fort end of term rewards), tools used, and reflections on the tasks they undertook. These entries also support ongoing self-assessment discussions with staff, helping students consider their competence with specific tools, their progress in technical tasks, and areas for further development. Through this structured and meaningful approach, students are supported to build independence, pride, and a strong foundation.



Community Work Crew





ASESC Rec Collection – Annual Report Program Overview

The ADESC Rec Collection began as an internal microenterprise and has grown into a robust work-based learning and community outreach program. Students take active roles in business operations, logistics, customer service, marketing, and safety procedures, learning real-world vocational and enterprise skills.

Business Development and Enterprise Skills

Students contribute to ongoing business growth by:

- Reviewing and updating the business plan.
- Creating logos, posters, flyers, signage and digital marketing materials.
- Writing to local businesspeople to secure partnerships and donated infrastructure.
- Communicating professionally with Cash for Containers and other partners.
- Recording data and planning collection schedules.



Collection, Logistics, and On-Campus Operations

Across ADESC, NASHS and South Regional TAFE campuses, high need students:

- Collect eligible containers using safe teamwork practices.
- Manage sorting and storage stations in on site sea container collection point.
- Problem-solve logistical challenges such as bin requirements (Hygiene, security and labelling).

In-class sessions support this learning through persuasive poster design, mapping activities, and planning tasks.

Warehouse Experience and Industry Skills



Weekly excursions to the Spencer Park Containers for Change facility help students develop:

- Warehouse safety skills and correct PPE use.
- Understanding of eligible materials.
- Sorting, counting, and safe handling techniques.
- Digital skills using the Containers for Change online payment system.
- Customer service confidence at front-of-house.





Community Collections and Professional Communication

The enterprise services an expanding network of community partners.

Alongside long-standing collection sites, two **new community collection points** have recently been added:

- **Albany Leisure and Aquatic Centre (ALAC)**
- **Albany Senior High School (ASHS)**

Students model professional conduct during all community interactions.

Clients now contact students directly through the business email. Students manage emails, arranging collections, and respond to community needs.



Trailer Use, Equipment Handling, and Maintenance

Students learn to:

- Hitch and unhitch the business trailer safely.
- Load and secure equipment.
- Maintain tools and the trailer.
- Support partners with bulk collections using supervised crane work and mechanical platforms.
- Clean and secure bins with labelled locks, chains, and zip ties
- Professional communication with warehouse staff and management.



Innovation, Problem-Solving, and Continuous Improvement

Students reflect on operations and propose improvements. A recent example was the development of the collection processes of ALAC- How best to maintain bins on site, including separating contaminants from eligible containers in a public space.

Thanks to a donated sea container, students have also begun expanding to a new drop-off collection point. They:

- Renovate and organise the workspace.
- Market the new location through posters and social media.
- Sort, crush, and count community-donated containers.
- Record totals owed to scheme ID holders, minus a **20% handling fee**.



VET - Vocational Education and Training



At ADESC, staff work closely with students to develop Individual Pathway Plans, supporting them in planning their transition through school and beyond. These plans incorporate a variety of programs and opportunities, including Workplace Learning, TAFE courses, onsite work experience and participation in initiatives such as Bush Rangers, the Community Work Crew, swimming programs, and the Supported Community Pathway program.

In 2025, ADESC continued its strong partnership with Southern Regional TAFE, with two students actively participating in VETdSS (VET Delivered to Secondary Students) courses. One student enrolled in the Certificate II in Hospitality, while the other pursued the Certificate II in Building and Construction. Both students attended TAFE one day a week and demonstrated commendable dedication, successfully completing most of the required competencies. Their efforts deserve recognition for their hard work and commitment to their studies.

ADESC also maintained its auspicing arrangement with ACTIV Pathways, enabling the delivery of a TAFE-accredited course on campus. The Certificate II in Hospitality course, delivered over two years, was seamlessly integrated with the Coffee Enterprise program. This initiative allowed students to gain practical skills applicable to future employment or volunteer opportunities. All students successfully completed the first-year requirements of the course, marking a significant step in their vocational education journey.



Workplace Learning

Albany Secondary Education Support Centre continues its strong commitment to providing meaningful opportunities for students in Years 10–12 to develop their employability skills. These skills play a vital role in preparing students for life beyond school and support their ability to successfully access, engage in, and maintain employment in the future. Across the year, students participated in a combination of onsite and offsite learning experiences pitched at their learning level, designed to extend their knowledge, build confidence, and give them authentic exposure to real workplace expectations.

In 2025 Year 10 (and new to the school year 11s and 12s,) participated in World of Work. World of Work is a program that focuses on acquiring foundational employability knowledge and building an understanding of workplace expectations. Students learnt and practised a range of skills including time management, teamwork, personal presentation, following instructions, and basic communication.

After completing World of Work, students participated in onsite learning experiences through Mini Woolies, where they practised customer service, stock rotation, organisation, and safe work practices in a supported environment.

Year 11–12 – Community-Based Workplace Learning

Workplace Learning continued to be offered to students in Years 11 and 12, providing participants with the opportunity to explore career interests and develop a wide range of practical skills in real work environments. Students were supported to attend a variety of workplaces over the course of the year, enabling them to apply the theoretical learning developed at school, address skill gaps, and refine their strengths through hands-on experience.

In 2025, students collectively completed *over 600 hours* of Workplace Learning across 13 different employers. Placements included a diverse range of settings, from large organisations and government services to small businesses and volunteer-based community organisations. Some examples included Foodbank, local school canteens, the City of Albany Public Library, Albany Community Care Centre, and local businesses such as Albany Scaffold Hire, Classix Hair Salon, and Rainbow Coast Wreckers. These partnerships provide students with opportunities to experience different work environments, understand workplace dynamics, and contribute meaningfully to real teams. The support and generosity of our host employers remain invaluable, offering experiences that cannot be replicated in classrooms or simulated settings.

Across all year levels, students demonstrated growth in communication, independence, teamwork, problem-solving, and confidence. The structured progression, from World of Work in Year 10, through supported onsite learning, and finally to fully external Workplace Learning placements in Years 11 and 12, continues to provide a clear and effective pathway for students as they prepare for further education, training, or employment.

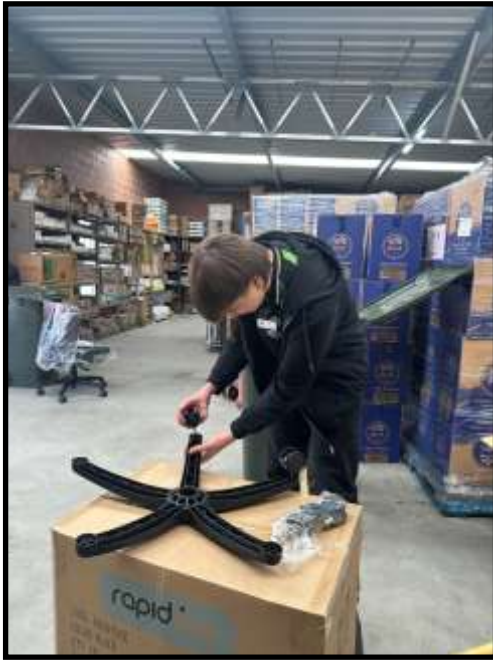


Left: Prahnee processing library book returns at the Albany Public Library.

Right: Oliver preparing food for Albany Community Care Centre.



Workplace Learning



Kaden assembling furniture at Office National Albany



Kaden completed assembling furniture



Sebastian and Noah learning how to introduce themselves to employers during a World of Work class.



Prahnee pointing out the Evacuation safety signs.

Right: Noah preparing food.



Zearben setting tables at an aged care organisation.

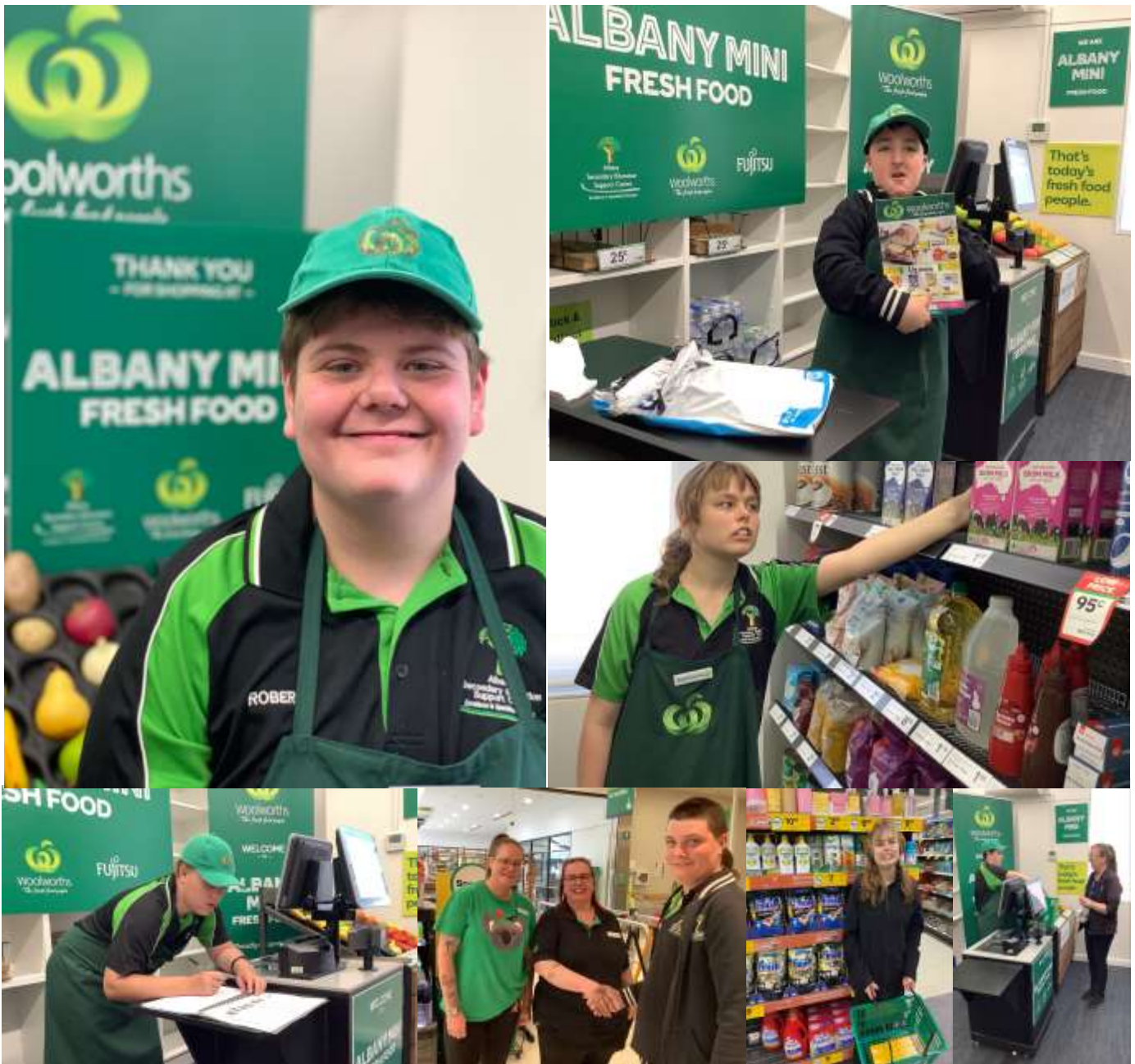
Albany Mini Fresh Food

In 2025, Albany Secondary Education Support Centre continued to deliver its Onsite Work Experience program through the Albany Mini Fresh Food Store. This initiative supported targeted students who were not yet ready for external Workplace Learning placements, providing them with a structured environment to develop essential employability skills. Working in pairs for two periods each week, students carried out a variety of retail tasks within the Mini Woolies store.

During Semester Two, Year Ten students attended the Albany Mini Fresh Food Store after completing the World of Work program in Semester One. This allowed them to apply the knowledge and skills gained from the program in a simulated retail environment, effectively bridging the gap between classroom learning and practical workplace experience.

Students also took part in excursions to local Woolworths stores in Albany, where they observed the operations of a full-scale supermarket and compared them with the Mini Woolies site. These visits reinforced learning outcomes related to workplace expectations, retail processes, and customer service.

All participating students demonstrated excellent progress throughout the year.



PBS - Positive Behaviour Support

Positive Behaviour Support (PBS) continues to be a cornerstone of the ADESC whole-school approach, underpinning both our operational priorities and strategic direction. As an evidence-based, person-centred framework, PBS equips staff with consistent, proactive strategies to explicitly teach and reinforce positive behaviours, supporting both academic engagement and social-emotional development.

In 2025, our focus has been on strengthening consistency across settings, increasing student voice, and enhancing the visibility and impact of PBS across the school community.

Whole-School PBS Systems

1. Unified Token System

In 2025, we streamlined our token system to ensure consistency across all environments:

- A single PBS token system is now used across classrooms and break times, reinforcing shared expectations.
- Tokens are awarded for demonstrating the school values: **Be Safe, Be Positive and Caring, Be Responsible, and Be Respectful**.
- Classroom token boxes provide visible, immediate reinforcement, while maintaining a strong connection to whole-school rewards.

Staff continue to provide **specific, behaviour-linked feedback**, ensuring students clearly understand what success looks like.

2. Increased Visibility and Consistency

- PBS expectations are reinforced through consistent language and daily practice across all learning areas.
- Visual supports, including the updated PBS matrix, support students with diverse communication and learning needs.
- A strengthened focus on explicit teaching of expectations has supported improved engagement and behaviour outcomes.

Recognition and Celebration of Positive Behaviour

PBS Leaves and Whole-School Recognition

- Students demonstrating outstanding commitment to PBS values are awarded **PBS Leaves**, displayed on the PBS Tree in the M Block Green Room.
- This process is embedded into school culture through:
 - Weekly staff nominations shared during meetings
 - Public recognition at assemblies
 - Newsletter features celebrating student success

This approach has increased the prestige and motivation associated with PBS recognition.

PBS - Positive Behaviour Support

Whole-School Rewards

When the PBS Tree is filled, students collectively earn a whole-school reward, reinforcing teamwork and shared responsibility.

2025 rewards have included:

- o Sports and recreation sessions
- o Creative arts and cooking activities
- o Technology-based challenges
- o These experiences continue to strengthen school connectedness and positive engagement.

PBS Reward Structures and Student Voice

Weekly Draws and Incentives

Tokens collected across the school contribute to **weekly prize draws**, maintaining regular motivation and engagement.

The introduction of a **raffle drum system** has increased excitement and visibility of draws during assemblies.

Student Councillor Leadership and Voice

A key development in 2025 has been the expansion of student leadership within PBS:

Bi-annual PBS Reward Excursion

Student councillors participate in a bi-annual reward excursion to Kmart and a local café.

Before this experience, councillors gather ideas from their peers about preferred rewards and prizes.

- o This ensures that prize boxes remain relevant, engaging, and reflective of student interests.
- o The excursion also provides an authentic opportunity for students to develop communication, decision-making, and leadership skills.

Weekly Prize Draw Announcements

Student councillors take an active role in reading out weekly PBS prize draw winners over the PA system.

- o This has increased student ownership of PBS processes
- o Strengthened leadership opportunities

Further elevated the profile and importance of positive behaviour across the school
This increased student voice has been a significant contributor to engagement and the ongoing success of the PBS framework.

PBS - Positive Behaviour Support

Annual Unity Day

The **Annual Unity Day** remains a highlight of the PBS calendar, celebrating the collective success of students in demonstrating positive behaviour throughout the year.

In 2025, Unity Day featured:

- A wide range of engaging activities, including:
 - Dunk tank
 - Laser tag
 - Bouncy castle
 - Sensory and STEM-based experiences

A shared community lunch, strengthening connections between students and staff
This event continues to promote inclusion, belonging, and a strong sense of school pride.

Looking Ahead

The PBS framework continues to have a significant impact on school culture, contributing to increased student engagement, improved behaviour outcomes, and a positive, inclusive environment.

In 2025, key areas of growth have included:

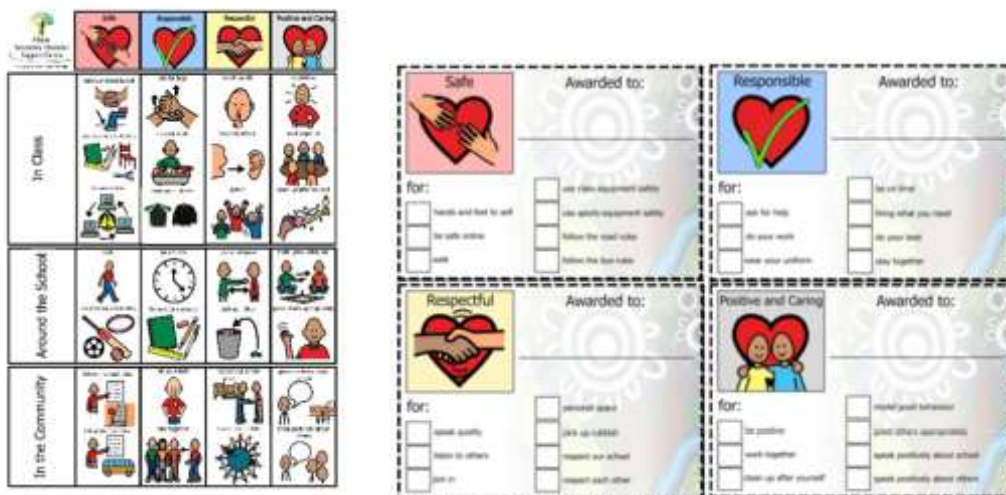
- Greater consistency across staff and settings
- Increased visibility and celebration of positive behaviour
- Expanded student leadership and voice

Moving forward, ADESC remains committed to:

- Refining PBS practices to ensure sustainability and consistency
- Continuing to build staff capacity in proactive behaviour support

Further embedding student leadership within PBS systems

PBS will remain central to supporting every student to thrive both personally and academically.





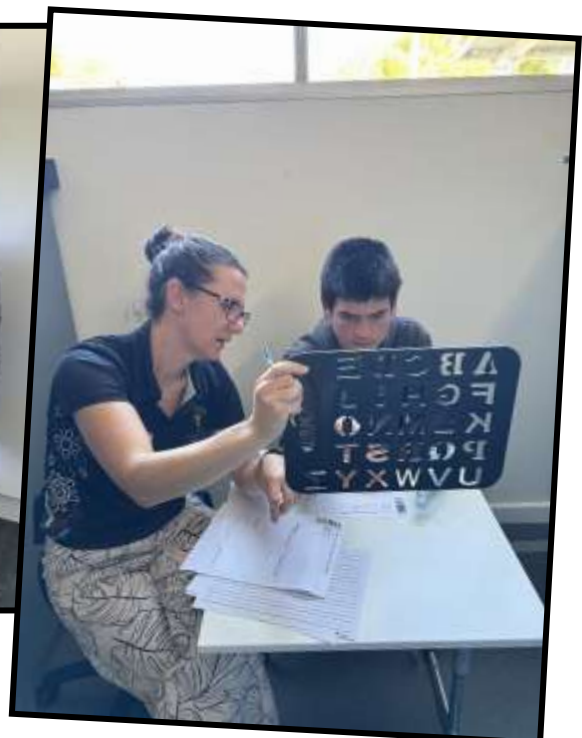
Literacy

In 2025, Albany Secondary Education Support Centre strengthened its commitment to delivering high-quality, evidence-based literacy and communication instruction for all students from Years 7–13. Guided by the Department of Education’s Teaching for Impact framework, the school continued to embed consistent, explicit teaching practices while building staff capability and refining a tiered model of intervention that ensures every student receives the level of support they require to succeed.

This year marked a significant shift in the school’s literacy direction, with the exploration and installation phase of the **SRA Reading Mastery Suite** initiating a whole-school move toward a more structured and systematic Tier 1 literacy program. While Letters and Sounds has served as the school’s core program for many years, data collected through the Literacy Implementation Team highlighted the need for a more comprehensive, sequential, and multi-sensory curriculum aligned with current research into the science of reading. As a result, staff engaged with Good to Great Schools Literacy Direct Instruction (DI) professional learning, preparing the foundation for full implementation of the Reading Mastery Suite in 2026. This strategic shift will allow ADESC to provide a consistent, school-wide approach to reading, spelling, writing, vocabulary, and comprehension through programs such as Reading Mastery, Corrective Reading, Spelling Mastery, Language for Learning, Language for Thinking, Language for Writing, and Expressive Writing.

Throughout 2025, the **Literacy Implementation Team** played a critical role in analysing whole-school literacy data, identifying gaps in instruction, and supporting staff to embed explicit teaching strategies into daily practice. The introduction of **school-wide Tier 1 literacy blocks across Years 7–13** ensured students received a guaranteed daily dose of high-impact literacy instruction. These dedicated blocks helped minimise variability between classrooms, improved opportunities for skill generalisation, and provided a clear structure for targeted withdrawal interventions. Staff reported increased confidence in delivering explicit, systematic instruction and improved understanding of how to use placement tests, progress monitoring, and cumulative review to support student mastery.

At the Tier 2 level, ADESC expanded its **MacqLit intervention program**, enabling more students to access small-group, structured decoding and fluency instruction. Data across the year demonstrated pleasing growth for participating students, with improvements observed in reading accuracy, fluency, and confidence. Many students progressed through multiple test levels, and several were able to reduce support or transition back into classroom-based Tier 1 instruction as a result of their strengthened foundational skills. Staff delivering MacqLit engaged in ongoing coaching to maintain program fidelity and





AAC

Communication and AAC remained central to the school's inclusive approach to literacy. ADESC continued to strengthen consistency and expectations surrounding **Augmentative and Alternative Communication (AAC)** through updated procedures, improved modelling practices, and dedicated professional learning. Students who use AAC accessed explicit instruction supported by **BenQ interactive modelling devices**, enabling teachers to model Proloquo2Go vocabulary, sentence structure, and communication functions during whole-class literacy lessons. This approach has significantly improved visibility of AAC in classrooms and increased student engagement, participation, and initiation.

Further enhancing communication outcomes, ADESC introduced and expanded **PLD Oral Language programs** within High Support Needs settings. These programs provided structured storybook-based oral language instruction, incorporating Blanks Levels of questioning to build comprehension, vocabulary, and sentence structure. Staff observed increased student responsiveness, improved ability to answer questions, and stronger engagement in shared reading activities. These developments were reinforced through professional learning delivered by speech pathologist Lillian Moorcroft, who supported teachers and education assistants to use explicit AAC and oral language strategies with confidence and consistency.

Capacity building remained a central focus throughout 2025. Staff participated in a range of targeted literacy and communication professional learning opportunities, including DI pedagogy, AAC modelling, PLD oral language instruction, and assessment literacy. This investment in workforce development has helped ensure that evidence-based literacy practice is embedded across all learning areas and that staff have the tools and knowledge required to meet the diverse communication needs of students. The combination of explicit teaching, consistent routines, and improved resourcing has also strengthened the school's capacity to support equity and inclusion for students with complex communication profiles.

Across the year, the integration of literacy and communication remained a defining feature of practice at ADESC. Whether through AAC modelling, oral language instruction, explicit reading and writing programs, or targeted intervention, staff worked collaboratively to ensure every student could access meaningful literacy experiences that build independence and prepare them for future pathways. The progress made in 2025 reflects the dedication, professionalism, and shared commitment of staff, students, and families. With strong foundations now established, the school is well positioned to continue its implementation of the Reading Mastery Suite and further refine its tiered literacy and communication supports in 2026.





Numeracy

In 2025, Albany Secondary Education Support Centre continued to strengthen its whole-school approach to numeracy, with a focus on explicit instruction, functional application, and alignment with the Department of Education's *Teaching for Impact* framework. Numeracy at ADESC is delivered through a combination of structured classroom programs and real-world learning opportunities, ensuring all students develop the mathematical skills required for independence, community participation, and future pathways.

Whole-School Numeracy Approach

Throughout 2025, the school prioritised consistency in numeracy instruction across Years 7–13. Staff worked collaboratively to embed explicit teaching practices, including clear learning intentions, modelling, guided practice, and opportunities for independent application. This approach supported students to develop foundational skills in number, measurement, money, and problem-solving, while also strengthening their confidence and engagement in mathematics.

Numeracy blocks were embedded into class timetables, ensuring students had regular and predictable opportunities to practise and consolidate key skills. Lessons were differentiated to meet a wide range of learning needs, from early numeracy development through to more complex functional mathematics required for workplace and community settings.

Functional Numeracy and Real-World Application

A key strength of numeracy at ADESC is the integration of functional skills across school programs. In 2025, students applied their numeracy learning through a variety of authentic contexts, including:

- **Mini Woolies** – handling money, calculating totals, stock management, and interpreting pricing
- **Containers for Change** – counting, sorting, and calculating refunds
- **Hospitality programs** – measuring ingredients, following recipes, and scaling quantities
- **Community Work Crew** – measuring distances, estimating materials, and using tools
- **Supported Community Pathways** – budgeting, shopping, and time management

These opportunities allowed students to generalise classroom learning into practical settings, reinforcing the relevance and importance of numeracy skills in everyday life.





Numeracy

Assessment and Data-Informed Practice

In 2025, staff continued to use a range of assessment tools to inform numeracy instruction and monitor student progress. Teacher-developed assessments, classroom observations, and Individual Education Plan (IEP) tracking were used alongside functional task-based assessments to identify student strengths and areas for growth.

Data collected across the year indicated that:

- The majority of students demonstrated **progress toward their individual numeracy goals**, particularly in functional areas such as money handling and time awareness
- Students showed increased confidence in applying numeracy skills in real-world contexts
- Consistent routines and explicit teaching contributed to **improved engagement and task completion during numeracy sessions**

Staff used this data to adjust teaching programs, provide targeted support, and ensure alignment between classroom instruction and individual learning goals.

Supporting Diverse Learners

ASESC caters to a wide range of learning profiles, including students requiring intensive support. In 2025, numeracy instruction was tailored to ensure accessibility for all learners through:

- Use of visual supports, concrete materials, and hands-on learning experiences
- Breaking down tasks into manageable steps
- Repetition and overlearning to support skill retention
- Integration of numeracy into communication and AAC-supported learning

This inclusive approach ensured that all students, regardless of ability, could access meaningful numeracy learning and demonstrate progress.

Staff Capability and Professional Practice

Staff continued to build their capacity in delivering effective numeracy instruction through collaboration, shared planning, and ongoing professional learning. There was a strong focus on aligning numeracy teaching with explicit instruction principles and ensuring consistency across classrooms.

Education assistants played a key role in reinforcing numeracy concepts during both structured lessons and practical activities, contributing to improved student outcomes and engagement.

Future Directions

In 2026, ASESC will continue to strengthen its numeracy approach by:

- Refining whole-school numeracy planning and scope and sequence
- Increasing alignment between numeracy instruction and VET pathways
- Expanding functional numeracy opportunities across school programs
- Enhancing assessment processes to better track student growth
- Continuing to build staff capability in explicit and evidence-based numeracy instruction

The progress achieved in 2025 reflects the commitment of staff to providing engaging, relevant, and inclusive numeracy learning experiences. ASESC remains focused on ensuring all students develop the skills necessary to navigate everyday life with confidence and independence.



VET and Auspicing

In 2025, Albany Secondary Education Support Centre continued to expand and strengthen its Vocational Education and Training (VET) and auspicing programs, ensuring students across Years 10–13 had access to meaningful, industry-aligned pathways. The school remains committed to providing flexible and inclusive vocational programs that build students' employability skills, confidence, and readiness for post-school options including further training, employment, and community participation.

VET Delivery and Student Achievement

ASESC delivered a range of VET programs throughout 2025, with a particular focus on hospitality, workplace skills, and retail-based learning linked to Mini Woolies and Containers for Change. A significant highlight of the year was the success of students undertaking **Year 2 – Certificate II in Hospitality**:

- **6 students successfully achieved the full Certificate II in Hospitality**
- **3 students completed multiple units toward the qualification**, demonstrating strong progress and engagement

These achievements reflect both student commitment and the increasing capability of staff delivering VET hospitality programs.

Building Staff Capability

A major milestone in 2025 was the successful upskilling of staff, with:

- **4 staff members obtaining the Certificate IV in Training and Assessment (TAE40122)**

This achievement significantly expands the school's capacity to deliver high-quality VET programs internally, meet compliance requirements, and sustain long-term vocational pathways for students.

Program Development and RTO Partnerships

Throughout the year, the school undertook a strategic exploration of:

- Partnerships with new **Registered Training Organisations (RTOs)**
- Opportunities for **additional certificate programs** connected to existing school enterprises, including:
 - o Mini Woolies
 - o Containers for Change
 - o Community Work Crew
 - o Other on-site workplace learning initiatives

This exploratory work ensures ASESC remains responsive to student needs, industry requirements, and evolving training package updates.

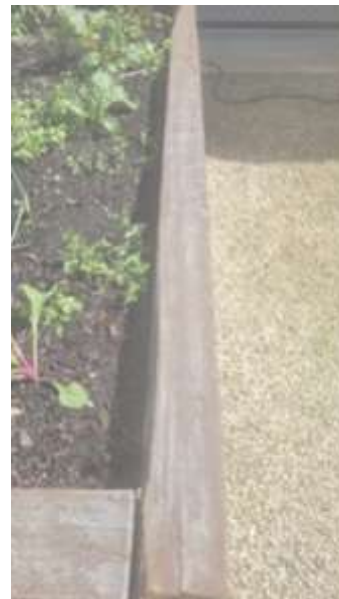


VET and Auspicing

Installation of New Certificates for 2026

In preparation for expanded offerings in 2026, ADESC successfully undertook installation and planning for several new qualifications:

- **Certificate I in Workplace Skills**
 - o Linked to the Mini Woolies program
 - o To begin delivery with **Year 10 students in 2026**
- **Certificate II in Workplace Skills**
 - o Linked to the Containers for Change program
 - o To be implemented with **Year 11 and Year 12 students in 2026**



This structured, staged approach ensures smooth rollout, staff readiness, and clear pathways for student progression across multiple years.

Future Directions (2026 and Beyond)

ADESC will continue to grow its suite of VET offerings to ensure all students have access to meaningful, achievable, and industry-relevant training opportunities. Plans for 2026 include:

- **Installation of Certificate I or II in Horticulture** through the Community Work Crew
- **Installation of Certificate I or II in Active Volunteering** to support structured learning within the Young Men's Club and Young Women's Club
- Continued exploration of additional certificate opportunities aligned to school context and student strengths
- Strengthening RTO partnerships and expanding on-site training capacity

These expansions reflect the school's commitment to building diverse pathways that support students with disability to transition successfully into post-school life.



ASESC Reconciliation Action Plan (RAP)



Unity through Culture

In 2025, ADESC continued to strengthen its commitment to First Nations education, cultural learning, and reconciliation. First Nations students were provided with opportunities to deliver Acknowledgments of Country at significant school events, including assemblies, supporting student voice, leadership, and cultural pride. All staff engaged in professional learning to deepen their understanding of reconciliation, cultural responsiveness, and the complex concepts required to teach this respectfully and confidently across the school.

Curriculum planning reflected the teaching of Aboriginal and Torres Strait Islander histories and cultures, particularly within HASS, with a continued focus on embedding culturally informed content into everyday learning. Staff also participated in cultural training led by Elder Vernice Gillies, enhancing their knowledge of local Noongar culture, seasonal cycles, plant use, and ways of learning on Country.

ADESC's NAIDOC Week program provided further opportunities for cultural learning and community involvement. Activities included a NAIDOC Poster Competition and students cooked a kangaroo stew and damper, which they then shared with their peers. These activities strengthened cultural understanding, promoted hands-on learning experiences, and fostered meaningful connections between students, staff, and the wider community.

We continue to prioritise the employment of an Aboriginal Education Officer; however, despite ongoing recruitment efforts, we have not yet been able to secure a suitable applicant.

Looking ahead to 2026, the school is developing a new Reconciliation Action Plan (RAP) and looks forward to continuing this important work with students, staff, families, and community partners.



School Financial Summary



One Line Budget		
	Current Budget	Actual YTD
Carry Forward (Cash):	\$ 86,661	86,661
Carry Forward (Salary):	\$ 339,159	339,159
INCOME		
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,333,161	4,333,161
Locally Raised Funds:	\$ 120,885	120,653
Total Funds:	\$ 4,879,866	4,879,654
EXPENDITURE		
Salaries:	\$ 4,061,759	4,061,759
Goods and Services (Cash):	\$ 484,895	377,151
Total Expenditure:	\$ 4,536,643	4,428,909
Variance:	\$ 343,243	450,745

Targeted Initiatives & Student Characteristics Funding – At Census

Targeted Initiative	Amount Received
Aboriginality	\$29,540.81
Disability	\$2,807,423.00
Social Disadvantage	\$36,039.66
Chaplaincy and Student Wellbeing Program	\$25,849.63
VET delivered to secondary students	\$39,975.00

Aboriginality

The schools Reconciliation Action Plan was renewed under the Unity Through Culture initiative while employment of an Aboriginal Student Support Officer was progressed to provide improved supports for students, families, community people and staff. Recruitment is ongoing for 2026.

Disability

Individual disability allocations resource the varied teaching and learning adjustments provided by the school in meeting individual student needs. The employment of Education Assistants and other specialised staffing, individuated curriculum and adaptive technologies are predominantly funded by disability resourcing.

Social Disadvantage

The school board and finance committee worked diligently to minimise financial burden for ADESC's families while resourcing the school's quality programs. Contributions and Charges are kept to a minimum acknowledging the majority of ADESC's families are eligible for Education Program Allowance. Social disadvantage funding meets the cost of weekly community access excursions across a breadth of programs while co-contributing to the school breakfast program and providing targeted student support on a need's basis.

Chaplaincy and Student Wellbeing Program

The school co-funded the employment of a school chaplain 3 days per week in partnership with the Albany YouthCARE Council. The finance committee allocated additional school funding to the targeted Initiative towards a total school contribution of \$31,326 for 2025 school chaplaincy services.

VET delivered to secondary students

The targeted initiative together with additional school funds resource the school's quality senior school pathways including TAFE, Auspice Certificate Program and Workplace Learning.

Priorities for 2026



The Leadership Team has identified the following priorities for 2026 and beyond, as part of the school's five-year Strategic Plan.

1. Strengthen family and community partnerships to enhance communication, collaboration, and shared responsibility for student success.
2. Enhance student employability through strengthened community partnerships and expanded vocational learning opportunities.
3. Enhance collaborative leadership and curriculum alignment to support meaningful, individualised learning and transition pathways for every student.
4. Develop and implement the ADESC Pedagogical Framework to strengthen consistency, impact, and evidence-based teaching practice.
5. Enhance literacy achievement through the implementation of the SRA Mastery Suite as a Tier 1 Literacy Program.
6. Enhance assessment and data practices to strengthen evidence-based planning and longitudinal tracking of student progress.
7. Strengthen a positive, consistent, and inclusive school culture through the Real Schools partnership to reduce demand for Tier 2 and 3 behaviour interventions.
8. Develop a fit-for-purpose sensory room to support students with complex sensory profiles through targeted regulation and sensory experiences.
9. Strengthen reconciliation and cultural understanding through the development and enactment of the school's Reconciliation Action Plan (RAP): Unity Through Culture.

