

Albany Secondary
Education Support Centre

Business Plan 2026 - 2031



Albany Secondary
Education Support Centre
Shaping Inclusive Futures



Vision: Shaping Inclusive Futures

At Albany Secondary Education Support Centre (ASESC), our vision is to shape inclusive futures — empowering every student to thrive, belong, and contribute meaningfully to their community. This vision guides our practice and planning as we work alongside students and families to support diverse pathways to success.

Our Values

Connect

We build strong relationships within our school and broader community, fostering trust, collaboration, and open communication. Through meaningful connections, we support students in exploring post-school pathways and developing a sense of purpose for the future.

Surpass

We believe every student can go beyond expectations. By recognising individual strengths and providing tailored support, we encourage students to achieve personal growth, develop resilience, and strive for their full potential.

Nurture

We create a safe, supportive environment where students are cared for, encouraged, and guided. We focus on emotional well-being, academic growth, and personal development to ensure each student feels valued and capable.

Belong

We cultivate a culture of inclusion, where every student feels seen, heard, and accepted. We promote meaningful friendships, celebrate diversity, and foster mutual respect so that all members of our school feel they truly belong.



Strategic Priorities 2026

Our strategic priorities are aligned to our four values. Ensuring our targets are meaningful and student focused.

Acknowledgement

We acknowledge the Menang People of the Noongar Nation, the Traditional Custodians of the land on which we meet and teach. We pay respect to Elders past, present and emerging.

Partnerships • Communication • Community • Pathways

1. Strengthen family and community partnerships to enhance communication, collaboration, and shared responsibility for student success.

Albany Secondary Education Support Centre will prioritise authentic engagement with parents, caregivers, and community partners to ensure every student is supported through clear communication, informed planning, and strong relational trust. We will streamline communication through the COMPASS platform, ensuring consistent, accessible, and timely information sharing between home and school.

Individual Education Plan (IEP) meetings will serve as a key platform for collaboration, with leadership participation and the embedding of individual pathway planning from Year 7 onwards to support meaningful transition outcomes. Parent information sessions and coaching, delivered through initiatives such as Real Schools, will build shared understanding and strengthen home-school partnerships.

The School Board will play a central role in communicating with families and monitoring progress, with data on engagement and learning outcomes shared regularly to inform decision-making and continuous improvement.

Measures of Success

- Increased parent and caregiver engagement as evidenced through participation rates in COMPASS, IEP meetings, and school events.
- Positive feedback from families in communication and partnership surveys.
- Evidence of effective two-way communication through COMPASS analytics, reduced reliance on paper-based or inconsistent communication methods.
- Documented inclusion of individual pathway planning within IEPs from Year 7 onwards.
- Regular data reports presented to and discussed by the School Board, demonstrating active monitoring of engagement and outcomes.
- Increased parent awareness and involvement through Real Schools sessions and board-led communication initiatives.





2. Enhance student employability through strengthened community partnerships and expanded vocational learning opportunities.

Albany Secondary Education Support Centre will work collaboratively with local industry partners, training organisations, and community services to broaden pathways that prepare students for employment and life beyond school. We will increase access to in-house VET qualifications and refine our workplace learning program to ensure placements are purposeful, well-supported, and aligned with students' interests, abilities, and individual pathway plans.

Through strong partnerships and a coordinated approach, students will have greater opportunities to develop employability skills, gain nationally recognised certifications, and experience authentic workplace environments that build confidence and independence.

Measures of Success

- Increased number and range of in-house VET qualifications offered.
- Growth in student participation and completion rates for VET and workplace learning programs.
- Evidence of improved student employability skills through pathway documentation, competency assessments, and employer feedback.
- Sustained or expanded partnerships with local businesses, RTOs, and community organisations.
- Positive student and family feedback on the relevance and impact of vocational learning opportunities.
- Post-school destination data demonstrating successful transition to employment, training, or further education.



High Expectations • Leadership • Teaching • Quality Literacy • Data

1. Enhance collaborative leadership and curriculum alignment to support meaningful, individualised learning and transition pathways for every student.

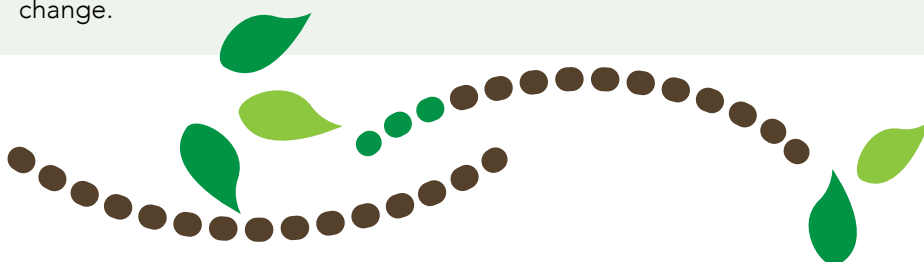
Albany Secondary Education Support Centre will continue to strengthen a culture of collaborative leadership where shared planning, reflection, and innovation drive improved outcomes for all students. Through structured additional collaborative DOTT sessions, staff will engage in purposeful program and curriculum planning alongside leadership. The planning will align with whole-school operational goals, ensuring a consistent and coherent approach to teaching and learning.

A central focus will be the development of a continuum of learning for students with complex needs, supporting teachers to design programs that meet students where they are and help them make meaningful progress toward personal and academic goals. This continuum will guide curriculum planning and assist in identifying the most appropriate and flexible learning pathways for each student — recognising that progress and independence develop at different rates for different learners.

Leadership will ensure that meaningful pathway planning remains a key component of IEP and transition processes, beginning early in each student's schooling and adapting over time to reflect growth, changing needs, and emerging aspirations. Through strong curriculum leadership, coordinated planning, and effective change management, the school will ensure every student experiences success and purposeful preparation for life beyond school.

Measures of Success

- Collaborative DOTT structures embedded, supporting consistent and high-quality curriculum and operational planning.
- Development and implementation of a clear, flexible High Needs Continuum to support differentiation and progress monitoring.
- Evidence of consistent and purposeful pathway planning embedded in IEPs and reviewed through ongoing reflection and data.
- Increased staff confidence in designing responsive, individualised learning programs informed by student data and collaboration.
- Transition planning processes that reflect meaningful, evolving post-school goals for every student.
- Positive staff and parent feedback on communication, collaboration, and clarity of student learning pathways..
- Evidence of leadership effectiveness in driving shared understanding, consistent practice, and sustainable change.





Shaping Inclusive Futures

2. Develop and implement the ADESC Pedagogical Framework to strengthen consistency, impact, and evidence-based teaching practice.

Albany Secondary Education Support Centre will develop and implement a whole-school Pedagogical Framework that reflects the principles of Teaching for Impact and aligns with our school values of Surpass and Nurture. This framework will provide a clear, evidence-based approach to teaching and learning that supports consistency, intentional planning, and high-quality classroom practice across all learning areas. The ADESC Pedagogical Framework will incorporate the “I Do, We Do, You Do” gradual release model, ensuring teaching is explicit, scaffolded, and responsive to student readiness and need.

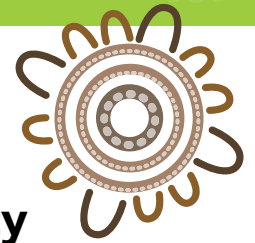
To support implementation, a whole-school lesson planning template and supporting documentation will be developed by the end of 2026, ready for full adoption in 2027–2028. Leadership will provide clear guidance, modelling, and coaching to ensure consistency and fidelity of implementation, with a focus on shared language, common expectations, and reflective practice.

Through this initiative, ADESC will establish a strong, unified approach to pedagogy that enhances teaching quality, drives student progress, and builds staff confidence and alignment with school-wide priorities

Measures of Success

- ADESC Pedagogical Framework developed and endorsed by the end of 2026, aligned with Teaching for Impact principles.
- Whole-school lesson planning template created and adopted for implementation in 2027–2028.
- Evidence of the “I Do, We Do, You Do” model embedded in lesson design, observation feedback, and classroom practice.
- Increased staff confidence and consistency in planning and delivery, as reflected in surveys, coaching notes, and performance development discussions.
- Leadership evidence of active support through professional learning, modelling, and feedback cycles.
- Improved alignment between teaching practice, student engagement, and learning outcomes.





High Expectations • Leadership • Teaching Quality • Literacy • Data

3. Enhance literacy achievement through the implementation of the SRA Mastery Suite as a Tier 1 Literacy Program.

Albany Secondary Education Support Centre will strengthen literacy outcomes for all students through the introduction of the SRA Mastery Suite; a structured Tier 1 Literacy Program grounded in the principles of Direct Instruction. This evidence-based, scripted program provides a consistent and systematic approach to teaching all key areas of literacy — including Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing — ensuring that every student, from pre-foundational to Year 6 level, receives targeted, high-quality instruction.

The SRA Mastery Suite aligns with the ADESC Pedagogical Framework and can be delivered alongside the explicit teaching practices within the Teaching for Impact model. Its scripted design eliminates variation in delivery, ensuring fidelity across classrooms and enabling the collection of reliable, comparable data to inform progress tracking, moderation, and instructional planning.

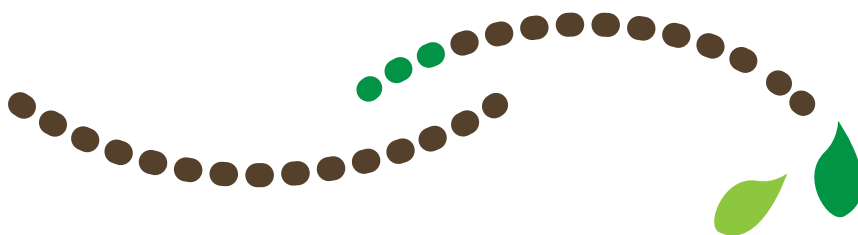
Through structured onboarding and coaching, all teaching staff will build confidence and capability in delivering the program with precision and purpose. Leadership will provide ongoing monitoring, modelling, and professional learning to ensure consistency and sustained impact.

By the end of schooling, ADESC aims for 80% of high-ability students to achieve literacy outcomes equivalent to Year 5/6 level, demonstrating strong progress and readiness for post-school pathways.

Measures of Success

- SRA Mastery Suite fully implemented as the Tier 1 Literacy Program across all classrooms.
- 100% of teaching staff onboarded and participating in structured professional learning and coaching cycles.
- Consistent delivery of the program with high fidelity, evidenced through classroom observations and data analysis.
- Reliable, comparable literacy data available for progress tracking, moderation, and planning.
- 80% of identified high-ability students achieving literacy outcomes equivalent to Year 5/6 level by the end of schooling.
- Demonstrated literacy progress across all cohorts, from pre-foundational through to Year 6 level.
- Positive staff feedback reflecting confidence in program delivery and clarity of expected practice.
- Evidence of leadership oversight through data monitoring, coaching feedback, and continuous improvement cycles.





4. Enhance assessment and data practices to strengthen evidence-based planning and longitudinal tracking of student progress.

Albany Secondary Education Support Centre will strengthen its assessment and data collection practices to ensure that every student's progress is accurately measured, meaningfully interpreted, and effectively used to inform teaching and learning. The school will establish clear, cyclical processes for assessment, data collection, and analysis across all learning areas, ensuring consistency, reliability, and purpose in data use.

By refining the use of digital data analysis tools and developing clear expectations for data entry, review, and reflection, ADESC will enhance the visibility of student growth over time. Staff will engage in collaborative data discussions to identify trends, set goals, and plan responsive teaching that meets individual learning needs.

Longitudinal tracking will be strengthened through improved record-keeping and alignment of Individual Education Plans (IEPs) with key assessment milestones. This will allow staff and families to better understand each student's learning journey — celebrating growth, identifying emerging needs early, and informing long-term transition and pathway planning.

Measures of Success

- Collaborative DOTT structures embedded, supporting consistent and high-quality curriculum and operational planning.
- Development and implementation of a clear, flexible High Needs Continuum to support differentiation and progress monitoring.
- Evidence of consistent and purposeful pathway planning embedded in IEPs and reviewed through ongoing reflection and data.
- Increased staff confidence in designing responsive, individualised learning programs informed by student data and collaboration.
- Transition planning processes that reflect meaningful, evolving post-school goals for every student.
- Positive staff and parent feedback on communication, collaboration, and clarity of student learning pathways..
- Evidence of leadership effectiveness in driving shared understanding, consistent practice, and sustainable change.



Wellbeing • Safety • Regulation • Supportive Learning Environments

1. Strengthen a positive, consistent, and inclusive school culture through the Real Schools partnership to reduce demand for Tier 2 and 3 behaviour interventions.

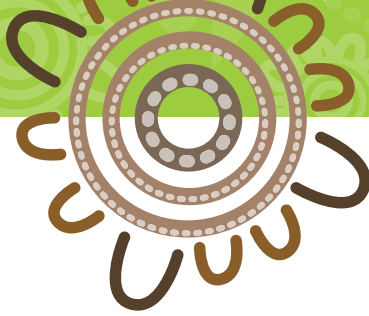
Albany Secondary Education Support Centre will enhance whole-school consistency in behaviour expectations, language, and practices by embedding a proactive, relationship-focused approach through the Real Schools partnership. This approach will focus on strengthening Tier 1 classroom management practices, ensuring every staff member has the tools, shared language, and confidence to create safe, supportive, and predictable learning environments.

By fostering a culture of relational trust, restorative practice, and shared responsibility, we aim to reduce the need for Tier 2 and 3 behaviour interventions. Our focus on positive relationships, emotional regulation, and clear expectations will ensure students feel safe, respected, and ready to learn.

Measures of Success

- Increased staff confidence and consistency in implementing Tier 1 behaviour supports.
- Reduction in Tier 2 and Tier 3 behaviour incidents recorded in school data systems.
- Implementation of common language and restorative practices across all classrooms.
- Positive trends in student wellbeing, engagement, and sense of belonging.
- Evidence of sustained staff participation in Real Schools professional learning and coaching cycles.
- Improved whole-school alignment between behaviour management procedures, values, and restorative culture.





2. Develop a fit-for-purpose sensory room to support students with complex sensory profiles through targeted regulation and sensory experiences.

Albany Secondary Education Support Centre will complete the development of a purpose-designed sensory room that provides a safe, supportive environment for students requiring structured sensory regulation and sensory-based learning experiences. This space will enhance our capacity to meet the diverse needs of students with complex sensory profiles, enabling them to better regulate emotions, engage in learning, and participate meaningfully in school life.

The sensory room will form part of a broader whole-school approach to supporting student wellbeing, self-regulation, and inclusion. Staff will receive training to ensure the space is used intentionally and effectively to support individual sensory plans and promote student independence.

Measures of Success

- Completion and implementation of a fully equipped, fit-for-purpose sensory room by the end of the planning cycle.
- Evidence of individual sensory regulation programs embedded within student plans and classroom practice.
- Increased staff confidence and capability in supporting sensory regulation.
- Improved student engagement, readiness for learning, and emotional regulation.
- Positive feedback from students, families, and staff regarding the accessibility and impact of the sensory space.



Inclusion • Identity • Culture • Community • Reconciliation

1. Strengthen reconciliation and cultural understanding through the development and enactment of the school's Reconciliation Action Plan (RAP): Unity Through Culture.

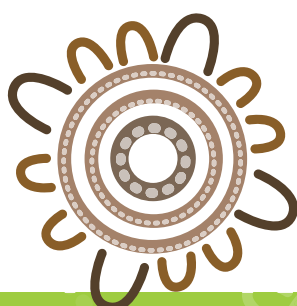
Albany Secondary Education Support Centre will develop and implement a new Reconciliation Action Plan (RAP) that promotes respect, relationships, and opportunities for Aboriginal and Torres Strait Islander students, families, and community members. The RAP will serve as a living document guiding our school's commitment to reconciliation, cultural awareness, and inclusion.

We will build meaningful partnerships with local Elders, Aboriginal organisations, and community representatives to ensure the RAP reflects shared voices and local perspectives. Clear connections will be embedded within the HASS curriculum and whole-school programs, supporting students to understand, appreciate, and celebrate Aboriginal and Torres Strait Islander histories, cultures, and contributions.

To strengthen engagement and provide targeted support, the school will also recruit an Aboriginal Student Support Officer (ASSO). This role will focus on fostering positive relationships with Aboriginal students and families, supporting student wellbeing and achievement, and enhancing cultural visibility and inclusion across the school.

Measures of Success

- Development, endorsement, and launch of the Unity Through Culture RAP with active input from staff, students, families, and community members.
- Appointment of an Aboriginal Student Support Officer (ASSO) and evidence of their active contribution to student support, family engagement, and cultural initiatives.
- Evidence of cultural partnerships through engagement with local Elders, Aboriginal organisations, and community events.
- Integration of Aboriginal and Torres Strait Islander perspectives within the HASS curriculum and cross-curricular programs.
- Increased staff confidence and capability in embedding culturally responsive practices.
- Visible acknowledgment and celebration of culture across the school environment, events, and communications.
- Positive staff feedback reflecting confidence in program delivery and clarity of expected practice.
- Positive feedback from Aboriginal families and community partners reflecting strengthened relationships and cultural safety.





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