



BALDIVIS SECONDARY COLLEGE
SPECIALISED LEARNING PROGRAM - AUTISM

EXPRESSION OF INTEREST GUIDE - 2027



Baldyvis
Secondary College



PRINCIPALS MESSAGE

We are one of just 12 public secondary schools offering a Specialised Learning Program – Autism (SLP-A), designed to give autistic students greater opportunities to pursue their goals and aspirations.

Our dedicated on-site facility allows specialist staff to deliver evidence-based programs while also supporting teachers in mainstream classrooms. This ensures students benefit from consistent support throughout their school environment.

The program enhances students' learning and school journey by valuing their unique strengths, challenges, interests, and identity.

One of our greatest strengths is our people. The relationships within our college form the heart of our community. The Baldivis Way creates a dynamic learning culture where goals are realised through respect, and every success is celebrated.

Alison Parolo | **Principal**

ABOUT THE PROGRAM

Baldivis Secondary College's Specialised Learning Program - Autism (SLP-A) supports the individual needs of autistic students and aims to foster learning, engagement, academic achievement, and the development of adaptive skills. The program provides education and support for the social and emotional development of autistic students who have the potential to achieve academic success in mainstream schooling and beyond.

The SLP-A provides dedicated support through specialised teachers and education assistants, along with a range of tailored resources. These include a study and organisation support area, a private courtyard offering a safe, quiet space for breaks, and access to Gus, the disability support sensory dog. The program also features a sensory room, "The Cube," a safe and supervised area available during recess and lunchtime, and specially organised social groups designed around students' individual interests and passions.

Students undertake an individual program of mainstream and intervention lessons that focus on developing skills around self-regulation and social skills while working closely with their SLP-A teacher or education assistant.

Each student works towards achieving their goals in a caring and supportive environment which acknowledges their unique learning profile. The SLP-A is an evidence-based program reflective of current best practice research and is supported by the School of Special Education Needs.

Students attend Life Classes that focus on developing skills around self-regulation and social skills while working closely with their SLP-A teacher. The health curriculum is also delivered by the SLP-A teachers to ensure that important topics can be explored and fully understood.

Like all Baldivis Secondary College students, SLP-A students are allocated to a Homeroom group depending upon their year level. Homeroom occurs between Periods 1 and 2 on Mondays, Tuesday, Wednesdays and Fridays.



STUDENT SELECTION

ELIGIBILITY AND SUITABILITY

SLPs are designed to be individualised, flexible and responsive to the complex variety of engagement barriers experienced by autistic students. Students eligible for the program will have a formal diagnosis of autism, without an accompanying intellectual disability and be entitled to enrolment in Western Australian public schools in accordance with general enrolment requirements.

The program is suited to meet the needs of students who, with support, are anticipated to work at or near year-level academic standards and who are independently able to self-manage personal care.

SLPs are designed to address and support the unique needs of autistic students who may be experiencing barriers related to their diagnosis, such as challenges posed by social and communication differences, sensory preferences, limited capacity to engage in areas outside their focused interests, difficulties with changes or unpredictability, and challenges with emotional regulation.

Suitability for eligible students is determined through assessments across multiple modes, including informal and formal observations, student voice and parent/carer consultation, communication with allied health professionals and/or other appropriate stakeholders by the program coordinator. School reports, IEPs, NAPLAN results, and Individual Behaviour Plans (IBPs) are taken into consideration.

Applications for enrolment into the SLP are managed by individual schools, with support from SSEN:D and the school psychologist as required.

The program may not be deemed suitable for all eligible students, and placements will be directed towards those students whose needs will be best met through the SLP. The enrolment consideration process includes interviews and review against suitability guidelines prior to offering placements to students.

Enrolment in the program will be reviewed annually and may be extended to suit the individual support requirements of each student. Decisions will be made by the school, in consultation with the student, their parents/caregivers, and other key stakeholders as appropriate.

To be eligible, an applicant will need to meet the following criteria:

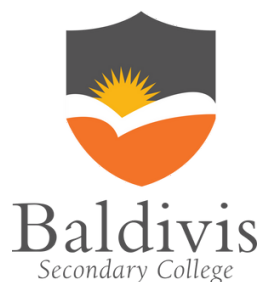
1. Diagnosis of autism without an intellectual disability diagnosis.
2. Academically capable of understanding and coping with grade level content and tasks.
3. Manages behaviour independently or through the use of predetermined prompts and strategies.
4. Independently manages personal care requirements.



PROCESS AND TIMELINE

Parents who are expressing interest in the Specialised Learning Program for Autism at Baldy's Secondary College will need to follow the timeline below and attach the appropriate documents:

- Expressions of interest closes- Friday, 8 May 2026 (Term 2 -Week 3)
- Assessment of Expression of interest- Term 2 (Weeks 5-6)
- SLP staff observation of student in current school- Term 2 (Weeks 6 -10)
- Panel assessment finalised and parents notified in writing- Friday, 21 August 2026 (Term 3- Week 5)
- Orientation days in SLP in Term 4 - to be advised



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Baldy's Secondary College acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of this land, the Noongar people.