









# Business Plan 2013—2015

## Table of Contents:

Overview:	About Carson Street School	2
	Our Teaching and Learning Philosophy	
The Plan:	Student Attendance	4
	Student Achievement Targets 2013	5
	Focus Areas, Strategies and Milestones	5
	Successful Students	6
	Distinctive Schools	7
	High Quality Teaching and Leadership	8
	A Capable and Responsive Organisation	10
	School Self Assessment	11

### Overview

#### **About Carson Street School**

Carson Street School has a proud tradition of innovation and excellence. In 2012 we were commended by an Independent Public School Review for the exemplary processes and practice we undertake to ensure every child has a positive, happy and rewarding school experience.

An active and inclusive learning culture permeates the school. Our focus on individual needs and abilities is achieved through maintaining strong partnerships with parents and the wider community. This highly valued partnership in the learning process ensures that the academic, physical, emotional and behavioural needs of each child are recognised and supported.

A comprehensive approach to challenging our students to achieve their best and build selfconfidence in their personal abilities is provided through our holistic methodology to student learning and achievement. We focus on providing our students with a broad range of learning opportunities that respond to the diversity of their individual needs and abilities.

The role of educational leadership is essential to the growth and renewal of teaching and learning experiences. Our school leaders examine results and resources, guide innovation

and maintain the expertise, commitment and enthusiasm of the staff. Teachers and dedicated support staff work to help each child be as successful as they can be.

The school attracts and retains experienced, caring and innovative staff who work to provide a range of high quality learning opportunities that stimulate and challenge the individual needs and talents of their students. This is done within a collaborative school culture, creating an integrated approach to program development and a strong sense of collegiality.

Student performance is monitored against individual targets. Our challenge is to further the development of key learning indicators that demonstrate successful learning for students with the highest educational support needs. Opportunities for analysis of data from these indicators will evolve through our status as an Independent Public School which provides us the flexibility to pursue this goal. This high level plan is underpinned by operational plans which link strategic goals and objectives to tactical goals and objectives.



#### **Our Teaching and Learning Philosophy**

We work as a team to meet the needs of the whole child in partnership with the family. We recognise each child as unique and special therefore we deliver individualised programs.

We use current and innovative teaching and learning strategies to help the child take their place in society.

We strive to

- use new ideas and innovate to enhance learning.
- solve problems creatively.
- deliver quality work for our students, parents and our co-workers.
- deliver consistent and dependable services that exceed expectations.
- communicate openly and honestly and share ideas.
- be professional.
- work collaboratively.
- inspire others to elevate their performance and contribute to the success of the school.
- continue learning and developing new skills.
- encourage a work environment that is respectful, welcoming and safe.
- encourage, recognise and reward innovative behaviour.
- encourage a work environment that promotes involvement and a sense of participation.
- recognise and reward achievement.

# The Plan

#### **Student Attendance**

Student attendance figures are influenced by the severe nature of medical conditions that necessitate prolonged absence for some students. Many students require external therapy services that impact upon school attendance.

Increasingly medical factors related to our students' conditions have an unavoidable impact on attendance: every effort is made to minimise the impact of absences due to major surgery, for example, on student outcomes.



When medical related absences are subtracted from the data, the overall attendance improves significantly.

Current attendance targets are:

- 1) The percentage of students in the indicated 'risk category' on the Attendance Profile will decrease to 10%.
- 2) The percentage of students in the 'regular category' on the Attendance Profile will increase to 90%.

#### Student Achievement Targets 2013:

**Literacy:** *Communication*: To improve the depth and breadth of Aided Language Stimulation (ALS) throughout the school and to increase the number of students using a personal Augmentative and Alternative Communication system (AAC).

**Numeracy:** The numeracy achievement will equal or exceed the anticipated rate of achievement throughout the school using the BSquared Group Analysis Program.

**Mobility:** Increase the mobility levels of individual students through the use of specialised conductive education practices, an integrated services model and assistive technologies.

**Self Regulation:** A behaviour plan written and implemented by the end of 2014 for all students identified with behavioural concerns.

**Sensory Integration:** To increase the percentage of intervention opportunities for students who require specific sensory integration programs.

#### Focus Areas, Strategies and Milestones

We strengthen expert staff and exceptional programs by developing

- Success for all students
- Distinctive schools
- High quality teaching and leadership
- A capable and responsive organisation

Excellence and Equity: Strategic Plan for WA Public Schools 2012 - 2015

#### **Successful Students**

The school aims to provide a positive environment in which each child is respected and their right to learn is encouraged and protected. We strive to make all children feel secure, want to learn and achieve success.

Broad Strategies	Milestones
Promote active learning and engagement for all	Develop and refine the Early Years Learning Framework within class programs: Being, Belonging, Becoming.
students.	Establish an integrated services model for intervention including therapists, teachers and psychologists.
Differentiated Curriculum	Maintain and improve a differentiated Early Years Curriculum based upon language, communication and self-regulation.
	Specialised teaching and learning strategies, approaches and programs are embedded into individual learning programs.
	Assistive technologies are used extensively to support curriculum access.
Data Driven Learning Plans	Enhance rigor of teaching and learning adjustments by developing appropriate, challenging and measurable targets.
	Embed moderation and reflection of reliable student performance data to determine curriculum adjustments.
Early Intervention	Use an integrated services model for early detection of learning needs and appropriate adjustments.
Promoting self- regulation using Positive Behaviour Support	Identify individual students requiring specific behavioural support and provide data driven intervention using Positive Behaviour Support.
Quality data and analysis	Ongoing monitoring and analysis of summative assessment data to effect evidence based changes to curriculum development.
	Synthesis and analysis of whole school data linked to priorities.







#### **Distinctive Schools**

The school maximises the flexibility and advantages given to us as an Independent Public School. We strive to deliver programs that meet the needs of every student and support the development of our school ethos.

Broad Strategies	Milestones
Inclusive school culture	Further develop Values Education using the schools Community Support Officer.
	Whole school emphasis upon the schools ethos and values.
Supportive emotional environment	Establish the role of a school psychologist within the school's unique context.
	Develop strong links with agencies, service providers and stakeholders to embed a holistic approach to curriculum design and intervention.
	Develop the role of the Community Support Officer
	Recognise achievement of students, staff and the school community.
Specialised physical environment	Continue building upgrades to improve the physical environment of the school.
	Continue to upgrade and improve the classroom environments with improved access and specialised equipment.
	Develop the Risk Assessment Team protocols when assessing physical environments and assistive equipment.
	Staff working with student's who have 'Daily Living' requirements will have access to training.
	Develop a three year plan for the service, repair and replacement of equipment: change tables, hoists, standing frames, slings etc
Specialised support for	Provide professional development in Risk Management to all staff.
the health and safety of students and staff	Strengthen the role of the Risk Assessment Team through further training and the addition of three positions.
	Further develop the school induction process.
	Secure professional assistance from the school psychologist to develop a Protective Behaviours program.
	Maintain our school's status as an Asthma Friendly School and Crunch 'n' Sip School.
	Provide opportunities for staff to receive flu and Hepatitis B vaccinations.

#### **High Quality Teaching and Leadership**

School leaders create a reflective, collegiate school culture that supports learning. The school strives to develop and support individual and collective competency and effective classroom teams.

Due al Ofrat	
Broad Strategies	Milestones
Leading improvement, innovation and change	Prioritise the development of school leaders through a distributed leadership model.
	Provide leaders with the time and support that will develop their area of expertise.
	Refine the School Business Plan.
	Apply for grants that will support staff training and development.
	Key staff will develop the school operational plans.
Leading teaching and learning	Further develop the capacity of teachers through the Teacher Development School strategy.
	Learning Area Coordinators will engage with and share their knowledge of developments within the Australian Curriculum each fortnight.
	The implementation of the Australian Curriculum:
	2013: Early Years Learning Framework, English, Mathematics, Science.
	2014: Full implementation of the Australian Curriculum.
Developing leadership	Establish links with like schools, local schools and professional bodies.
capacity	Encourage aspirants to become Level 3 teachers.
	Provide induction and support for graduate teachers.
	Annual Performance Management for teaching and non-teaching staff will identify priority areas where staff can build capacity.
Teacher knowledge	All experienced teachers will hold a Learning Area Coordinator's position.
	All teachers will have Cost Centre management responsibilities.
	Opportunities to share and reflect in a collegiate forum each fortnight.
	Professional Development with focus upon system, school or classroom based initiatives.
	Engagement in school networks.
	Liaison with school psychologists, therapists, visiting teachers and health professionals.
	Liaison with specialist staff
	Opportunities to increase skills through strategies such as work shadowing and school visits.
	Provision of information in regards to on-line training and courses.

Broad Strategies	Milestones
Classroom	Regular classroom Team Meetings
management and learning environment	A Risk Management Plan and Student Profile for each student.
	The dissemination of information vital to the effective management of classroom and school procedures through Staff Handbooks, Emergency Management procedures and Induction Handbook.
	Therapists and school psychologists will provide specialist classroom appraisal and intervention strategies.
Focus on student learning and	Identify the learning needs of each student upon entry through checklists, BSquared data, medical, therapy and school reports.
assessment	Quality data from formative and summative assessments underpin individual, class and whole school curriculum development.
	Provide a range of assessment tools and assistive technologies that allow students to demonstrate their understandings and learning.
	Assistive technologies that encourage students to discuss and evaluate their own learning will be used extensively throughout the school.



#### A Capable and Responsive Organisation

The school has created a reflective, collegiate culture that supports learning. Ongoing planned development has extended our thinking, understanding and skills. Well developed management procedures, clear expectations of staff and open communication promote cooperation and collaboration.

Broad Strategies	Milestones
Planning and focus on	Key areas for school improvement are collaboratively identified.
student achievement	Strategic planning has direct and specific relevance to the educational needs of the students.
	Individual and whole school targets remain cognisant of the academic, social, emotional, physical well-being and growth within our school community.
Building community partnerships	Continue to develop and promote the school brand and marketing by updating the website, reviewing the current stationery and logo and completing the DVD.
	Survey the school community in regards to school performance.
	Survey families involved in specific programs.
	Further develop the role of the School Board.
Public accountability	School Board Election in 2013.
	Develop a Charter for the School Board in 2013.
	Ensure a member of the School Board holds a position within the school's Finance Committee.
Developing family and school relationships	Ongoing support for staff promoting Parent Morning Teas and other parent forums.
	Maintain parent information events and training opportunities.
	Promote Open Days and other special events that will raise the awareness in the wider community of our school's role.
Safe and inclusive environment	Develop and embed best practice in Emergency and Risk Management throughout the school.
	Develop a team approach throughout the school where staff will take ownership and responsibility for continuous improvement.
	Survey school staff with a Work Environment Assessment.







#### **School Self Assessment**

The school has been rigorous in its analysis of overall effectiveness.

The capacity of administrative staff, teachers, non-teaching and school support staff is developed through targeted professional learning opportunities. Staff training relates to academic development, classroom management, health care and to the welfare of students and staff. Information, knowledge and expertise is shared and reflected upon. Leaders including teaching and non teaching staff actively contribute to the professional learning climate within the school.

Behaviour management at Carson Street is about developing positive relationships and appropriate programs that target self regulation, self esteem and resilience. Positive Behaviour Support and developing our understandings in Emotional Literacy and Sensory Integration underpins the schools approach to managing student behaviour.

We have high expectations of professional practice and take a central role in facilitating children's learning.

Current knowledge and practice of curriculum and assessment will require development to reflect significant future directions with the implementation of the Australian Curriculum.







#### 19 Carson Street

East Victoria Park WA 6101

Ph 08 9361 7500

Fax 08 9361 6363

Email carsonst@iinet.net.au

www.carsonst.wa.edu.au

Carson Street School is an independent public school.