

Carson Street School



Carson Street School is an Independent Public School

Business Plan 2016 - 2018

expert staff | exceptional programs

OUR VISION

A commitment to creating a caring, respectful and supportive community that caters to the learning, physical, social, emotional and behavioural needs of all students.

OUR BELIEFS

All children can learn.

All children should have a voice.

Every child deserves a happy and rewarding school experience that helps them to engage, connect and belong to their community.

That individualised programming and learning is essential to achievement and wellbeing.



OUR SCHOOL

Carson Street School has a proud tradition of innovation and excellence. We are the state's only Education Support Primary School and we provide quality educational programs for children with disabilities aged from 0 to 11 years old.

Our early intervention and school aged programs promote children's learning by applying holistic approaches that are responsive to each child's strengths, abilities and interests.

The school became an Independent Public School in 2010. A subsequent Independent Public School Review provided overwhelmingly positive feedback and commendations for the exemplary processes and practices we undertake to ensure every child has a positive, happy and rewarding school experience.

OUR VALUES

The Carson Street community values diversity and believes a safe and happy teaching and learning environment provides inclusively for all students.

We believe that Values provide us with a guiding framework that helps us to distinguish between what is right or wrong and to make good choices. We use the *Six Kinds of Best Values Framework* by David Koutsoukis as a platform to integrate the core values within the Values for Australian Schooling and the Curriculum Framework. These are:

A pursuit of knowledge and a commitment to the achievement of potential

Be the Learning Kind

Be the Achieving Kind

Self-acceptance and respect of self

Be Kind to Yourself

Respect and concern for others and their rights

Be Kind to Others

Social and civic responsibility

Be the Community Kind

Environmental responsibility

Be Kind to the Environment

OUR BUSINESS PLAN

The Business Plan references and implements the Department of Education Corporate Framework including the Strategic Plan for WA Schools and the Director General's Classroom First Strategy. The plan forms part of a suite of documents including Operational Plans, Learning Area Plans, Workforce Plan and the Delivery and Performance Agreement.

The Business Plan outlines the strategic directions for the future that will support our students to be confident and involved learners who have a strong sense of wellbeing.

Our Business Plan brings together the unique contextual elements of our school and assists us in the planning and evaluation of our improvement strategies within academic and non-academic areas. The school has identified key areas of focus for student learning and development.

- *Communication and Language*
- *Social and Emotional Development*
- *Educational Assessment, Assessment and Accountability*

OUR SELF-ASSESSMENT

The National School Improvement Tool (ACER 2013) is utilised by our school to make judgements about where we are at on our improvement journey, to set goals and design strategies for improvement, and to monitor and demonstrate improvement over time. Our key areas of focus are explicitly aligned to the nine domains from the National School Improvement Tool.



The Carson Street self-assessment process is continuous and comprehensive with a focus on high expectations in student and staff performance within a culture of support and safety that promotes student wellbeing and respectful relationships.

Our school improvement cycle is an ongoing process with school-wide targets that have been set and communicated to school leaders and teachers with accompanying timelines. We assess this data and other evidence related to student achievement and operational planning and act to implement planned strategies.

FOCUS 1

An explicit improvement agenda

Carson Street's approach to the development and implementation of curriculum is underpinned with a holistic approach to learning. The focus is upon each student's individual development and encompasses physical, social, emotional and psychological wellbeing as well as the cognitive aspects of learning.

Explicit and clear targets for improvement have been set and communicated.

WE WILL:

- ◆ Develop annual Operational Plans and Learning Area Plans aligned to focus areas.
- ◆ Develop Individual Education Plans for each student.
- ◆ Develop Documented Behaviour Intervention Plans and Risk Management Plans for identified students.
- ◆ Monitor progress towards targets and systematically evaluate initiatives and programs in relation to their effectiveness in producing desired improvements in student and staff learning and performance.

OUR FOCUS AREAS

FOCUS 2

Analysis and discussion of data

The diversity and the complexity of needs of our students necessitate assessments that are relevant and responsive to the physical and intellectual capabilities of each child. Analysis and discussion of assessment data at Carson Street is underpinned with an acknowledgement of each child's abilities and strength.

The collection and collation of data is linked to individual, class and whole school priorities. Data analysis considers overall school performance as well as performance of individual students and evidence of improvement or regression over time.

WE WILL:

- ◆ Collect, analyse and use a range of student achievement and wellbeing data to track individual student achievement and progress.
- ◆ Continue to build the capacity of staff in using a range of student achievement and wellbeing data.
- ◆ Continue to build staff capacity in analysing and interpreting a range of school data.

FOCUS 3

A culture that promotes learning

Our school believes that every child can learn. We foster children's motivation to learn, challenge them to achieve their best and reinforce their sense of themselves as competent learners.

We focus on high expectations in student and staff performance within a culture of support and safety that promotes student wellbeing and respectful relationships.

WE WILL:

- ◆ Promote and maintain an environment that ensures the academic, physical, emotional and behavioural needs of each child are recognised and supported.
- ◆ Place a high priority to providing our students with a broad range of learning opportunities that respond to the diversity of their individual needs and abilities.
- ◆ Build and maintain a safe environment for our school community to learn and flourish.



OUR FOCUS AREAS

FOCUS 4

Targeted use of school resources

Our school applies its resources in a targeted manner to meet the learning, social and emotional needs of all students.

It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs.

Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.



WE WILL:

- ♦ Allocate all human, physical and financial resources in alignment with the Business Plan.
- ♦ Engage with the broader community as a resource in the development and delivery of learning.

FOCUS 5

An expert teaching team

Carson Street has built a reflective, collegiate school-wide culture that supports high quality, innovative practice and continuous professional improvement.

Our school has procedures in place that encourage our team of specialist teachers and education assistants to share the responsibility for student learning and success.

There is a strong collegial culture that encourages teachers and education assistants to actively participate in leadership roles beyond the classroom.

WE WILL:

- ♦ Continue to provide support for targeted professional learning in all learning areas to retain and develop high quality teachers and support staff.
- ♦ Develop a culture of classroom observations.
- ♦ Further align teacher Performance Management with the National Professional Standards for teachers.
- ♦ Continue the development of education assistant Performance Management within the Department of Education's Competency Framework for Education Assistants.

OUR FOCUS AREAS

FOCUS 6

Systematic curriculum delivery

The school is highly innovative in its approach to the design and management of teaching practices that support high quality teaching and learning experiences for students with the highest educational needs.

We deliver specialised teaching and learning programs that support and challenge students in all aspects of their development.

WE WILL:

- ♦ Implement the Early Years Learning Framework (EYLF) as a guide to learning and development.
- ♦ Continue to develop a variety of strategies to collect, document, organise and interpret data to assess student learning and guide the implementation of explicit, sequenced individualised plans for curriculum delivery and behavioural intervention.

FOCUS 7

Differentiated teaching and learning

Carson Street School places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address learning needs of individual students.

Teachers are encouraged to monitor closely the progress of individuals, identify learning goals and tailor classroom activities to levels of readiness and need.

WE WILL:

- ♦ Monitor the progress of individual students and continually adjust teaching practices in curriculum delivery in response to individual progress.
- ♦ Continue the implementation of Reporting to Parents: Special Educational Needs (RTP: SEN) to report against individualised curriculum.
- ♦ Monitor the implementation of a school wide approach to Positive Behaviour Support.



OUR FOCUS AREAS

FOCUS 8

Effective pedagogical practices

Carson Street recognises that highly effective teaching is the key to improving student learning throughout the school. We encourage the use of research based teaching practices in all classrooms to ensure every child is engaged, challenged and learning successfully.

Our teachers use a range of teaching strategies and methodologies to maximise student learning.

WE WILL:

- ◆ Continue the development and implementation of the National Professional Standards for Teachers and the National Professional Standard for Principals.
- ◆ Build the capacity of school leaders, teachers and school support staff to provide high quality instructional approaches and classroom strategies that benefits student engagement and learning.
- ◆ Build the capacity of classroom and collegiate teams.
- ◆ Establish and communicate clear, consistent understanding of expectations concerning the use of highly effective teaching strategies throughout the school.

FOCUS 9

School-community partnerships

Carson Street actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.

Parents and families are recognised as part of the school community and partners in their children's education.

Partnerships are strategically established to address identified student needs and operate by providing access to experiences and/or resources not available within the school.

WE WILL:

- ◆ Continue to build upon the partnerships with the Public Schools hosting our satellite classes.
- ◆ Continue to build upon the partnerships with the school Parents and Citizens Association and Conductive Education Charity WA.
- ◆ Continue to build upon the partnerships with not-for-profit organisations and local businesses.
- ◆ Continue to identify and develop community, education and business partnerships to support improved student achievement and/or wellbeing.

OUR TARGETS

The school has developed a robust process of annual self-assessment that is based upon collaborative use of evidence related to the strategic improvement targets.

The inclusion of a broad array of targets encompassing areas of strategic development is an approach that continues to build a whole school improvement culture. Specific targets in all learning and operational areas are detailed in annual Operational and Learning Area Plans.

STUDENT ACADEMIC IMPROVEMENT TARGETS

COMMUNICATION

Pragmatic Profile achievement will be at or above individual student's current level.

To increase the % of students with access to Augmentative and Alternative Communication in their classroom.

To increase the % of students with access to Augmentative and Alternative Communication in specialist programs.

To increase the % of students with access to Augmentative and Alternative Communication in Early Years programs.



LITERACY

To increase the % of students using Assistive Technology to support specialised Literacy programs.

NUMERACY

To increase the % of our students demonstrating individual progress in Numeracy measured by the BSquared Summative Assessment Tool.



OUR TARGETS

STUDENT NON - ACADEMIC IMPROVEMENT TARGETS



MOBILITY

Maintain and improve student mobility levels as measured by the Gross Motor Function Measure and BSquared Summative Assessment Tool.

ENGAGEMENT & BEHAVIOUR

Increase to 100% Behaviour Assessment and Intervention Plans for all students identified as having Behaviours of Concern.

ATTENDANCE

Increase the % of students in the 90-100% category.

Decrease the % of students in the 80-89% category.

Decrease the % of students in the 60—79% category.



SOCIAL AND EMOTIONAL WELLBEING

Maintain and improve student wellbeing as measured by our student, parent and staff surveys.



OUR TARGETS

STAFF IMPROVEMENT TARGETS

PERFORMANCE AND DEVELOPMENT

Staff use highly effective teaching practices as evidenced through staff surveys and engagement in the Performance Management process.



USE OF ICT

Continue to increase the % of staff using innovative technological practices, including Augmentative and Alternative Communication devices to enhance their curriculum delivery as measured by staff surveys and checklists.

SOCIAL AND EMOTIONAL WELLBEING

School survey data reflects a high degree of satisfaction in all areas as referenced to the National Safe Schools Framework.

COMMUNITY TARGETS

Maintaining positive parent satisfaction as evidenced in survey data.

School Board raises awareness within the school, parent group and wider community of its role and operations.





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