



# Carson Street School



expert staff | exceptional programs



# CARSON STREET SCHOOL

The Carson Street School Business Plan sets out our school's vision for the future, our values and our priorities. It presents the future direction of our school and its intent is to build on the school's strengths.

The plan articulates strategic directions that support our school purpose, aspiration and mission. It 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 Business Plan also reflects the Department of Education's Corporate Framework and aligns school development with the Department of Education's strategic directions, including governance and school performance.

Under the operational requirements of an Independent Public School, we prepare and implement a Delivery and Performance Agreement (DPA) which provides the framework to assess the school's performance and accountability for the life of the agreement. The DPA is signed by the Principal, Chair of the School Board and Director General. The DPA is developed as a three (3) year, ongoing agreement.



## OVERVIEW

# BUSINESS PLAN



Carson Street is an extraordinary school community that is committed to values that support professional excellence, co-operation and respect. We have a proud tradition of innovation and excellence, providing quality educational programs for children with disabilities aged 0 to 11 years old.

Our purpose is to *empower students for life;*

our mission *is to help every child shine;*

and our vision is  
*to be recognized as a  
school for excellence for empowering students with disabilities.*

To achieve these objectives, we have created a safe, supportive and inclusive school culture that is inviting, engaging and inspiring.

With a mission of *Helping every child shine*, the school has developed exemplary processes and practices to ensure every child has a positive, happy and rewarding school experience.

## 2019—2021

# SCHOOL CONTEXT



**Carson Street is an education support school located in the South Eastern corridor of Perth within the Town of Victoria Park and is a part of the South Metropolitan Education Region. It is the only education support school in Western Australia catering exclusively to primary school students, Kindergarten to Year 6. The school also offers two early intervention programs for children with developmental delays and aged 6 months to four years old.**

**Students enrolled at Carson Street live with disability and many have health conditions. We recognise that every child is exceptional and has a unique contribution to make. Our school provides specialised programs that support the cognitive, social, emotional, physical and language development each child needs to help them thrive. We embrace their diversity and assist them to achieve their potential.**



# A CULTURE THAT PROMOTES LEARNING

Our school believes that every child can learn and we place 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 closely monitor the progress of individuals, identify learning goals and tailor classroom activities to levels of readiness and need.

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

Our focus is upon each child's ability and their potential, reinforcing our mission of *helping every child shine*.



# THE RAINBOW WAY: THE WAY WE DO THINGS



**The Rainbow Way' is our school 'Culture Code' and has been developed to help us fulfil our school purpose of *Empowering Students for Life*.**

We create an engaging and inspiring culture that enables every child to be the best they can be. We *Help Every Child Shine*. The Rainbow Way provides a wonderful context for learning. Students and staff participate in a variety of stimulating and appealing Rainbow activities throughout the year. We build a school culture that encourages us all to be the best we can be and to celebrate our successes.

## **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.
- ♦ Individualised programming and learning is essential to achievement and wellbeing.

## **Our Aspiration:** A School of Excellence

To be recognised as a school of excellence for empowering students with disabilities.

# OUR ARCHITECTURE FOR SUCCESS

**Our Values:** Help us be the best we can be

Be Kind to Your **SELF**

Be Kind to **OTHERS**

Be Kind to the **ENVIRONMENT**

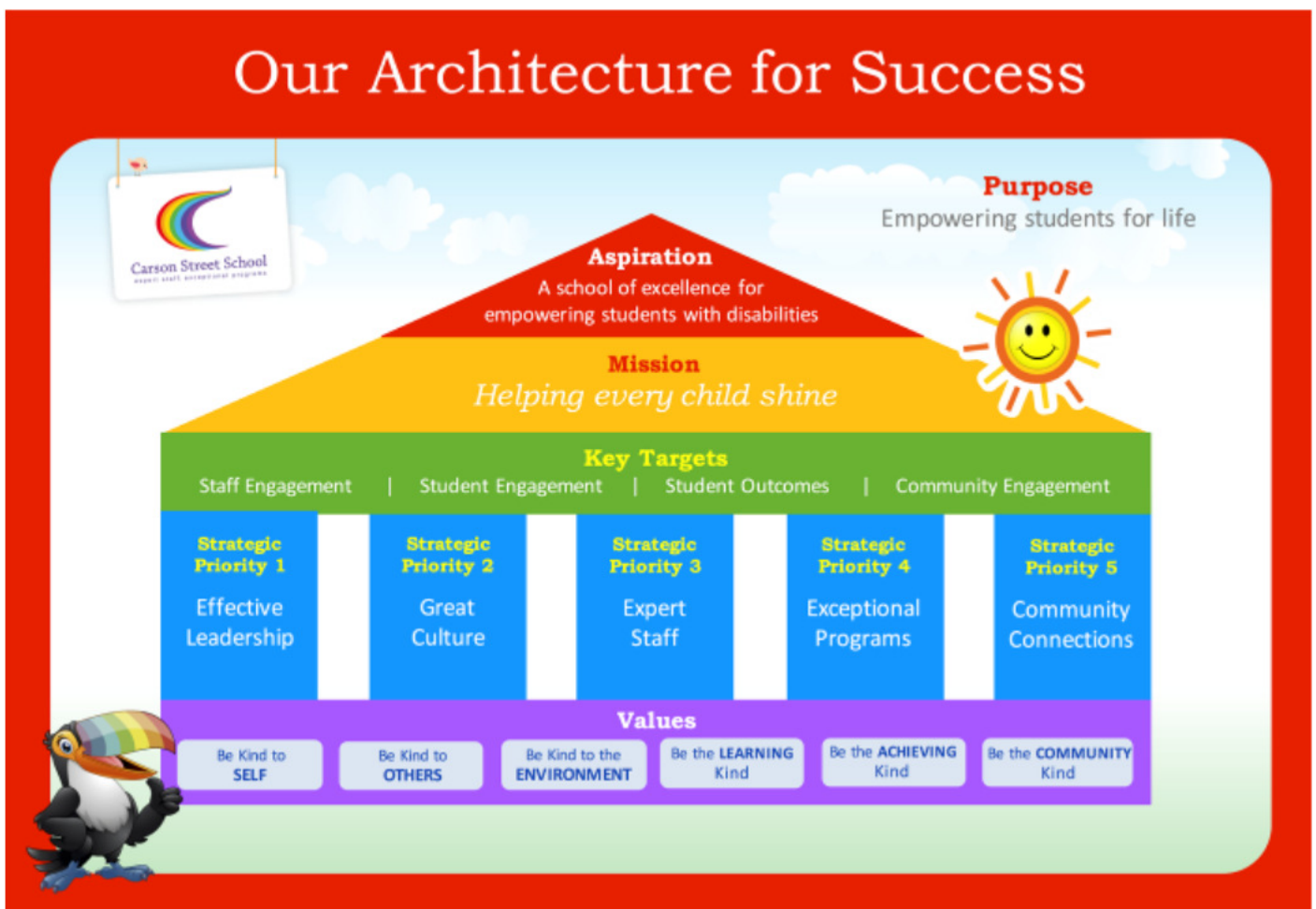
Be the **LEARNING** Kind

Be the **ACHIEVING** Kind

Be the **COMMUNITY** Kind

Our school vision and improvement targets are realised through *Our Architecture for Success*, a strategic direction underpinned by a school development plan called the *Rainbow Roadmap*. The strategic plan keeps us focused and aligned with our priorities and outlines our directions for the future. It drives a strong improvement agenda and is grounded in evidence of improvement in measurable outcomes.

We acknowledge the importance of collaborative partnerships with our School Board in the development of the plan and are responsive to the diversity and expectations of the school community.



# STRATEGIC PRIORITY AREAS

## Priority 1 *Effective Leadership*

### School Improvement Target

A Leadership Framework will be in place and in use by the end of 2020.

Objectives	Strategies
To develop the capacity of leadership across the school.	Develop and implement a school Leadership Plan. Provide Professional Learning for school leaders and teachers. Provide Performance Development and mentoring for all staff. School leaders and teachers will undertake bi-annual 360 Degree Feedback surveys.
To set explicit and clear targets for improvement.	Twice yearly review of the school's strategic plan. Annual development and implementation of operational plans in key areas.
To undertake data analysis that considers overall school performance.	Termly surveys of student and staff engagement. Termly review of performance data in strategic priority areas.

## Priority 2 *Great Culture*

### School Improvement Target

Increase staff and student engagement by the end of 2020.

Objectives	Strategies
To develop a vibrant, connected safe and supportive school culture.	Strengthen the role of the Rainbow Leaders. Develop and implement an explicit school Culture Plan. Strengthen the school teams and committees with the development of clear roles and responsibilities.
To develop an engaging and stimulating physical environment that supports and encourages learning.	Develop and implement a Sensory Environments Plan. Provide Professional Learning in the area of Sensory Environments.
To promote student wellbeing and respectful relationships within a culture of support and safety.	Develop and implement a school Wellbeing Plan. Provide Positive Behaviour Support (PBS) Professional Learning. Streamline the process of identification and management of students requiring behavioural intervention. Review the school's Behaviour Management Policy. Implement School Wide PBS.
To maintain and develop a strong, positive culture of health and wellbeing for staff and students.	Strengthen the role of the staff Wellbeing Team. Develop and implement a school Wellbeing Plan. Provide Health and Wellbeing Professional Learning. Streamline processes that support student welfare.



# SCHOOL IMPROVEMENT TARGETS

## Priority 3 *Expert Staff*

### School Improvement Targets

By the end of 2020 a differentiated Curriculum which meets the specific needs of the cohort of students who are 'working towards' Foundation level of the Australian Curriculum will be launched.

Objectives	Strategies
To build the skills and expertise of staff working in Conductive Education (CE).	Provide training in two endorsed CE training programs.
To identify and address the learning needs of individual students.	Mentor all teachers to ensure rigor in the development of educational targets.  Increase staff instructional capacity through professional learning, coaching, peer observation feedback and Performance Development and Management.  Build the moderation skills of teachers and develop the practice of moderation across the school.
To improve the assessment data that informs teaching and learning programs.	Develop a suite of valid, reliable data assessment tools.  Implement a whole school data collection schedule that ensures all assessment data is transparent, accurate, reliable, valid, timely and relevant to decision making.  Professional Learning in the use of data assessment tools.
To differentiate the Curriculum to better meet the learning needs of all students.	Develop a differentiated Curriculum suitable for students who will remain at a Foundation Level throughout their schooling career.  Professionally develop teachers to use the differentiated Curriculum.
School staff use a range of teaching strategies and methodologies to maximise student learning.	Provide further training and professional development in a range of teaching methodologies including Discreet Trial and Applied Behaviour Analysis.



# STRATEGIC PRIORITY AREAS

## Priority 4 *Exceptional Programs*

### School Improvement Targets

Increase regular student attendance to 90% as a whole school average.

By the end of each year 2019—2021, all students will demonstrate progress in the targeted areas of the P Levels.

By 2021, there will be an increase in the number of students showing improvement in their Pragmatic Profile assessment scores in at least 1 targeted area.

By 2021, there will be an increase in the number of students accessing assistive technologies for communicative purposes.

Objectives	Strategies
To create learning conditions to support strong development in Augmentative and Alternative Communication (AAC), Literacy and Positive Behaviour Support (PBS)	Annual development and implementation of specific improvement plans. Professional Learning for school staff. Classroom observation and feedback. Support for the Communication Committee and PBS Team with increased resources.
To ensure learning environments meet the needs of all students.	Provide a range of educational program streams catering to diversity.
To increase Community Access opportunities within the school and the wider community.	Review the Incursion/ Excursion Policy and processes. Provide all students with learning opportunities beyond the school campus. Set explicit Community Access expectations.





# STRATEGIC PRIORITY AREAS



## Priority 5 Community Connections

### School Improvement Targets

By 2021 there will be an increase of parents and families engaging with the school.

Maintain and increase positive responses from parents through Pulse Surveys and the National School Opinion Survey.

Objectives	Strategies
To strengthen student learning and wellbeing by partnering with parents and families.	Provide a variety of opportunities for families to engage with their child's learning journey.
To build relationships with school sponsors and partners.	Provide multiple opportunities for community partners to engage with the school.
To foster positive relationships and communications within the school, community and with families.	<p>Termly Parent Engagement survey.</p> <p>Build upon the partnership with Belmay PS.</p> <p>Build upon the leadership responsibilities of the Student Council.</p> <p>Develop and implement student factions.</p> <p>Implement Connect as a home/school communication tool.</p> <p>Build upon the participation of Aboriginal and CaLD families in both their child's learning journey and key community events.</p> <p>Develop and implement a school Marketing Plan.</p> <p>Develop and implement a school Community Connections Plan.</p>



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