



BUSINESS PLAN

2022-2025

CARSON STREET SCHOOL

The Carson Street School Business Plan sets out our school's vision for the future, our values, priorities and commitments over the next four years. It presents the future direction of our school and its intent is to build upon 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.

We prepare and implement the Department's *Statement of Expectation*, which makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress. The *Statement* is between the Department of Education, the Director General and the school, and is noted by the School Board.

It underpins the school's strategic planning and self-assessment and forms part of the school's public school review, as well as the Professional Performance Review of the Principal. The Statement also clarifies the important governance role that the School Board plays in supporting the Principal and school staff to implement the system strategic directions and to achieve year on year improvement.



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 living 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 recognised 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.

2022—2025

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 three early intervention programs for children with physical disabilities and developmental delays, aged from birth 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.

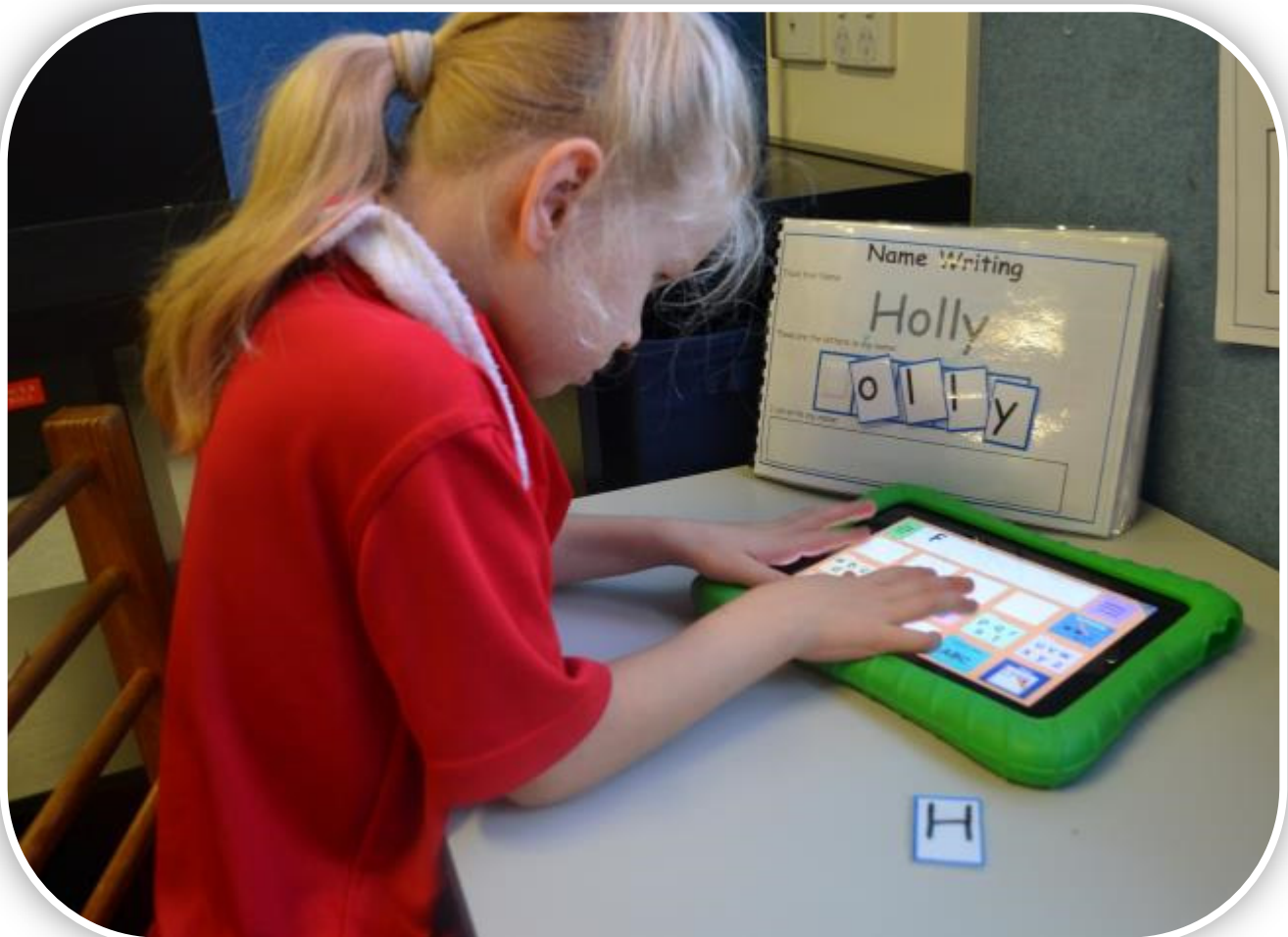
A CULTURE THAT PROMOTES LEARNING

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 tailoring 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



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 to reflect upon our learning, to embrace our strengths and to celebrate our achievements.

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

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 living 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

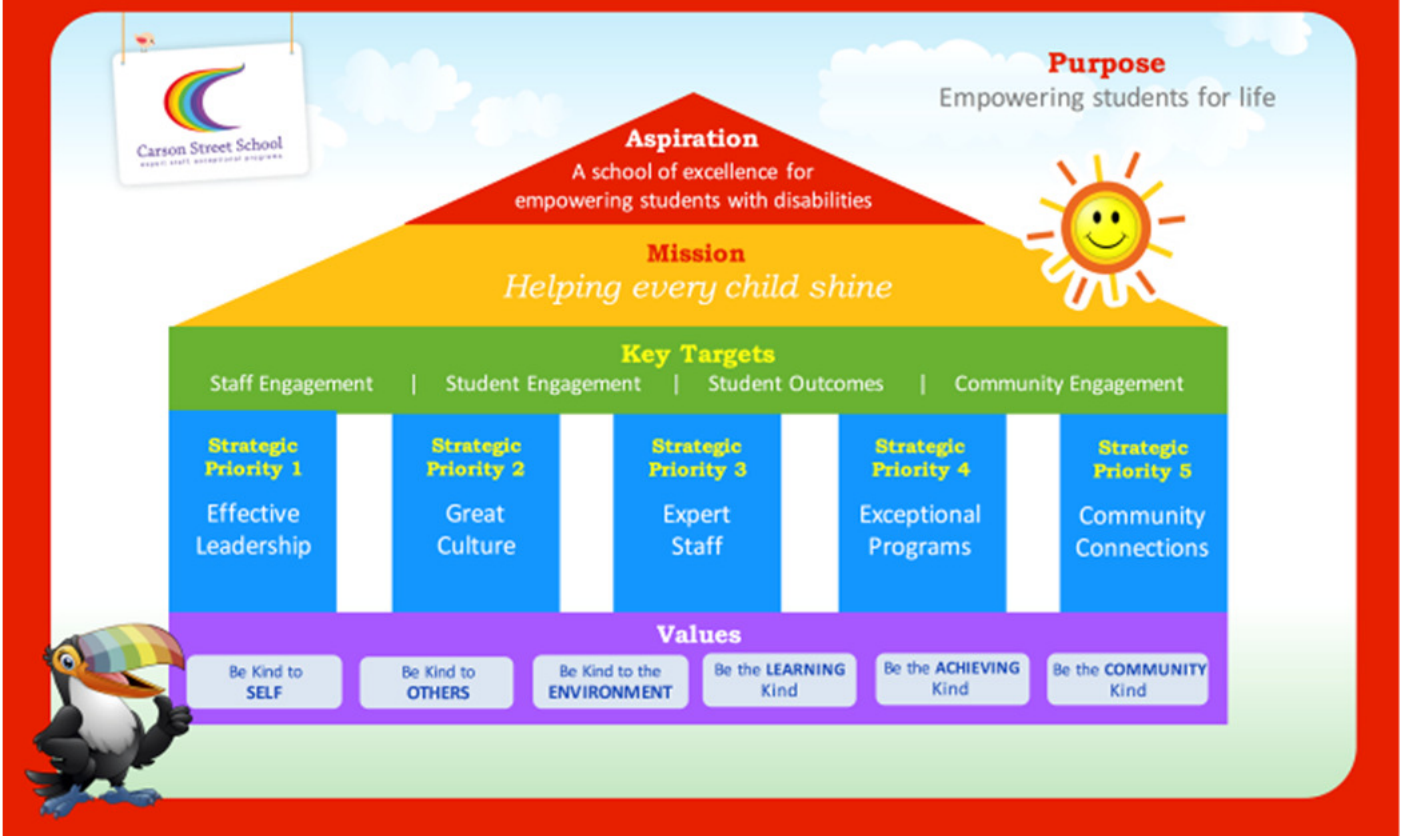
Be the **ACHIEVING** Kind

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 through 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.

Our Architecture for Success



STRATEGIC PRIORITY AREAS

Priority 1 *Effective Leadership*

School leaders, including, where appropriate, the School Board, have developed and are driving an explicit and detailed school improvement agenda known as the Rainbow Roadmap.

School Improvement Target

Using Scorecard, Dashboard and Pulse Survey data, the School Board and Leadership Team will monitor improvement in priority areas termly.

| Focus | We will |
|---|--|
| School leaders, the School Board and P&C are committed to improving learning outcomes for all students in the school. | <p>The school strategic direction is articulated to the Board, P&C, school leaders and school staff.</p> <p>Include Board members in school operations including finance, community and operationalising emergency management.</p> <p>Upon request, arrange professional learning for the Board.</p> <p>Seek feedback from the Board in the development of the Business Plan and school based policies and guidelines.</p> <p>Inform Board members and the P&C of special events.</p> <p>Provide the Board with school publications, including Handbooks and Newsletters.</p> |
| To instigate a systematic approach to reviewing explicit targets for improvement. | <p>Develop a timeframe to review whole school and individual student progress, inclusive of the Board, school leaders, teachers, EAs and school support staff.</p> <p>Provide Scorecard, Dashboard and Pulse Survey data for review to the School Board each term.</p> <p>Review whole school data with teachers each term.</p> <p>Provide collegiate opportunities for teachers to review individual student progress each semester based upon target mastery and BSquared Summative Assessment data.</p> <p>Review student progress against individual student targets during class team meetings.</p> |
| To undertake an annual school self-assessment | <p>Whole school self-assessment using the National School Improvement Tool (NSIT) biennially.</p> <p>Review National Quality Standard data annually and develop focus for improvement for strategic and operational planning.</p> |
| To develop the capacity of leadership across the school. | <p>Refine the Leadership Development Action Plan to include leadership opportunities and development for all staff, with a specific focus upon aspirant leaders.</p> <p>Provide targeted Professional Learning for school leaders based upon Performance Development and 360 Degree feedback, including personal leadership attributes.</p> <p>Provide Performance Development for all staff twice each year.</p> <p>Provide each staff member with a mentor.</p> <p>Introduce 360 Degree feedback surveys for teachers.</p> |
| To set explicit and clear targets for improvement in Action Plans. | <p>Develop and implement Action Plans (operational) in key areas annually.</p> <p>Review Action Plans with key leaders each semester.</p> |



STRATEGIC PRIORITY AREAS

Priority 2 *Great Culture*

The school strives to maintain a learning environment that is safe, respectful, tolerant and inclusive.

School Improvement Target

To increase staff and student engagement.

| Focus | We will |
|---|--|
| To develop a vibrant, connected safe and supportive school culture. | Promote and embed The Rainbow Way culture across the school. Review and support the implementation of an explicit school Culture Plan with an increased focus upon Aboriginal Cultural Awareness. Strengthen the school teams and committees with the development of clear roles and responsibilities. |
| To develop engaging and stimulating physical environments that support and promote learning. | Provide fit for purpose equipment in the Sensory Room Increase staff knowledge in the use of specialised sensory equipment. |
| To develop a professional commitment and belief in staff that they make a positive difference in the lives of our students. | Provide inspirational professional development forums with a focus upon the importance of the education. Acknowledge staff frequently. Celebrate our achievements. |
| To promote student wellbeing and respectful relationships within a culture of support and safety. | Develop and implement a Safe and Friendly School Plan. Build upon School Wide Positive Behaviour Support. Provide staff support and professional learning opportunities that enhance the implementation of PBS. Streamline the process of identification and management of students requiring behavioural intervention. Review the school's Behaviour Management Policy. |
| Promote a culture of child safety. | Develop a child safety Action plan. Build upon the areas of Protective Behaviours and Child Protection and Abuse Prevention across the school. Conduct regular wellbeing check ins with students. Streamline the approach to student services with a focus upon child safety and wellbeing. |
| 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. |

STRATEGIC PRIORITY AREAS

Priority 3 *Expert Staff*

The school strives to provide high quality, evidence-based learning by strengthening support for teaching and learning.

School Improvement Targets

To implement the Quality Teacher Framework in order to build a collective responsibility for improving teaching practice.

| Focus | We will |
|--|---|
| 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 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 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. |
| To promote a culture of collegiate sharing | Provide opportunities for staff to observe and participate in classes around the school in order to gain an understanding of the teaching and learning programs and a sharing of best practice. |
| To use a range of teaching strategies and methodologies that improve teaching practice and 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*

We strive to deliver evidence-based teaching practice to which assessment and reporting procedures are aligned.

School Improvement Targets

Increase regular student attendance to 85% as a whole school average.

By the end of each year 2022—2025, all students will demonstrate progress in the targeted areas of the P Levels.

By 2025, 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 2025, there will be an increase in the number of students accessing assistive technologies for communicative purposes.

By 2025, all students will be participating in a Four Blocks Literacy Program.

By 2025, there will be an increase in the number of students accessing assistive technologies for literacy purposes.



STRATEGIC PRIORITY AREAS

| Focus | We will |
|---|--|
| Explore student achievement and progress measures | <p>Embed the use the BSquared (PScales) as a summative assessment tool.</p> <p>Develop a data base of student targets.</p> <p>Develop a matrix to track student targets year upon year.</p> <p>Build upon the use of the school's elaborated curriculum.</p> |
| To create learning conditions that support strong Augmentative and Alternative Communication (AAC) | <p>Annual development and implementation of specific improvement plans.</p> <p>Professional Learning for school staff.</p> <p>Classroom observation and feedback.</p> <p>Increase support for the 'Student's Voice' and PBS Teams.</p> <p>Create opportunities for students to communicate about issues that matter to them.</p> |
| Create and implement effective balanced literacy programs across school. | <p>Create a literacy working group made up of interested teachers, sharing ideas and resources for the best delivery of a balanced literacy program across school.</p> <p>Develop packs to support teachers with the delivery of the Four Blocks Literacy Program.</p> <p>Develop literacy tools (books, games, activities) that can be accessed by students on a variety of assisted technologies available at school.</p> <p>Provide professional learning for school staff.</p> |
| To create a consistent, school-wide approach regarding behavioural expectations of students, focussing on praise and encouragement. | <p>An annual review of behaviour policy and strategies.</p> <p>Develop Individual Behaviour Support and Risk Management Plans with parents, carers and experts.</p> <p>Maintain high expectations of students, staff and parents.</p> <p>Build the skills and knowledge of the PBS team.</p> |
| To ensure learning environments meet the needs of all students. | <p>Provide a range of educational programs that are underpinned with effective pedagogical practice.</p> <p>Provide supportive and productive learning environments.</p> <p>Develop holistic, individualised learning programs catering to diversity.</p> |
| To increase Community Access opportunities within the school and the wider community. | <p>Provide all students with learning opportunities beyond the classroom.</p> |

STRATEGIC PRIORITY AREAS

Priority 5 *Community Connections*

We build partnerships with parents, families, schools, allied health and community organisations to improve opportunities and outcomes for students.

School Improvement Targets

By 2025 there will be an increase in parent and community engagement with the school.



| Focus | We will |
|--|--|
| To strengthen student learning and wellbeing by partnering with parents and families. | <p>Provide a variety of opportunities for families to engage with their child's learning journey.</p> <p>Engage with families at point of need and respond to their needs and concerns.</p> <p>Create opportunities to work collaboratively with local communities, including Aboriginal communities, to determine aspirations and opportunities for our students.</p> |
| Increase collaboration with families and allied professionals in developing individualised documented plans. | <p>Increase the level of parent engagement at IEP meetings.</p> <p>Increase the level of engagement with allied professionals, therapists and agencies when developing and implementing documented plans.</p> |
| To build relationships with school sponsors and partners. | <p>Provide multiple opportunities for community partners to engage with the school.</p> <p>Provide additional support to the CECWA Board.</p> |
| To foster positive relationships and communications within the school, community and with families. | <p>Build upon the leadership responsibilities of the Student Council.</p> <p>Build the capacity of the school and community to use Seesaw as an effective means of communication.</p> <p>Build upon the participation of Aboriginal and CaLD families in both their child's learning journey and key community events.</p> |
| Evaluate the impact of community involvement and the impact this has in improving student outcomes. | <p>Community assistance with providing fit for purpose environments and high-quality resources.</p> <p>Increase collaborative opportunities with Castlereagh School and Belmay Primary School.</p> |

STRATEGIC PRIORITY AREAS





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