

# BUSINESS PLAN 2021-2023



KALAMUNDA

SECONDARY EDUCATION SUPPORT CENTRE

**KALAMUNDA SECONDARY  
EDUCATION SUPPORT**

*An Independent Public School*



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# Kalamunda Secondary Education Support Centre

## Business Plan 2021 – 2023

### Our Business Plan

Our Business Plan is part of an overall improvement process that aims to make our great school even better. The improvement process is a three year cycle involving setting a strategic direction, implementing direction through our operational plans, and reviewing school performance using established targets. The plan forms part of a suite of documents including Operational Plans, Annual Report, Workforce Management Plan and the 2021 Statement of Expectations.

Our strategic direction was determined in consideration of the:

- KSESC vision statement
- Student achievement, behaviour, and engagement data
- Department of Education and Training WA's strategic plan 2021-2024
- Department of Education and Training WA's ICT Vision for teaching and learning in Public Schools 2020-2024
- Department of Education and Training WA's Focus Documents 2021
- Review of the KSESC Independent Public School report 2020
- School review using the ACER National School Improvement Toolkit; and
- Community, staff and student surveys.

### Our Vision

#### ENGAGE, INSPIRE, ACHIEVE

Our goal is to provide our students with opportunities that encourage them to **engage** in their own individual learning pathway and **inspire** them to identify, and strive to meet, their personal goals. We aim to provide opportunities for students to develop the skills, understandings and values to enable them to **achieve** their potential, lead full and happy lives and contribute to society in a meaningful way. We strive to create a culture in which every student can experience a sense of belonging to the school community, of being known and understood as an individual; and of staff who care about each student's overall progress and wellbeing.

### Our Values

At Kalamunda Secondary Education Support Centre Support every student in our community is known and valued for their individuality. Working together we create a safe, supportive and positive learning environment, where relationships are based on mutual trust and respect. Parents are our partners, together we share the responsibility for student learning.

To assist our students to reach their full potential we will:

- Promote inclusivity, equity and the achievement of personal best.
- Ensure that all students have opportunities to become successful learners, confident and creative individuals and active and informed citizens.
- Build the capacity of the 'whole child' to meet their academic, social and emotional developmental potential.

## Our School

Kalamunda Secondary Education Support Centre commenced operations in 1999 and is a school for students with a range of disabilities, including intellectual disability, autism spectrum disorders, psychological disorders and physical disabilities. The diversity of disability, combined with the specific learning needs of individuals, creates a dynamic and complex learning environment that requires a collaborative approach towards meeting all student needs. Our School aims to develop and maximise the social, emotional and academic ability of all students from year 7 to year 13 for them to be active and productive citizens as they progress through school and transition into the community. Our curriculum is inclusive and individualised with links to the Western Australian Curriculum and all students have an Individualised Education Plan (IEP) which is developed in consultation with key stakeholders. The School is divided into Middle School and Senior School to highlight and better cater for the needs of our students as they mature into young adults. Middle School encompasses Years 7 - 10 where the focus is on developing independence, resiliency, and protective behaviours, whilst also building on functional literacy and numeracy skills. Students also engage in specialist areas of Science, Design & Technology and Physical Education. The Senior School focus is on career-based learning through fostering independence and developing resilience, social and work-related skills. Students may participate in practical work placements and independent living skills within the local and wider community. We encourage partnerships with families and support agencies in developing productive transition pathways.

## Our Self Assessment

As part of our self-assessment practise, we use independent and school based surveys to make judgments 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. We are developing a culture of collegiate support where there is collective, shared responsibility for maximising the potential of all. Successful students are at the core of our school improvement, with academic, social and emotional standards as the central focus. All operations are evaluated in relation to their impact on student achievement and progress.

## Our Focus Areas

Our Focus Areas are identified through rigorous school self-assessment and reflect the priorities in the Department of Education and Training Western Australia's (DOEWA) Focus 2021 strategic plan.

### *Focus 1*

#### **SUPPORT TEACHING AND LEARNING EXCELLENCE IN THE DEVELOPMENT OF DIFFERENTIATED TEACHING AND LEARNING PROGRAMS**

Our school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address learning needs of individual students, including the development of Individual Education Plans. Teachers are encouraged and supported to closely monitor the progress of individuals, identify learning difficulties 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 student progress.
- Collect, analyse, and use a range of student achievement and well-being data to track individual student achievement and progress to increase student connection to their learning.

- Continue to identify Professional Development opportunities for staff to increase their understanding of current best practise.
- Continue to develop our collaborative partnership the Bibbulmun Schools' Network to identify alternate pathways for student learning.

## *Focus 2*

### **PROVIDE EACH STUDENT WITH AN INDIVIDUAL PATHWAY TO POST SCHOOL OPTIONS**

Ensure that each student has access to support which is specifically tailored for their pathway through school, based on their individual needs, interests and ability.

#### **WE WILL:**

- Develop partnerships with families, the community, and other agencies to identify individual student targets and support structures.
- Monitor students' progress towards targets and systematically evaluate initiatives and programs in relation to their effectiveness in producing desired improvements.
- Engage with the local and wider community to identify post school options for school leavers.
- Provide opportunities for students to gain work experience through vocational pathways and/or simulated work programs.

## *Focus 3*

### **TARGETED USE OF SCHOOL RESOURCES**

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

#### **WE WILL:**

- Collect and analyse a range of data to inform school budget decisions when allocating human and financial resources to priority areas.
- Allocate all human, physical, and financial resources in alignment with the Business Plan to ensure that students are offered an inclusive learning environment that meets their individual needs.
- Engage with the broader community (where applicable) as a resource in the development and delivery of learning programs.

## *Focus 4*

### **SCHOOL COMMUNITY PARTNERSHIPS**

Kalamunda Secondary Education Support Centre actively seeks ways to enhance student learning and well-being 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, support and intellectual and/or physical resources not available within the school.

#### **WE WILL:**

- Continue to identify and develop community, education, and business partnerships to support improved student achievement and/or well-being.
- Develop a highly structured transition program with feeder primary schools and community groups to support the transition from primary to secondary school.
- Identify areas for interschool collegiate partnerships through the Bibbulmun Schools' Network.

## Our Targets

The school will use evidence based data to identify targets for improvement aligned to the school Focus Areas.

### *Student Improvement Targets*

#### **ATTENDANCE**

- Increase overall attendance rate to 95%.
- Decrease the percentage of students in the 60-80% attendance category.
- Decrease the percentage of students in the 0-60% attendance category.
- Encourage greater responsibility of parents and the community to lift student attendance alongside implementation of school-based strategies.

#### **ENGAGEMENT**

- Encourage students to set goals and work towards them with perseverance through provision of relevant and ability levelled programs.
- Liaise with stakeholders to plan and implement Individual Education Plans (IEPs) for all students, including behaviour, academic and risk planning, specific to the students' individual needs.

#### **BEHAVIOUR**

- All staff will use *Classroom Management Strategies* (CMS) as a tool for providing students with consistent behavioural expectations.
- Continued development of the KSESC behaviour policy to provide clear structure for behaviour planning, including involvement of students and parents.
- Further develop the *Positive Behaviour Support* (PBS) program to increase students' awareness and ownership of their own behaviour.
- Decrease length of student suspensions to less than 2 days.
- Increase student engagement in conflict resolution and restorative justice programs to 100%.

#### **WELLBEING**

- Protective behaviours explicitly taught in all classes across the school.
- Continued development of policies to identify and mitigate risk.
- Wellbeing Coordinator to work collegiately with school nurse, school psychologist and staff to inform best practise in identifying, monitoring, and planning positive health and wellbeing incentives.
- AIEO to work collegiately with staff to identify opportunities for engagement in a culturally diverse curriculum.
- Maintain and improve student well-being as measured by student, parent, and staff surveys, through a minimum of 90% participation across all stakeholders.

### *Staff Improvement Targets*

#### **USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES**

- Increase the percentage of staff using innovative technological practices to enhance their curriculum delivery to 100%.
- Identification and provision of professional development to enhance staff understanding of new and advancing technologies, with 100% of staff engagement.
- Develop staff understanding of the DOEWA ICT Vision for teaching and learning in Public Schools 2020-2024.
- Further development of STEAM initiatives through partnership within the Bibbulmun Schools' Network, with 30% of staff engaging in partnership teams.

## **PERFORMANCE AND DEVELOPMENT**

- 100% Staff will continue to participate in the structured Performance Development process as a tool to enhance personal performance.
- Continue to develop a structured program of Professional Development linked to the staff Performance Development process and school priority areas.
- Reflect on performance by seeking feedback on how we can improve and work together to support change through at least one school survey per semester.
- Development of collaborative peer partnerships as part of the staff Performance Development process, with 80% of staff engaging in classroom observations.

## **WELLBEING**

- Develop programs specific to our school context to support staff wellbeing using data collected through independent and school surveys.
- Provide staff with professional development opportunities, aligned to Performance Development goals, to support own wellbeing with 100% staff involvement.
- Maintain and improve staff well-being as measured by staff surveys, with 100% staff involvement.

## *School Community Targets*

### **PARENTS and CARERS**

- Maintain positive parent satisfaction as evidenced in survey data, through 90% parent involvement.
- Raise awareness within the parent group and wider community of the School Board's role and operations as evidenced by increased attendance at School Board Public General Meetings.
- Increase the percentage of parent participation with the Parent Advisory Group to 10%.
- Increase the percentage of parent participation/attendance in school events to 50%.

### **COMMUNITY PARTNERSHIPS**

- Continue to identify and develop community, education, and business partnerships to support improved student achievement and/or well-being.
- Continue to develop the 'Kalability Allstars' Sporting Program to provide opportunities for students in KSESC and other Education Support Schools to become involved in inclusive sporting activities through engagement in at least 4 sporting carnivals per year.
- Continue to develop the Careers program to provide opportunities for 100% of upper school students to gain experience through work placements with external providers and/or on-site simulated work placements.