

KALAMUNDA SECONDARY EDUCATION SUPPORT CENTRE



BUSINESS PLAN 2024 - 2026



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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 to review school performance using established targets. The plan forms part of a suite of documents including Annual Report, Workforce Management Plan and the Statement of Expectations. Our strategic direction was determined in consideration of the:

Kalamunda Secondary Education Support Centre's:

- Vision Statement
- Student Achievement, Behaviour, and Engagement data

Department of Education Western Australia's:

- Multicultural Plan 2021-2025
- Equity Diversity and Inclusion Plan 2021-2025
- Disability Access and Inclusion Plan 2018-2023
- Aboriginal Cultural Standards Framework
- ICT Vision for teaching and learning in Public Schools 2020-2024
- Information and Communication Technologies (ICT) Strategy 2020-2024
- Building on strength
- Strategic directions 2020-2024



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

Safe, Responsible & Respectful School Community

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
- Align school planning with the School Positive Behaviour Support values of Safe, Respectful and Responsible behaviour



OUR SCHOOL

We are a school for students with 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. The School is divided into lower school and upper school to highlight and better cater for the needs of our students as they mature into young adults. Lower 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 Art, Design & Technology and Physical Education. The upper school focus is on career-based learning through fostering independence and developing resilience, social and work-related skills. Students have opportunities to engage 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 suite of strategic documents.

01

SUPPORT TEACHING AND LEARNING EXCELLENCE IN THE DEVELOPMENT OF DIFFERENTIATED PROGRAMS

- Monitor the progress of individual students and adjust teaching practices in response to individual student progress
- Collect, analyse, and use a range of student achievement and well-being data to track and progress student achievement to increase connection to their learning
- Identify opportunities for staff to increase their understanding of current best practise
- Continue to develop our collaborative partnership the Education Support South Network

02

PROVIDE EACH STUDENT WITH AN INDIVIDUAL PATHWAY TO POST SCHOOL OPTIONS

- Develop partnerships with families, the community, and other agencies to identify appropriate support structures
- Monitor student progress towards targets and evaluate programs to ensure effectiveness
- Engage with the 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

03

TARGETED USE OF SCHOOL RESOURCES

- 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 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

04

SCHOOL COMMUNITY PARTNERSHIPS

- 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 Education Support South Network



OUR SCHOOL TARGETS

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

STUDENT IMPROVEMENT

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

- Teaching staff will use Classroom Management Strategies (CMS) as a tool for providing students with consistent behavioural expectations
- Continued development of the school behaviour policy to provide clear structure for behaviour planning, including involvement of students and parents
- Continue to use the Positive Behaviour Support (PBS) program strategies to increase students' awareness and ownership of their own behaviour.

WELLBEING

- Monitor, review and further develop policies to identify and mitigate risk
- Wellbeing Committee to identify, monitor, and plan positive health and wellbeing incentives
- Monitor, review and further develop a culturally diverse curriculum
- Collection of improvement data as measured by student, parent, and staff surveys

STAFF IMPROVEMENT

USE OF ICT

- 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
- Further development of STEM across the school through targeted initiatives with 100% teaching staff engaging through classroom programs.

PERFORMANCE AND DEVELOPMENT

- 100% Staff will continue to engage with a structured program of Professional Development aligned with 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 with 100% 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 wellbeing as measured by staff surveys, with 100% staff involvement.

COMMUNITY

- Actively seek opportunities for collegiate support with co-located site school, Kalamunda SHS and ESSN (Education Support South Network) partner schools
- Identify opportunities for staff to engage with community groups to enhance school community partnerships
- Provide opportunities for staff to engage with the School Board through open board meetings



COMMUNITY

PARENTS AND CARERS

- Maintain positive parent satisfaction as evidenced in survey data, through 75% 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 25%
- 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 well-being
- 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 within the communities in which the live
- Continue to develop the 'Kalability' suite of programs:
 - 'Kalability Sports' to provide opportunities for students in KESAC and other Education Support Schools to become involved in inclusive sporting activities through engagement in at least 4 sporting carnivals per year
 - 'Kalability Catering' to engage students in community involvement through dedicated morning tea opportunities
 - 'Kalability Organic Garden' to provide opportunities for student to engage in life skills through the Stephanie Alexander Garden project or similar.





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