



BUSINESS PLAN 2018-2020



Our Business Plan 2018 - 2020

Our Business Plan is part of an overall 3 year cyclic improvement process involving setting a strategic direction, implementing that 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 Plan and the Delivery and Performance Agreement

Our strategic direction was determined in consideration of the:

- KSESC vision statement
- Student achievement, behaviour and engagement data
- Department of Education Strategic Plan 2016-2019
- Department of Education Focus Documents 2017
- Review of the 2016 IPS review
- School review using the ACER National School Improvement Toolkit
- Community, staff and student surveys

Our Vision

ENGAGE, INSPIRE, ACHIEVE

We aim to provide opportunities which give our students the skills, understandings and values to reach 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 experiences 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 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 and together we share the responsibility for student learning

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

- Promote inclusivity, equity and 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 as a school for students with mild to severe intellectual disabilities. Whilst this criterion is the primary basis for enrolment, students typically present with a broader range of disabilities including 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.

The Centre 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. All students have an Individualised Education Plan which is developed in consultation with key stakeholders.

The Centre 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. Our curriculum is inclusive and individualised with links to the WA Curriculum. Middle School encompasses Years 7, 8 and 9 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, Art and Physical Education.

The Senior School focus is on fostering independence and developing resilience and social skills. Students participate in practical work placements and independent living skills in the community and at TAFE. The Centre encourages partnerships with families and support agencies in developing productive transition pathways.



Our Self Assessment

As part of our self-assessment practice we utilise the National School Improvement Tool (ACER 2013) 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 mentoring and coaching where there is a collective, shared responsibility for maximising the potential of all. Successful students are at the core of our school improvement, with both academic, social and emotional standards the central focus. All operations at Kalamunda Secondary Education Support Centre are ultimately evaluated in relation to their impact on student achievement and progress.

Our Focus Areas

Our Focus Areas reflect the priorities identified by the Department of Education and Training in the Focus 2017 strategic plan. These priorities are:

- Success for all students
- High quality teaching
- Effective leadership
- Strong governance and support

Focus areas for improvement are explicitly aligned to the nine domains from the National School Improvement Tool.

Focus 1

AN EXPLICIT IMPROVEMENT AGENDA

Development of explicit and clear targets for improvement which are set and communicated to all staff

WE WILL:

- Develop Operational Plans aligned to the focus areas
- 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



Focus 2

ANALYSIS AND DISCUSSION OF DATA

A high priority is given to the development of a program of school-wide analysis and discussion of systematically collected data to monitor overall school performance as well as performance of individual students, including evidence of improvement and/or regression over time and measures of growth across the years of schooling

WE WILL:

- 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 build staff capacity in analysing and interpreting a range of school data
- Develop practices to ensure routine use of relevant data, and analysis of this on the impact of teaching

Focus 3

A CULTURE THAT PROMOTES LEARNING

Our school is driven by a deep belief that every student is capable of successfully achieving their personal best. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. We will continue to develop a strong collegial culture of mutual trust and support among teachers and school leaders, where parents are treated as partners in the promotion of student learning and well-being. Our school works to maintain a learning environment that is safe, respectful, tolerant and inclusive

WE WILL:

- Promote and maintain an environment which reflects our dedication to the provision of an inclusive learning program where all students can achieve personal success and engage in their learning.
- Place a high priority on student and staff well-being with processes in place to support professional, academic, social and emotional learning



Focus 4

TARGETED USE OF SCHOOL RESOURCES

Our school will apply its resources in a targeted manner to meet the learning, social and emotional needs of all students. We will develop school-wide policies, practices and programs to assist in identifying and addressing individual student needs.

WE WILL:

- 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

Focus 5

AN EXPERT TEACHING TEAM

Kalamunda Secondary Education Support Centre is dedicated to building a school-wide, professional team of highly able teachers, including implementing procedures to encourage a school-wide shared responsibility for student learning and success.

WE WILL

- Continue to develop a targeted professional learning strategy designed to retain and develop high quality teachers
- Continue to develop a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.
- Continue to liaise with schools in the Hills Precinct to develop a Professional Learning Community for sharing best practise

Focus 6

SYSTEMATIC CURRICULUM DELIVERY

Kalamunda Secondary Education Support Centre is dedicated to the development of a sequenced plan for curriculum delivery that ensures consistent teaching and learning across the year levels. Evidence based teaching practices are embedded, and assessment and reporting processes are aligned and refined collaboratively to provide a shared vision for curriculum practice.

WE WILL:

- Implement the Western Australian Curriculum courses as applicable and with relevance to our students' individual needs
- Continue to develop an inclusive curriculum with a dedicated scope and sequence across years 7 – 13 that supports student learning
- Further develop our collaborative partnership with our local school networks through the Bibbulmun cluster and the Hills Learning Precinct
- Continue to develop and refine the year 6 transition program with Kalamunda Primary Education Support Centre and other primary schools



Focus 7

DIFFERENTIATED TEACHING AND LEARNING

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 monitor closely 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 individuals' progress
- Liaise with 'like' schools to continue to develop documented plans which meet the individual needs of our student cohort



Focus 8

EFFECTIVE PEDAGOGICAL PRACTISES

Our school recognises that highly effective teaching is the key to improving student learning and engagement. We encourage the use of research based teaching practices, including explicit instruction, to ensure students are engaged, challenged and learning successfully.

WE WILL:

- Establish a culture of collaborative teaching and learning and communicate clear, consistent understandings of expectations concerning the use of highly effective teaching strategies throughout the school
- Develop a structured program for professional development aligned to school priorities to ensure that students are provided with engaging and relevant learning activities

Focus 9

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 childrens' education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and 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 well-being
- Develop a highly structured transition program with feeder primary schools and community groups to support the transition from primary to secondary school and from secondary school into the workplace and community



Our Targets

Student Improvement Targets

ATTENDANCE

- Increase overall attendance rate to 90%
- 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 level programs
- Liaise with stakeholders to plan and implement Individual Education Plans specific to the students' individual needs

BEHAVIOUR

- Staff implement 'Classroom Management Strategies' (CMS) as a tool for providing students with consistent behavioural expectations
- Continued development of the Behaviour Policy to provide clear structure for behaviour planning, including involvement of students and parents



Staff Improvement Targets

USE OF ICT

- Continue to increase the percentage of staff using innovative technological practices to enhance their curriculum delivery
- Identification and provision of professional development to enhance staff understanding of new and advancing technologies
- Identify and source new technology to increase student engagement

PERFORMANCE AND DEVELOPMENT

- Increase the number of staff participating in the collegiate Peer Mentor program
- Continue to develop a structured program of Professional Development linked to the staff Performance and Development process
- Reflect on performance by seeking feedback on how we can improve and work together to support change
- Development of Instructional Rounds for achieving systematic progress through collaborative peer partnerships as part of the classroom observation strategy

SOCIAL AND EMOTIONAL WELL-BEING TARGETS

- Develop Operational Plan and programs specific to our school context to support staff and student social and emotional well being
- Provide staff with professional development to support own and student social and emotional well being
- Maintain and improve student well-being as measured by student, parent and staff surveys

COMMUNITY TARGETS

- Maintain positive parent satisfaction as evidenced in survey data
- Raise awareness within the parent group and wider community of the School Board's role and operations
- Increase the percentage of parent participation in networking opportunities organised by School Board
- Increase the percentage of parent participation/attendance in school events (Open Day, Awards Assembly etc.)
- Continue to develop links with the local community and the City of Kalamunda to provide opportunities for students to explore and participate in the local community

