



**Creaney**

EDUCATION SUPPORT CENTRE

*every child, every opportunity*

**BUSINESS  
PLAN  
2023  
2025**



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*every child, every opportunity*

**Creaney ESC**

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*Our Vision*

*For all students to achieve their full potential through innovative, individualised programs which meet their unique needs, within a safe, positive and accepting environment. We aim to work in inclusive partnerships to develop the social, emotional, intellectual, physical, communicative and independence skills of our students to prepare them for the opportunities and experiences of life.*

*Our Business Plan*

The Creaney ESC Business Plan 2023 - 2025 builds upon the progress of our previous business plan and sets out our vision, values, key focus areas and improvement targets. Focus areas have been identified through self-assessment processes involving collaboration between staff, the School Board and our parent community. These focus areas are inter-related and have students, staff and the

community at their core. The Business Plan supports the implementation of the WA Department of Education's Strategic Directions for Public School 2020 -2024: Every student, every classroom, every day. The Business Plan is supported by a suite of documents including Operational, Workforce and Financial Plans. All priority areas have resource allocations identified within the Financial Plan.

*Our Beliefs*



Every child is unique and has value.

Every child can learn and achieve.

Every child deserves fair and equitable opportunities.

Every child deserves respect and dignity.

Every child deserves to be heard and to have input and choice.

Every child thrives best when part of a collaborative and positive community.

Everyone deserves a safe learning and working environment.



# OUR VALUES

**Child Focus** – a student-centred approach to learning

**Respect** – through open communication and collaboration between all members of our community

**Integrity** – professional, ethical and transparent conduct

**Teaching and Learning** – built around evidence-based practice

**Commitment** – to ongoing review and updating of knowledge and skills

**Achievement** – through realistic but aspirational goals.

## Our School Context

Creaney Education Support Centre (Creaney ESC) is an Independent Public School which specialises in the education of children with special needs. We cater for primary aged students with a range of disabilities (primarily Intellectual Disability and Autism Spectrum Disorder). We provide a tailored and highly individualised curriculum for each of our students, depending on their unique needs. Each student's learning program is determined by an Individual Education Plan (IEP). IEPs are written at the beginning of each semester, in collaboration with parents, staff and relevant therapists. Students are taught by specially qualified staff using highly structured programs based on the principles of TEACCH and Direct Instruction. Task Analysis is used to break academic and personal goals into small, fine-grained progressive steps which are explicitly taught using a variety of specialised strategies. Classes are typically small with a high staff ratio to ensure maximum engagement for each student. Our school shares a site with Creaney Primary School which allows us to offer a range of integration opportunities for students at both schools.

## Our Self-Assessment

Ongoing self-assessment is fundamental to our school improvement cycle. A rigorous process ensures we make continuous judgements about our school's performance and that we plan and implement strategies for ongoing improvement. Following the Department of Education's School Improvement and Accountability Framework, our school improvement cycle assesses data and other evidence; plans to improve the standards of student achievement and acts to implement planned strategies. In collaboration with our school community we use this process to review our performance against Business Plan targets each year, with results published in our Annual Report.

# OUR PRIORITIES

## Priority One:

### High Quality Teaching

#### FOCUS ONE: Teaching Practice

**Strategic Goal:** Consistent high quality teaching practice in every classroom

#### Strategies:

- Support new and inexperienced staff with more formal induction and mentoring processes.
- Ongoing staff development supported by sharing of expertise (internal) as well as engagement with formal professional learning (external).
- Systems support collaboration and learning from each other (including video exemplars, peer observation etc).
- Replace existing Performance Management processes with a Performance Development Approach.

#### Targets:

- Structured induction and mentoring program utilised with all new staff.
- Professional Learning Register shows evidence of both formal and informal learning opportunities.
- Staff have access to a bank of quality teaching resources (video exemplars etc)
- Performance Development process utilised with all staff by 2024.

#### FOCUS TWO: Most Viable Curriculum

**Strategic Goal:** Deliver a well-sequenced and wholistic curriculum appropriate for each individual student.

#### Strategies:

- Whole school approach used to assess and deliver phonics programmes
- Whole school approach used to teach and assess numeracy.
- Effective handover and ongoing student profile processes ensure continuity of curriculum.
- Curriculum planning supports development of the 'whole child', including social, emotional and academic domains.

#### Targets:

- Targeted whole school phonics assessment demonstrates average student improvement of at least 10% each year.
- Whole school Maths Assessment demonstrates average student improvement of at least 10% each year.
- CESC Developmental checklists used to monitor progress in non-academic dimensions.

## Priority Two:

### Community Relationships

#### FOCUS: Strong Community Relationships and Partnerships

**Strategic Goal:** Strengthen relationships between school and wider community.

- Strengthen collaborative relationships between school and parent community.
- Support the development of relationships between Creaney ESC families.
- Strengthen collaborative partnership between Creaney ESC and Creaney PS.
- Extend collaborative relationships between Creaney ESC and other schools (Network and regional)
- Strengthen and extend collaborative relationships between Creaney ESC and other community groups and agencies (eg TAFE, BHP, First Nations people)

#### Targets:

- National School Opinion Surveys demonstrate an improved rating in "relationships with the local community".
- Results of National School Opinion Surveys indicate parents feel supported by the school and able to communicate concerns (minimum 4.6 rating)
- Attendance at parent/school community events indicates value placed on family/school relationship.
- Increase in cross-campus events and activities.
- Number of community events increase to reflect extended relationships.



## Priority Three:

### Effective Leadership

#### FOCUS: Developing Leaders

**Strategic Goal:** Build the leadership capacity of staff.

- Implement the WA Future Leaders Framework to identify, develop and support high-potential leaders.
- Provide a range of leadership opportunities within the school (staff and students).

#### Targets:

- Future Leaders Framework implemented by 2025.
- Senior Mentors appointed to provide leadership to student body.
- All interested staff allocated leadership opportunities regardless of job position..



## Priority Four:

### Resources

#### FOCUS: Effectively manage teaching resources

**Strategic Goal:** To establish library system to store and monitor use of teaching resources.

- Purchase library issues system
- Employ resource support officer to manage borrowing of teaching resources.

#### Targets:

- Teaching resources catalogued and electronic borrowing system established.
- Resource support officer employed to manage teaching resources.