



Creaney

EDUCATION SUPPORT CENTRE



Business Plan 2017 –2019

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 BELIEFS

We believe:

- 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

We value:

- **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 is an Independent Public School in Kingsley, catering 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, Applied Behaviour Analysis (ABA) 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 and support for each student. Our school shares a site with Creaney Primary School. This allows us to offer a range of integration opportunities for students at both schools.

OUR BUSINESS PLAN

Our Business Plan references and implements the Department of Education Corporate Framework including the Director General's Strategic Plans of High Performance and High Care and Focus 2017. The plan is part of a suite of documents including Operational Plans and the Delivery and Performance Agreement. It outlines the strategic directions for the future and 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.



KEY FOCUS AREAS, STRATEGIES AND MILESTONES

Success for All Students

Focus	Key Strategies & Milestones
<p><u>English – Speaking and Listening</u> A specifically targeted operational plan supports a school- wide focus on communication.</p>	<ul style="list-style-type: none">• Staff supported to become proficient with the range of Augmentative and Alternative Devices used by students.• Provision of low-tech communication supports throughout school to support student communication in all contexts.• Collaboration between staff and therapists to ensure regular communication opportunities embedded into programs for students with complex communication needs.• Communication goals for each student identified in IEPs and reported against at the end of each semester.



Focus	Key Strategies & Milestones
<p><u>Early Years Programs</u> To deliver appropriate quality education programs for children in the early years of Kindergarten to Year 2.</p>	<ul style="list-style-type: none"> • Compliance with National Quality Standard (NQS) to ensure benchmarks for Early Childhood Education are met. • Explicit teaching of play skills and the provision of a range of play equipment and opportunities. • Simple procedures developed to map progress in play skills. • Use of the Early Years Learning Framework (EYLF), NQS and Australian Curriculum to underpin planning, delivery, reflection and review of core K-2 programs. • Selected EIP curriculum implemented in core K-2 classes where appropriate. • Reporting to Parents format extended to EIP reporting. • Improved systems for marketing of the Early Intervention Intensive Program (EIP)
<p><u>Student Achievement</u> The percentage of IEP goals attained will continue to be the measure of student achievement during the early implementation stages of ABLEWA assessment.</p>	<ul style="list-style-type: none"> • IEPs outline priority educational goals across seven learning areas for all students. • At least 75% of planned IEP goals will be achieved
<p><u>Integration</u> A range of integration opportunities are provided for students.</p>	<ul style="list-style-type: none"> • Updated Integration Policy developed in collaboration with Creaney Primary School to identify strategies for increasing integration opportunities for students at both schools. • Relationships between the communities of both schools are strengthened through increased communication and the identification of mutual benefits of integration. • The appointment of an Integration Coordinator.



High Quality Teaching

Focus	Key Strategies & Milestones
<p><u>Assessment and Reporting</u> Developing relevant measures of student achievement and progress over time.</p>	<ul style="list-style-type: none"> • Review of the Creaney ESC Curriculum and Reporting Policy to include twice yearly assessments of all students on the ABLEWA and SENAT tools commencing 2017. • Assessment data used to determine the baseline distribution of students and to compare individual and whole group progress over time. Student performance data to inform future planning. • Valid assessment decisions in ABLEWA supported through group moderation and professional learning. • Staff establish a suite of readily accessible assessment instruments. • Core assessments establish whole school approach to planning and common language. • Staff supported to write SMART objectives through coaching and via provision of CESC style guide.
<p><u>Building Teacher Capacity</u> Building the capacity of teachers to provide high quality instruction that benefits student engagement and learning.</p>	<ul style="list-style-type: none"> • Development of a shared language and understanding of the AITSL Professional Standards for Teachers within an Education Support context. • Introduction of Peer Observation and Feedback to support improved teaching practices through self-reflection, goal setting and coaching processes. • Recognition of staff expertise to support coaching and sharing of best practice strategies. • Performance management processes extended and explicitly linked to classroom practice, school priorities and AITSL standards, • Supported mentor and buddy programs. • 'Critical friends' approach used as peer review of planning and practice. • Pro-forma developed to align professional learning applications to school priorities, student need and performance management. • Teaching staff use SEN PL Matrix to identify professional learning needs and learning resources.



Effective Leadership

Focus	Key Strategies & Milestones
<p><u>Collaborative Strategic Planning</u> To foster a culture of collective ownership and responsibility.</p>	<ul style="list-style-type: none"> • Collaborative processes between school administration, staff, School Board and parents inform school strategic direction and planning.
<p><u>Distributed and Shared Leadership</u> Leadership roles distributed across the school based on individual strengths, needs and aspirations of staff.</p>	<ul style="list-style-type: none"> • Processes established to encourage staff representation from all job classifications in decision making groups. • Support for teachers and education assistants to lead the development, implementation and evaluation of operational plans. • Supported mentoring of aspirants.
<p><u>Cultural Diversity</u> To support respectful relationships as a culturally responsive school.</p>	<ul style="list-style-type: none"> • Implementation of the Aboriginal Cultural Standards Framework.

Strong Governance and Support

Focus	Key Strategies & Milestones
<p><u>Transition to I.P.S.</u> The school community is well informed of the implications, flexibilities and opportunities associated with transition to an Independent Public School.</p>	<ul style="list-style-type: none"> • Establishment of a new School Board, including selection of appropriate community representatives. • Provision of training to support the Board's governance role. • The Board is actively engaged in the development and review of the School Business Plan 2017-2019 • The Board establishes a positive profile in the school community.
<p><u>Community Partnerships</u> Strong, positive relationships between staff, students, families and outside agencies, enhance student learning and well-being.</p>	<ul style="list-style-type: none"> • Extend the range of mechanisms used for communication between school and families. • Establish a strong Parent Network to increase the sense of belonging and to provide access to information and relevant learning. • Establish partnerships to improve opportunities for students to participate in extra-curricular recreational activities.





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