



School Plan 2020-2022

Learning For Life

OUR GOALS

- ◆ To ensure that students develop the knowledge, confidence and skills to achieve their potential and be active members of their communities.
- ◆ To provide learning opportunities in welcoming, caring, safe and inclusive environments.
- ◆ To treat all members of our school community with dignity and respect.
- ◆ That staff are flexible and nurture each student's potential for positive self esteem, independence, physical development, social skills and academic achievement.
- ◆ That parents and carers are involved in, and kept informed of, decisions regarding their children's education and the development of the Centre.

OUR VISION

To ensure that our students develop the knowledge, confidence and skills to achieve their potential and be active members of their communities.

WHAT WE VALUE

- ◆ Achieving positive outcomes for all students
- ◆ Life long learning, collaboration, participation, equity and excellence
- ◆ Collaboration and partnership with the community
- ◆ Strong partnerships with others to provide wrap-around services to meet the needs of our students
- ◆ Quality staff who are knowledgeable, flexible, and supportive
- ◆ Employing successful practices and a unique range of services for students with special educational needs
- ◆ Research/evidenced based pedagogy which enhances student learning. Use evidence to drive decision making at all levels
- ◆ Respect amongst our team and our community

PLANNING CYCLE

This plan outlines the key initiatives for Coolbellup Learning Centre and has the commitment of its staff and School Council. The Centre has a collaborative self assessment model of evaluation to report on outcomes and inform forward planning. This approach ensures the Annual Report is based on valid information

Every Student, Every Classroom Every Day

Success for all Students –every student with a pathway.

- Communication is the priority focus of our Centre. Ensuring all students have a voice and can make their needs and wants heard. This is done with a shared understanding between stakeholders and the access to a range of communicative supports.
- Play Based Learning is a cornerstone of programming within our early intervention and ECE programs.
- Protective Behaviour programs are embedded across the Centre

Strengthen Teaching & Learning

- A whole-school performance management process is implemented.
- Appropriately qualified, skilled and motivated staff recruited and retained.
- Staff knowledge and application of Information Communication Technologies (ICT) is enhanced.
- Professional learning opportunities are encouraged for all staff.
- The Centre is an active member of the Education Support South Network— collaboratively supporting the ES Community.
- Staff Health & Wellbeing is supported and developed.
- Evidence based instruction and programs are used across all learning areas.
- Staff are participants in a range of programs to improve their skills, such as Peer Observation and mentoring.

Effective Leadership—Building capacity

- The services of the Centre are positively promoted within the community.
- The structure and programs of the Centre are reviewed and refined to optimise learning for all students.
- Community involvement in school decision-making processes are promoted.
- The Centre's BMIS policy is reviewed and implemented and appropriate professional learning is provided to all staff.
- Aspirant staff are supported to develop skills and take on leadership roles within the school and Network. Specific roles are created within the Centre to foster this process.
- Quality teaching practices are developed amongst staff.
- Staff take on leadership roles across the centre.

Strong Governance and support - unified public schools

- Decision-making is distributed.
- Financial and physical resource management processes promote shared responsibility, transparency, and targeted expenditure.
- Student Centred Funding is monitored and allocated appropriate to the identified needs of students across the Centre.

Our Success Indicators

- AAC projects and professional learning are utilised to support classroom programs and improve student outcomes.
 - Whole school approaches to communication are implemented.
 - Speech therapists are engaged to assess and review students yearly.
 - Teacher moderations are utilised to make consistent judgements.
 - IEPs are measurable and reflect the progress and improvement of individual student outcomes.
 - Data and evidence collected supports and/or informs programs and pedagogy.
 - Everyone is treated as an equal and valued team member
- All staff collaborate. Everyone makes a contribution to planning.
 - Mentoring programs available to staff. Performance Management processes are fair and progressively implemented for all staff.
 - A Professional Learning (PL) Policy and process operational.
 - All staff have equitable access to professional learning and the opportunity to provide professional learning.
 - The School recruits and retains quality staff via open & transparent merit selection processes.
 - Health & Wellbeing is a priority focus, outlined within the Health & Wellbeing Plan.
 - Staff participate in Peer Observation programs.
 - A School Development Plans is in place linked to IEPs and reporting and utilised by all staff.
- Ongoing maintenance of the Centre's appearance and learning environments via a works program.
 - Community involvement in Centre activities consolidated. Membership of P&C and School Council continued.
 - Whole-school approach to positive student behaviour is supported by all staff.
 - Professional Learning and support is provided to staff in managing challenging behaviour.
 - Centre and School based committees operate effectively and efficiently. ASD/AAC are core programs
 - Curriculum Teams work together to plan, monitor and review plans and embed Australian Curriculum.
 - Aspirant opportunities are created and supported.
 - Opportunity to participate in Future Leaders Framework
- Cost Centre Management processes are in place and monitored by the Finance Committee.
 - The Finance Committee meets regularly.
 - A plan for the utilization of Reserve Accounts is operational. Needs analysis of students is considered in planning and budgeting.
 - Staff undertake Aboriginal & Cultural Standards PL and use this to inform teaching and learning practices.