

We are part of the Department of Education public school system and as such are accountable to the Minister of Education and our school community. We follow the Department strategic plan and associated policies and procedures adapting them to suit our distinctive school context.

This 2019-2022 Business Plan provides strategic direction for the school. The plan is a long term strategy to shape improvement and its development has involved an extensive consultation and self-review process involving all stakeholders including staff, students, parent/caregivers, community members and the school board.

DEPARTMENT PRIORITIES

Priority 1 – Success for All Students – High expectations of success for every student in every school.

Priority 2 – High Quality Teaching – A renewed and relentless focus on the best possible teaching practices.

Priority 3 – Effective Leadership- Strong and empowering leadership in every school and across the whole system.

Priority 4 – Strong Governance and Support – A capable and responsive organisation for now and into the future.

ACHIEVEMENT - INDEPENDENCE - RESPECT

C

Curriculum

Literacy

Numeracy

Personal and Social

Capabilities - Mental Health and Wellbeing

A

Aboriginal Culture

Aboriginal Culture Framework

N

Networks

Parent and Community Partnerships

NDIS

Therapy

IEP'S/RTP

D

Directions

Transition Plans

VET/WPL

Senior Curriculum Pathways

O

Organisational

Governance

Finance Committee

School Board

KOWS

Performance Management

CURRICULUM

GOAL

1.1. All teachers will follow a school based instructional model.

STRATEGIES

1.1.1. Design a school based instructional model with a phased implementation over a 3 year period.

1.1.2. Formalise the functional curriculum that focuses upon independent living, vocational, communication and social skills.

1.1.3. Diagnostic and formative assessments will be used to establish the learning goals outlined in the students' documented plans.

1.1.4. Teachers will demonstrate reflective practice using SWIVL/ peer review and classroom observation.

GOAL

1.2. All staff will implement the Mental Health and Wellbeing initiative.

STRATEGIES

1.2.1. Use evidence-based frameworks and programs as part of the Mental Health and Wellbeing initiative.

1.1.2. Build capacity of staff to implement and deliver the selected MHIS programs.

ABORIGINAL CULTURAL STANDARDS FRAMEWORK

GOAL

2.1. All teachers will deliver a whole school curriculum that has a strong focus on cultural integrity and inclusion, improving the outcomes of all students.

STRATEGIES

2.1.1. Increase the staff knowledge and understanding on the Aboriginal Cultural Standards Framework – standards and continuum.

2.1.2. Staff will foster and maintain links with services and facilities in our local community.

2.1.3. The study of Aboriginal culture, history and languages will form a part of the schools integrated curriculum.

NETWORKS

GOAL

3.1. All students documented planning will incorporate therapy and NDIS goals.

STRATEGIES

3.1.1. Staff liaise with stakeholders that form collaborative partnerships to support initiatives and maximise student engagement and achievement.

3.1.2. Staff will integrate relevant NDIS planning objectives into the students' documented plans.

GOAL

3.2. School community partnerships and networks are fostered by all staff to nurture student engagement and achievement.

STRATEGIES

3.2.1. Implement the Engaging and Working with your Community Framework with all school staff.

3.2.2. Provide parents and carers with regular and timely information sessions via a variety of platforms.

3.2.3. Strengthen parent and community communication utilizing a variety of media.

DIRECTIONS

GOAL

4.1. All students will leave school with a detailed transition plan that includes: employment, support services, further education/VET pathways and/or recreation.

STRATEGIES

4.1.1. Develop planning and procedures for formal transition pathways.

4.1.2. Connect staff, students and families with external providers and services that support student's individual pathways.

GOAL

4.2. Person Centered Planning will be closely linked with NDIS plans to support students with disability to exercise more choice and control over their individualised support services and in reaching personal goals.

STRATEGIES

4.2.1. Upskill school community on NDIS Planning processes and NDIS categories.

4.2.2. All student IEP/ITP SMART goals will closely align with individual NDIS plans.

ORGANISATIONAL

GOAL

5.1. An empowered school community investing in and owning their school.

STRATEGIES

5.1.1. Conduct a comprehensive and cyclic review to provide assurance to the School Board that we are performing to expectations.

5.1.2. Strengthen processes and functions of the School Board by providing ongoing training opportunities for all members.

5.1.3. Continue to attract a diverse board, with members with skills sets that directly benefit our school community.

5.1.4. Distributive leadership is promoted and leadership roles are articulated within the school community.

5.1.5. Ensure staff have completed the online Child Protection and Abuse Prevention training. Teachers will explicitly teach protective behaviour strategies to our students in response to the Child Safe Standards proposed by the Royal Commission into Institutional Responses to Child Sex Abuse.

GOAL

5.2. Our school is a safe place to learn and work.

STRATEGIES

5.2.1. Implement the recommendations of the Violence in Schools Minister Statement across the school, utilising the Keeping Our Workplace Safe (KOWS) framework.

5.2.2. Staff will complete crisis intervention training utilizing the Managing Actual and Potential Aggression (MAPA) course.

GOAL

5.3. Performance Management of school staff will be rigorous and consistent throughout each school year.

STRATEGIES

5.3.1. Use instructional leadership, professional learning and coaching to build the capacity of the staff and drive improved student outcomes.

5.3.2. Use peer coaching and observation as a key strategy for the development of teaching and non-teaching staff across the school.

5.3.3. Teachers will diagnosis the impact of their teaching through self- reflection and professional learning communities.

TARGETS AND MILESTONES

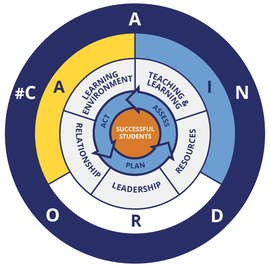
1. The number of students achieving 80% or more of their Literacy and Numeracy goals as outlined in the students documented plans will trend upwards over 3 years.
2. Mathematics data to show an upward trend in student numeracy achievements over a 3 year cycle.
3. Reading and spelling data to show an upward trend in student literacy achievement over a 3 year cycle.
4. By 2022 we will refine our school wide functional curriculum in line with evolving 21st century practices.
5. Teachers achieve at 'Highly Proficient' in the AITSL 6.3 Engage with colleagues and improve practice.
6. Staff will, On the National School Improvement Tool (NSIT) rate 'Outstanding' in Differentiated Teaching and Learning (Domain 7) and Pedagogical Practices (Domain 8) by 2022.
7. Staff will demonstrate an increase in understanding, effective interaction and communications with people from a cultural background different than their own.
8. All documented plans will include therapy goals.
9. All students Individual Education Plans (IEP) / Individual Transition Plans (ITP) will show evidence of NDIS planning.
10. All students transition into employment, future education or community engagement programs within a year of leaving school.
11. Whole school attendance data will meet state and like school averages.
12. An increase trend in parent and caregivers who complete the National School Opinion Survey over a 3 year cycle.
13. Score a rating of 4.0 in the National School Opinion Parent and Caregivers Survey identifying that "my child's learning needs are being met at this school'.
14. School self-assessments will identify clear links between the Business Plan, Operational Plan and classroom plans.
15. All staff will gain certification in Managing Actual and Potential Aggression (MAPA) Training.
16. The school will achieve an excellent rating in school audit and have excellent in at least four areas.
17. The school website and social media platforms will have an increasing trend of followers and hits over the reporting cycle.
18. Score a rating of 4.0 or higher in the Student National Opinion Survey identifying that students 'Feel safe at school'.

SCHOOL IMPROVEMENT AND SELF-ASSESSMENT

Cannington Community ESC's 2019-2022 Business Plan aligns to the WA Public Schools strategic plan and focus documents. The CCESC's Self-Assessment Conceptual model underpins the School Improvement and Accountability Frameworks' five components: Learning Environment, Teaching and Learning, Resources, Leadership and Relationships. Central to this model is successful students. From the business plan a series of whole school operational plans has been developed with classroom planning aligned.

CCESC SELF-ASSESSMENT CONCEPTUAL MODEL

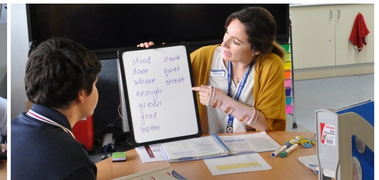




School staff work together to ultimately ensure each student reaches their potential. We analyse a range of school and system data to review and measure student performance. Data collection includes; classroom observations, diagnostic assessments, portfolios of evidence and anecdotal records. Personalised learning plans are developed in consultation with parents and stakeholders and goals are targeted at the students' individual educational needs. Student achievement targets are reviewed and reported on through the Annual Report and in consultation with the School Board.

Staff take part in ongoing reflective practices through engaging in a continuous cycle of inquiry and improvement, professional learning communities and collaborative processes. Collective teacher efficacy is high amongst staff and foster the CANDO attitude that is the foundation of our school community.





CANNINGTON
COMMUNITY EDUCATION
SUPPORT CENTRE
LEARNING FOR LIFE

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BUSINESS PLAN
2019-22

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Cannington Community ESC is proud to be an independent public school with a strong reputation for innovation, curriculum integration, technology, community engagement and pastoral care. We are a school of choice.

We deliver outstanding educational outcomes for our students as evidenced by the 2019 school review. We are committed to continuous improvement and a culture of high expectations and high care.

Cannington Community Education Support Centre is an innovative school community with a strong culture of exemplary educational delivery catering for the diverse needs of all members. Our vision "empowering every student to reach their potential" is embraced by our school community and sets the foundation for all the teaching and learning programs.

Cannington Community Education Support Centre had its first Public School Review in May 2019. The review validated that "the staff are enthusiastic learners, committed to ensuring their practice is inclusive and provides tailored curriculum access for all students. A culture of teaching excellence is reflected through the integrated curriculum characterised by personalised learning and choice." We will "continue to work with staff to explicitly define what constitutes effective practice, to maintain the focus on high quality teaching" has been included within this business plan.

CANNINGTON COMMUNITY EDUCATION SUPPORT CENTRE

Ethos: Learning for Life reflects our beliefs that learning occurs throughout life and that our students require a specialised curriculum that prepares them for life.

Our Vision

Empowering every student to reach their potential.

Our Purpose

To provide a range of programs for students with special needs that maximise their ability to independently take their place in the wider community by meeting their individual social, emotional, sensory and physical needs

Our Core Values

Achievement

Independence

Respect

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