



ARMADALE
EDUCATION SUPPORT CENTRE

2019
BUSINESS
PLAN

www.armadaleesc.wa.edu.au

About Us

Armada Education Support Centre (AESC) is a government school catering for over 60 students with special needs ranging from years 7-12. All students have been offered an enrolment at the school via Disability Resourcing or local area placement. AESC is co-located on the grounds of our partner school Armadale Senior High School (ASHS). Both schools are committed to inclusive practices and work collaboratively to maximise learning opportunities for students.

Our Purpose

The Armadale Education Support Centre motto 'Education for life' reflects our belief that our specialised curriculum will prepare students for a happy and fulfilling life. Every student is an individual with the potential to learn and achieve. We take pride in our school and have a dedicated staff who are experts in the field of disability and special education. We work in partnership with students, parents and our local community to provide authentic and relevant programs. Our Middle School students (Years 7-9) are enrolled in ASDAN Stepping Stones, an engaging personalised curriculum. Our Senior School students (Years 10-12) are enrolled in a combination of School Curriculum and Standards Authority (SCSA) Courses of Study, Endorsed Programs and Vocational Education and Training, targeted to suit each student's individual needs.

Our Vision

Our vision is for our students to fulfil their personal educational, career and social expectations and participate positively in their community.

Our Mission

Armada Education Support Centre is a positive behaviour support (PBS) school and our mission is to encourage growth, respect for others and create opportunities for all our students in a safe and caring environment. We explicitly teach positive behaviour and social skills whilst providing a quality curriculum to prepare students for life beyond school.

Focus Areas and Strategies

Armadale Education Support Centre has committed to the four priority areas identified in the Department of Education's Strategic Plan (2016-2019) and Focus 2019:

Success for all students

High expectations of success for every student in every school. In our school:

- Every senior secondary student will be on a learning pathway that connects to future employment, Vocational Educational and Training (VET) pathways and /or alternatives to employment.

High quality teaching

A renewed and relentless focus on the best possible teaching practices. In our school:

- Teachers will use evidence-based instruction tailored to the education needs of all students with specific learning disorders.
- All staff will complete the Department's online Aboriginal Cultural Appreciation training. The Aboriginal Cultural Framework will be used to provide guidance and advice to enable staff to effectively engage Aboriginal students, their families and communities.

Effective Leadership

Strong and empowering leadership in every school and across the whole system. In our school:

- Staff will be offered leadership opportunities through a distributive leadership model.
- Leadership expertise at all levels in the school will be identified and staff will be encouraged to take on leadership roles, generating opportunities and building the capacity for school improvement.

Strong Governance and Support

A capable and responsive organisation for now and into the future. In our school we will:

- Include the implementation of the Aboriginal Cultural Standards Framework as part of the school self-assessment and report this to the school community.
- 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 Sexual Abuse.

School Priorities

Attendance and Engagement

Positive behaviour Support

Teaching and Learning

GLOSSARY of TERMS

ABC	Antecedent – Behaviour - Consequence
AESC	Armada Education Support Centre
AIEO	Aboriginal Islander Education Officer
ASDAN	Award Scheme Development and Accreditation Network
DCP	Department of Child Protection
FB	Facebook
IEP	Individual Education Plan
ITP	Independent Transition Plan
MAP	Making Action Plans
NDIS	National Disability Insurance Scheme
PATH	Planning Alternative Tomorrows with Hope
PBS	Positive Behaviour Support
PCP	Person Centred Planning
RFA	Request for Assistance
SAER	Students at Emotional/Educational Risk
SCSA	School Curriculum and Standards Authority
SET	School Evaluation Tool
SIS	Student Information System
TT	Team Teach
WAPBS	W.A Positive Behaviour Support

Priority 1 Attendance and Engagement

Objective	Strategies	Evaluation
Build a school culture that is innovative, inclusive and accountable.	<ul style="list-style-type: none"> Student Services team to be developed consisting of Deputy, AIEO/Attendance Officer, Student Services Officer/s, Chaplain and Family Liaison officer. Positive Behaviour Support (PBS) to be implemented school wide. Engagement programs to be developed for at risk students. Regular home visits to engage parents and carers of chronic non-attenders. 	<p>Student Service Meeting minutes.</p> <p>PBS Committee to monitor and feedback.</p> <p>Increased student attendance and engagement.</p> <p>SIS records.</p>
Build a strong relationship with our local community.	<ul style="list-style-type: none"> Open days for parents and carers. Post school Options information events. School Council meetings. Website to be developed. School Newsletter. School Facebook page. End of Term assemblies. End of Year Presentation Ceremony. Inclusive activities with the Education Support South Network (ESSN) schools our site partner school, Armadale Senior High School. Workplace Learning program. 	<p>Parent and community attendance at open days, information events, assemblies and ceremonies.</p> <p>School Council minutes.</p> <p>Student attendance and involvement in special events.</p> <p>Employer willingness to continue to support the program.</p>
Improve learning outcomes for Aboriginal students.	<ul style="list-style-type: none"> AIEO to liaise with families and organise formal and informal meetings to engage parents with the school community. Raise staff awareness through staff PD and the Aboriginal Cultural Framework. AIEO to foster and maintain links with Aboriginal Elders, services and facilities in our local community including the Champion Centre community programs. 	<p>IEP/ITP reports.</p> <p>Website / Newsletter.</p> <p>Staff meeting minutes.</p>
Link Person Centred Planning (PCP) with the NDIS plans to support students with disability to exercise more choice and control over their supports and services, participate in the local community and build on natural supports such as friendships, neighbours and local community groups.	<ul style="list-style-type: none"> Professional development for all staff on PCP tools and processes. PCP will be implemented for Senior School Students from year 10 -12. One page profiles will be implemented from year 7-12. Student Services Co-ordinator, AIEO and Family Liaison officer to liaise with NDIS Coordinators and Service Providers. Link PCP to students' IEPs/ITPs and Behaviour Management Plans. Develop a Directory of Services Psychological assessments to meet Centrelink and NDIS requirements. 	<p>MAP and PATH documents created for students in Years 10-12.</p> <p>PCP tools used in conjunction with current IEP/ITP documents.</p> <p>Documented plans meet DCP guidelines.</p> <p>Classroom plans linked to PCP.</p>

Priority 2 Positive Behaviour Support

Objective	Strategies	Evaluation
Further develop Student Services within the school and ensure safe PBS classroom climates are being fostered throughout the school.	<ul style="list-style-type: none"> Develop and implement a positive behaviour support framework in AESC over the 2018 school year. Implement PBS. Establish clear behaviour expectations and classroom agreements and implement by Semester 2 2018. 	<p>Initial SET vs 2018 SET & PBS committee staff survey</p> <p>We are at Day 3 implementation</p> <p>PBS boards are up and being used well.</p> <p>PBS rewards day took place 6/11/2018 – publicity through FB.</p>
Plan to specifically support student wellbeing via positive behaviour support principles.	<ul style="list-style-type: none"> Further develop the established pastoral care practices within the school - based on an individual case management system. Review and update the school behaviour management policy. 	<p><i>Stop think go</i> introduced [in place of Zones] Introduced to the Year 7 and the incoming Year 6's.</p> <p>Chaplain running sessions as of Week 1 Term 4</p> <p>RFA put in for Trauma in the classroom and individual student 2019.</p> <p>Student Support officer established Term 4 and trained in TT - Teach TEACH de-escalation strategies used.</p> <p>SAER students have Safety/Attendance plans</p> <p>SAER – is students at emotional risk. Programs in place for them including, girls group, morning fitness, carwashing [sensory], using social trainer.</p> <p>Completed and matched to WAPBS</p>
Implement school wide protective behaviours as a key risk management strategy.	<ul style="list-style-type: none"> Students identified 'at risk' and plans are formulated to support them. 	<p>Students deemed 'at risk' have Behaviour plans in place to support staff. Classroom observations – focusing on classroom</p> <p>Protective behaviours: individual classrooms are teaching this.</p> <p>Escalation profiles have been explained with all classroom staff and ABC data gathering has been explicitly taught</p> <p>SIS behaviour reports with an ABC focus</p>

Priority 3 Teaching and Learning

Objective	Strategies	Evaluation
<p>Staff will support students' social, emotional and academic development.</p>	<ul style="list-style-type: none"> • Staff will collaborate to design agreed curriculum outlines and teaching practices. • Curriculum Leadership roles and responsibilities assigned to the Deputy and Curriculum Leader. • Curriculum will be mapped from year 7 to 12. • Scope and Sequence documents will be created for Literacy, Numeracy and Health and Wellbeing. • All students in years 7-9 will be enrolled in Award Scheme Development and Accreditation Network's (ASDAN) life skills curriculum programs. • All students in years 10-13 will be enrolled SCSA Courses and Endorsed programs, including ASDAN. • Students from years 7-9 will have IEPs based on their needs. • Students in years 10-12 will be assessed against course/program requirements. • Students in years 10-12 will have Person Centred Plans that will inform their ITPs. • Staff will be trained in Person Centred Planning. 	<p>Meeting minutes.</p> <p>Performance management.</p> <p>Scope and Sequence documents.</p> <p>Students were successfully enrolled. Moderation took place mid-November</p> <p>Data Collection Checklists will be reviewed at IEP/ITP parent meetings.</p> <p>IEPs will include priorities based on summative and formative assessments.</p> <p>ITPs will report against progress toward identified goals.</p>
<p>Staff will demonstrate high quality teaching, learning and leadership practices.</p>	<p>All staff will be trained in ASDAN. Senior school will attend SCSA moderation as required.</p> <p>The Teaching and Learning Committee will decide on model for classroom observations.</p> <p>Teachers will seek feedback from colleagues, EA's, students, parents.</p>	<p>Spread sheet to be maintained on S drive to record staff PD.</p> <p>Observation records/Log book Video evidence. Informal and formal observations to take place. Performance management documents.</p>