



ARMADALE  
EDUCATION SUPPORT CENTRE

## BUSINESS PLAN

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2020 - 2022

# Glossary of Terms

<b>AESC</b>	Armadale Education Support Centre
<b>ASDAN</b>	Award Scheme Development and Accreditation Network
<b>ESSN</b>	Education Support South Network
<b>IEP</b>	Individual Education Plan
<b>NDIS</b>	National Disability Insurance Scheme
<b>PBS</b>	Positive Behaviour Support
<b>PCP</b>	Person Centred Planning
<b>SCSA</b>	School Curriculum and Standards Authority
<b>WASSA</b>	Western Australian Statement of Student Achievement

Armadale Education Support Centre (AESC) is a public school catering for 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 Vision

Our motto 'Education for life' reflects our belief that our specialised curriculum will prepare students for a happy and fulfilling life. By partnering together staff, students, families and communities can improve the education outcomes for all students. Our vision is for our students to fulfil their personal educational, career and social expectations and participate positively in their community.

We work in partnership with students, parents/guardians and other stakeholders to provide authentic and relevant programs. Our staff are experts in the field of disability and special education. All our students are individuals therefore comparing their performance and progress to that of other students is not meaningful. Teachers consult bi-annually with parents and guardians to develop individual education plans (IEPs) appropriate for each student's needs.

## Core Values

AESC is a positive behaviour support (PBS) school and our goal 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.



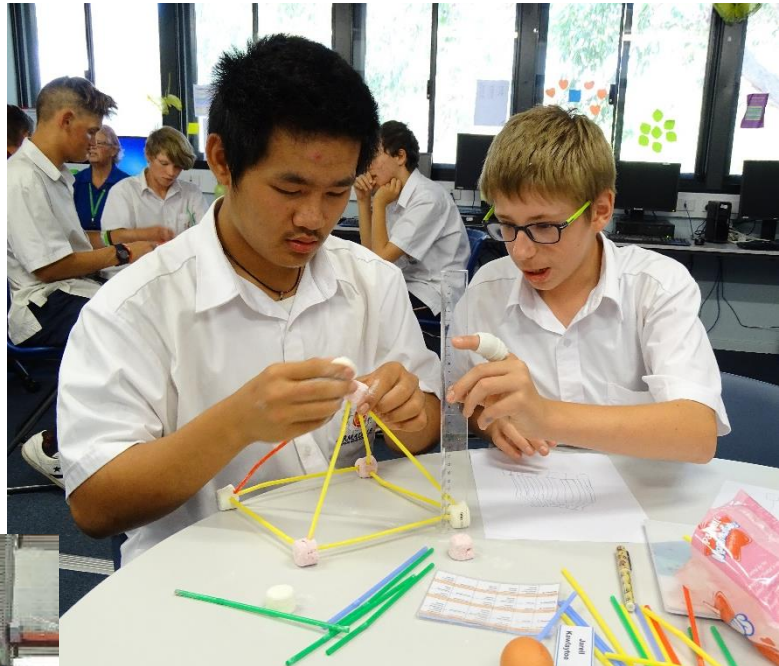
**GROWTH. RESPECT. OPPORTUNITY**





# What we Teach

Middle school students in years 7 to 9 are enrolled in the Award Scheme Development and Accreditation Network's (ASDAN) Stepping Stones. Students learn functional academic skills, including literacy and numeracy, and essential life skills such as protective behaviours and cyber safety.



Senior school students in years 10 to 12 are enrolled in accredited programs including ASDAN, English, Maths, Recreational Pursuits, Workplace Learning, Bushrangers Cadets and participate in community service activities.

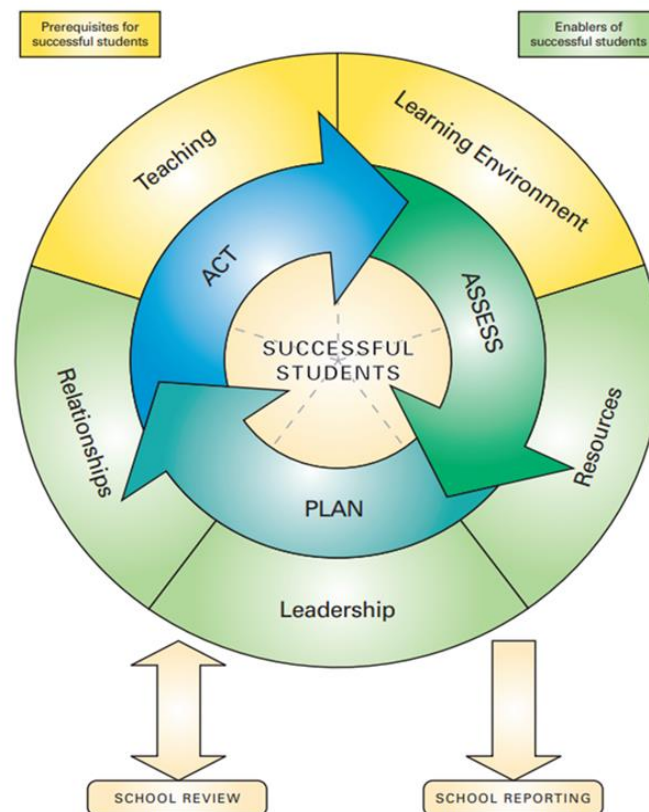


We also offer School Based Traineeships in various fields. We have a strong focus on community engagement and our broad curriculum has seen students go on to have successful careers in both open employment and supported workplaces.

# School Improvement and Self-Assessment

At Armadale Education Support Centre we use the Education Department's School Improvement and Accountability Policy framework to address these three fundamental accountability questions:

- What are we seeking to achieve?
- How well are we doing?
- How can we improve?



The AESC Business plan informs the school's priority area operational plans which are completed annually to outline improvement strategies in more detail. These plans include the resources assigned to each school priority. The teachers' classroom plans, which include the provision that each student has an Individual Education Plan (IEP), are aligned with the school's operational plans.

We undertake regular self-assessment that results in judgements about the standard of student achievement and the effectiveness of school processes in maximising student achievement. We collect a variety of data to review and measure school and individual student achievement and publish an Annual Report that describes the school's performance.



The school will use the Positive Behaviour Support School operational framework to improve students' academic and behaviour outcomes. We will follow whole school procedures for record-keeping and review data in order to make informed decisions and make necessary adjustments to school practices.

## Focus Areas and Operational Strategies



Armadale Education Support Centre's Business Plan aligns with the Department of Education's *Every student, every classroom, every day: Strategic directions for public schools 2020-2024* and annual Focus Documents. These documents identify six improvement drivers which are embedded in our school culture and priorities.

- 1 Provide every student with a pathway to a successful future
- 2 Strengthen support for teaching and learning excellence in every classroom
- 3 Build the capability of school staff
- 4 Support increased school autonomy within the public school system
- 5 Partner with families, communities and agencies to support student engagement
- 6 Use evidence to drive decision-making



## Teaching and Learning

### **Provide every student with a pathway to a successful future**

At AESC we have high expectations of success for every student in every school. In our school we will:

- Identify the needs of individual students to support them to succeed at school.
- Explicitly teach 'new work capabilities' through our Enterprise Education, Work Readiness and Workplace Learning programs. Every senior school student will be put on a learning pathway that connects to future employment, Vocational Educational and Training (VET) pathways and /or alternatives to employment.

### **Strengthen support for teaching and learning excellence in every classroom**

In our school:

- Teachers will use evidence-based instruction tailored to meet the education needs of all students.
- 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.



### **Support increased school autonomy within the public school system**

In our school:

- Students will be enrolled in specialised courses and programs including ASDAN and SCSA endorsed programs to optimise their opportunities and achievement potential.
- All students finishing their final year of schooling will receive a Western Australian Statement of Student Achievement (WASSA), which will provide a formal record of all the courses, certificates and programs students have completed.



## Leadership

### Build the capability of school staff

In our school we will:

- Identify leadership expertise at all levels in the school and all staff are encouraged to take on leadership roles, generating opportunities and building the capacity for school improvement. The AESC workforce development strategy combines the personal growth goals of our staff with our business needs, ensuring succession planning is in place to fill key positions at our school when required.
- Encourage staff to actively participate in school improvement through membership of school based committees and working parties.



### Use evidence to drive decision-making

In our school we will:

- Survey the school community every 2 years to gather data which will be reviewed by the AESC leadership team. Surveys will be sent out to students, parents and staff and the responses will be analysed to ensure we are performing to expectations. The responses will be collated and published in our Annual Report.





## Community Partnerships

### Partner with families, communities and agencies to support student engagement

In our school we will:

- Partner with families and agencies to plan for the future and actively seek the best outcomes for our students.
- Host Person Centred Planning (PCP) meetings for students in years 10-13 to assist students with special needs and their families plan for their future and determine what is important to the student as well as what is important for the them. The PCP will extend beyond the school walls and become a core element of the students' NDIS plan.
- Organise parent information sessions and morning teas with guest speakers after each school assembly.
- Represent the AESC school cohort at the Youth and Community Services 'Hub' to share a common agenda to effect social change in the broader community.







## Health and Wellbeing

AESC is a health promoting school. We will:

- Explicitly teach social skills and interpersonal problem solving skills to encourage positive peer relations and reduce bullying behaviour.
- Focus on empowering staff and students to care for themselves and others by increasing their knowledge and skills of health related topics including physical, mental and social wellbeing.



# Student Performance Improvement Targets

All students at AESC will have an IEP to enable them to achieve individual success as learners. Students will show incremental improvement from their personal baseline in school based assessments and achieve 80 percent of their IEP goals by the conclusion of semester 2 in each calendar year.

All students in years 10-13 will have a Person Centred Plan (PCP) created at school in collaboration with staff, families and other stakeholders. The PCP will be revised bi-annually and as required by individual student needs.

All students in years 7-9 will be enrolled in ASDAN curriculum programs. Evidence of achievement will be collected and submitted for external moderation.

All students in years 10 to 13 will be enrolled in SCSA accredited units of study and endorsed programs that best suit their individual needs that may be used in the future to apply for a job or further training when they leave school.

Individual student attendance will be actively promoted through whole school strategies including monitoring student attendance patterns, student rewards and providing specific support on an individual basis.