



WARNBRO COMMUNITY HIGH SCHOOL  
EDUCATION SUPPORT CENTRE



"I AM BECAUSE WE ARE"

Warnbro Community High School  
Education Support Centre  
An Independent Public School.

# Business Plan 2014 - 2016



## Vision Statement

Our students are sure of whom they are and take pride in their qualifications and achievements. They confidently work towards their educational and life goals and create a future for themselves as hard working contributors to and participants in their community.

As staff we are proud and passionate about our school and its students. We collaborate together respectfully and know that we are making a difference. We enjoy the challenge of striving for excellence. We build pathways for our students into their community.

Our community acknowledges the worth of our students and actively welcomes them into their workplaces and social lives. The community prospers from our students' success and, in turn, our students are secure in their experience of belonging and acceptance.

## Objectives

At Warnbro Community High School Education Support Centre we strive:

- For excellence in the delivery of high quality teaching and learning programs with teaching programs and classroom practices
- To establish a learning community where students maximize social and emotional development are secure in their experience of belonging and acceptance;
- To engage all staff in a systematic, continuous and comprehensive self assessment process related to teaching and learning, student achievement , health and wellbeing and community partnerships;
- For students to take pride in their qualifications and achievements;
- To build strong school and community partnerships and pathways for our students into the community so that our community acknowledges and actively welcomes our students into their workplaces and lives.

## Values

- Inclusion and celebration of difference
- Excellence
- Community
- Collaboration
- Respect



## Context

- Warnbro Community High School Education Support Centre is an Independent Public School for students from Years 7 to 13 with an intellectual disability and disabilities with higher educational needs. We aim to provide the very best education available for students with intellectual disabilities. Our focus is providing an innovative curriculum which is inclusive and where each student has an Individual Educational Plan. We strive to build a learning community where students are secure in their experience of belonging and acceptance and where students have clear pathways into the community. Having high expectations for students, building trusting relationships and a learning community which thinks, creates, works and learns together are key objectives.
- Our Year 7,8 and 9 programs have a strong social skills and academic focus. Students work in small groups with a teacher and Education Assistant to specifically improve their literacy, numeracy and social skills. Programs are aligned to the Australian curriculum with history and Science addressed through an innovative hands-on cross curricular program. Our Protective Behaviors program ensures that students have the skills to make safe and sensible decisions for themselves at school, at home and in the community. Additionally, students spend approximately 30% of their class time in integrated mainstream classes working along their mainstream peers.
- Supporting our students' journey through school to build the confidence, skills and qualifications for a prosperous life beyond school is a process, which begins right from Primary school. Our comprehensive My Future My Life transition process is designed to ensure every child feels supported through a seamless transition process from Primary and Secondary to life beyond school. Through the My Future My Life Transition Planning process students are supported to vision their future and make choices about learning, work and life. Person Centre Planning and Big Plan are used to enable students to have a deeper understanding of themselves and of the possibilities for the future. Students are also supported to build networks, pathways and community supports so that they are able to move beyond school into fulfilling lives.
- Students in years 10, 11, 12 and 13 participate in the BELIEVE program – Building Equitable Links in Enterprise and Vocational Education. This program prepares students for entry into further study, entry to the workforce and transition to an independent and prosperous life after school. The BELIEVE program uses an Enterprise approach that integrates delivery of Nationally Recognised Training Packages with School Curriculum and Standards Authority (SCSA) Courses including English, Mathematics and Career and Enterprise. Through a practical, real-life enterprise project, learning activities are created that are meaningful, engaging and hands on. ASDAN modules are introduced to cater for specific skills sets related to workplace, life and social skills. The practical applications of these skills are reinforced through work placement opportunities and industry visits. The Directions program is also available for students in the Senior School and is a highly individualised program of work experience, TAFE courses, School Based Traineeships and school-based learning that is focussed on student needs, interests, skills and aspirations.

Our school is a member of the Peron Alliance in Curriculum and Teaching (PACT) as well as the Peron Education Support School Alliance (PESA). Collaborating with other schools through PACT and PESA allows us to share expertise and resources enhancing our school's ability to maximise student outcomes. Our school is co-located with Warnbro Community High School creating another important partnership. Our two schools work collaboratively in a relationship that strengthens both schools, promotes inclusion and contributes to a strong community where Education Support Centre students and staff enjoy equal citizenship of both schools.

## Individual Educational Plans

Warnbro Community High School Education Support Centre's school purpose is to provide inclusive academic and vocational programs for students with an intellectual disability. These programs meet students individual social, emotional, sensory and physical needs, and maximise students' ability to take their place independently in the wider community.

- An Individual Education Plan (IEP) in Middle School and an Individualised Transition Plan (ITP) in Senior School recognises that students have highly individualised needs. An IEP/ITP allows for the prioritisation of the most important educational and vocational outcomes to help meet these needs. As such, the IEP/ITP may take into consideration the emotional, behavioural, physical and sensory needs of each student.
- An IEP/ITP ensures the school provides an inclusive educational environment and program by facilitating appropriate classroom planning and the use of relevant education strategies. This in turn, enables each student to achieve their educational potential. In addition, IEPs/ITPs provide a form of accountability for all people involved in a student's education. The Principal and Deputy Principal are also closely involved in IEP accountability process.
- Parents/caregivers are invited to meet with the classroom teacher to share information and set priority goals for the student. These goals are measurable and able to be achieved within the semester
- Students progress towards IEP/ITP priorities is monitored, reviewed and reflected upon regularly as part of good classroom practice by teachers in the ESC. . The student's IEP/ITP is formally reviewed with parents/caregivers twice a year and students are issued with an end of semester report.

## Key Focus Areas

1. Excellence in Teaching Learning and Student achievement
2. Health and Well Being
3. Community Partnerships and Pathways

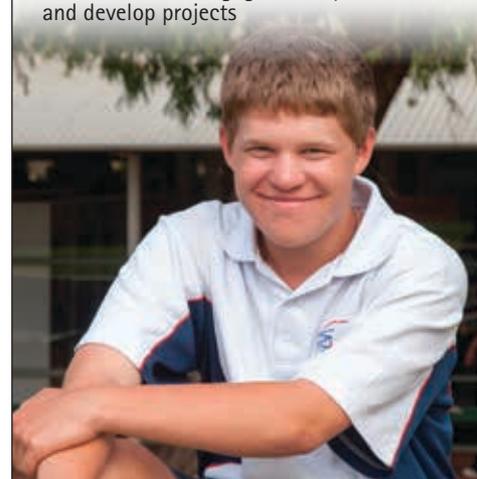
Our Business plan has been developed in collaboration with staff, students, parents and the community. The plan sets out our agreed goals, strategies and achievement targets/milestones as well as our agreed vision and values. It seeks to embrace the future, to build on the school's strengths and articulate our continued commitment to innovation, excellence, building relationships, building partnerships with parents and the community and building pathways for our students into the community where they are embraced and can lead the life they



1. Excellence in Teaching Learning and student achievement	2. Health and Well Being	3. Pathways and Community Partnerships
Achievement Targets and Milestones		
<p>1.1 Year 10 to achieve skill sets in two or more industry areas by Year 12</p> <p>1.2 80% of students to achieve IEP/ITP priorities with A (achieved)</p> <p>1.3 Continue upward trend in students completing traineeships in Years 11 and 12</p> <p>1.4 Continue the upward trend in the improvement of students reading ages from Years 8 to 12</p> <p>1.5 85% of students enrolled in ASDAN complete ASDAN</p> <p>1.6 All teachers to incorporate collaborative teaching into 1 program of learning per term</p> <p>1.7 All teachers to participate in peer observation and give/receive feedback</p> <p>1.8 All teachers to have participated in Explicit Teaching professional learning and to have implemented strategies into classroom practice</p> <p>1.9 All teachers to participate in disciplined dialogue around Literacy and Numeracy data</p>	<p>2.1 Regular attendance to be similar to regular attendance of like school</p> <p>2.2 Move to downward trend in suspension data over the next 3 years</p> <p>2.3 Increase positive responses to school environment on school survey</p> <p>2.4 All staff to have attended autism training and implemented social skills, visual and communication strategies into classroom practice</p> <p>2.5 All teachers to teach Expected Behaviour according to PBS Teaching Behaviour Expectations schedule</p> <p>2.6 All staff to have accessed speech and language communication training and implemented strategies into practice</p>	<p>3.1 Maintain high percentage of students moving directly into employment or further training</p> <p>3.2 Increase students' level of independent living skills by Year 12</p> <p>3.3 Increase number of local employers actively engaging students in work experience</p> <p>3.4 Increase collaborative learning opportunities with other schools including PESA and Warnbro CHS</p> <p>3.5 Continue to increase the number of families/parents/guardians engaging with the school</p>



1. Excellence in Teaching, Learning and student achievement	2. Health & Well Being	3. Pathways and Community Partnerships
Strategies		
<p>1. Revise Senior School BELIEVE program in line with changes to WACE and senior school courses</p> <p>2. Continue to develop ASDAN courses</p> <p>3. Continue to implement Australian Curriculum</p> <p>4. Continue whole school development of Literacy and Numeracy</p> <p>5. Develop staff understanding and practices for meeting students needs of Speech and Language</p> <p>6. Continue to improve IT coordination and staff capacity to integrate IT into curriculum</p> <p>7. Continue to develop a Collaborative Learning Community with a focus on improving teaching practices:-</p> <ul style="list-style-type: none"> <li>Align school processes for staff</li> <li>Development with AITSIL Performance Development Framework</li> <li>Provide Planning Time for Collaboration</li> <li>Develop whole school approach to Peer observations and reflection</li> <li>Increase opportunities for Mentoring</li> <li>Utilise AITSIL classroom practice continuum</li> </ul> <p>8. Continue to engage teachers in disciplined dialogue and reflection around:</p> <ul style="list-style-type: none"> <li>Data</li> <li>Expectations for effective teaching pedagogy</li> <li>Providing effective feedback</li> <li>Explicit Teaching</li> <li>Clear lesson design</li> </ul> <p>9. Continue to create opportunities for Teachers to maintain industry currency and gain qualifications to enable delivery of VET qualifications under Auspice arrangement</p>	<p>1. Implement Social and Emotional Learning Framework and model for Positive Education</p> <p>2. Provide scaffolds and supports for students to build friendships and connections with others including structured recess and lunchtime activities</p> <p>3. Continue the explicit teaching of social skills through PATHS, TRIBES and a basic skills program</p> <p>4. Maintain a comprehensive school wide approach to Positive Behaviour Strategies</p> <p>5. Develop staff awareness and practices for meeting students' sensory needs</p> <p>6. Maintain the systematic implementation of Protective Behaviours via our Personal and Social Capabilities Plan</p> <p>7. Continue to develop Psychological interventions, Systemic Counselling Programs and Psycho –Social Supports via the Wellbeing team</p> <p>8. Consolidate whole school approach to improving student attendance</p> <p>9. Continue to provide Professional Learning for staff relating to mental health and wellbeing</p> <p>10. Continue to develop school capacity to meet the needs of students with Autism</p> <p>11. Continue commitment to build staff skills and capacity to manage complex behaviour and meet the needs of students with mental health needs</p> <p>12. School to continue to monitor bullying and the schools effectiveness in responding to bullying</p> <p>13. Develop student mentor program</p> <p>14. Increase the emphasis on the safe and effective use of social media</p>	<p>1. Implement the My Future My Life Transition Planning process from Yr 7 to Yr 13</p> <p>2. Develop comprehensive Yr 7- Yr 13 approach to developing independent living skills</p> <p>3. Continue to embed travel training in excursions and work experience opportunities</p> <p>4. Use key dimensions of Family School Partnerships Framework to further develop the school's partnerships with families</p> <ul style="list-style-type: none"> <li>Establish Parent Education Program</li> <li>Increase opportunities to be involved in decision making</li> <li>Build opportunities for parents to be volunteers</li> </ul> <p>5. Continue to build partnerships with industry, business, the City of Rockingham, further education institutions, disability employment providers and outside agencies</p> <p>6. Expand collaboration with other schools including Warnbro CHS and PESA Schools</p> <p>7. Continue to build partnerships with Universities and engage tertiary students and develop projects</p>



## Contacts

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