



School Plan 2015-2017

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 outcomes for all students
- ◆ Life long learning, collaboration, participation, equity and excellence
- ◆ Collaborating with the community
- ◆ Strong partnerships with others to provide wrap-around services for 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

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 and the dynamic, ongoing development of the Coolbellup Learning Centre's Plan.

Our Key Objectives and Outcomes

High Standards of student achievement: academic and social

1. An Aboriginal Education Plan is implemented.
2. A comprehensive process to monitor, assess and plan student outcomes is developed.
3. Attendance policy is developed and implemented.
4. Comprehensive behaviour management plans are in place for students with high support needs .
5. IEPs form the basis of identifying individual needs and reporting on individual progress.
6. Priority areas are identified, planned for, monitored, reviewed and evaluated.
7. Functional and Social Skills programs are implemented.

Motivated and capable workforce

8. A whole-school performance management process is implemented.
9. Appropriately qualified, skilled and motivated staff are recruited and retained.
10. Staff knowledge and application of Information Communication Technologies (ICT) is enhanced.
11. Professional learning opportunities are encouraged for all staff.
12. The Centre is an active member of the Education Support South Network— collaboratively supporting the ES Community.

Inclusive, safe & stimulating learning environments

13. The services of the Centre are positively promoted within the community.
14. The structure and programs of the Centre are reviewed and refined to optimise learning for all students.
15. Community involvement in school decision-making processes are promoted.
16. The Centre's BMIS policy is reviewed and implemented and appropriate professional learning is provided to all staff.

Strong Organisational support

17. Decision-making is distributed.
18. Financial and physical resource management processes promote shared responsibility, transparency, and targeted expenditure.

Major Performance Indicators

- A 4-yr School Plan is implemented, monitored and reviewed.
- SENAT tools are provided by DoE and implemented.
- 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.
- Priority area data is collected, analysed and informs future planning.

- Everyone is treated as an equal and valued team member
- All staff work well together . Everyone makes a contribution to planning.
- Mentoring programs are available to all 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.

- Ongoing maintenance of the Centre's appearance and learning environments via a works program.
- ASD Program be a core program of the Centre
- Community involvement in Centre activities consolidated.
- Membership of P & C and School Council continued.
- Whole-school approach to positive student behaviour is supported by the admin.
- Appropriate Professional Learning and support is provided to all staff in managing challenging behaviour.
- Centre and School based committees operate effectively and efficiently.
- Curriculum Teams work together to plan, monitor and review School plans and transition to the Australian Curriculum requirements.

- 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.