



HALLS HEAD  
COLLEGE ESC

# Business Plan 2015-2017



## Our School

The Halls Head College Education Support Centre enrolls secondary students, from year 7 to year 10, needing intensive support to achieve their educational and personal development goals. We are a vibrant, caring and successful, small school for students with disabilities. We share a campus and facilities with Halls Head College

## Our Vision

Halls Head College Education Support Centre is committed to developing life long learners who are confident and capable of achieving their full potential. We foster a cooperative and supportive learning environment that is inclusive and responsive to the needs of all students. We aim to develop independent learners who have a strong sense of worth and compassion for others.

As part of our commitment to an inclusive environment for all students we have entered into a cluster arrangement, as an Independent Public School, with Halls Head College. We share a campus, uniforms, many elements of branding, the motto of "Learning for Life" and a set of values for our shared school community.

## Our Values

All members of our community are asked to share, model and promote our values of:

\*Care                    \*Courtesy                    \*Cooperation                    \* Courage

## Our Business Plan

Our staff and school board have worked together guided by a process of rigorous school review and community consultation to develop this plan. Excellence in Teaching and Learning is a priority for our school as we are passionate about providing purposeful and engaging learning activities whilst ensuring staff provide quality teaching for all students in a motivating and suitably resourced, learning environment . The Health and Wellbeing of our students and staff is another important priority for our school. All students face challenges as adolescents, and as a school community we genuinely embrace the concept of personalised learning for all. We consider carefully the whole child including the physical, social and emotional development. The wellbeing of our staff is also important as we support them to implement strategies that will ensure success for all. Developing positive relationships and enduring community partnerships is central to our philosophy as a school. We prepare our students to develop the confidence and the connections that will enable them to become active and productive members of our local community at the end of their schooling.

This plan outlines our strategic directions from 2015-2017. The targets and milestones in this plan indicate our level of progress towards achieving outcomes for students in **our three focus areas**.

\*Excellence in Teaching and Learning

\*Health and Wellbeing

\*Community Partnerships

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*The 2015-2017 plan launches an exciting time for our school as we embark on our journey as an Independent Public School. We are excited to be working with a talented and dedicated School Board and a wonderful team of staff. We plan to continue developing a culture of empowerment, where staff, students, parents and other community stakeholders are able to contribute to the vision we hold for our school. We envisage a dynamic school where staff can provide the right learning environment and the right teaching to make a real difference to our students.*

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# Excellence in Teaching and Learning

*Teachers collaboratively develop personalised learning plans and provide engaging teaching and learning programs. These programs must be communicated effectively to enable support staff to implement where required and include quality assessment practices designed to ensure student progress and achievement.*

## TARGETS

1. By 2017, 80% of our current teachers will have demonstrated that they are highly accomplished against AITSL standard 3.2 and able to work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments.
2. By 2017, 80% of our current teachers will have demonstrated that they are highly accomplished against AITSL standard 3.5 and able to assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement that engage all students.

## PLANNING ASSESSING AND REPORTING

STRATEGIES	OBJECTIVES	MILESTONES & OUTCOMES
<b>Improve personal learning plans.</b>	<ul style="list-style-type: none"> <li>• Introduce ABLES as a trial in 2015.</li> <li>• Goals are to be developed in PLP meetings in which parents, students (where appropriate) and other key stakeholders are encouraged to contribute.</li> <li>• Individual student goals for literacy, numeracy and social development are to be set using SMART targets.</li> <li>• Baseline Literacy data to be considered and used by teaching staff to inform programs and goals.</li> <li>• Maths baseline assessment completed for all students using – EMTS numeracy tests.</li> <li>• You Can Do It Social and emotional rubrics to be used to plot all students bi-annually.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers using SEN planning tool to produce exemplary Personal Learning Plans (PLP's) reflecting knowledge of student skills and required learning objectives and best practice strategies.</li> <li>• All trained and using ABLES by end 2016</li> <li>• Personal learning plans are developed for each child, each semester, with progress monitored and recorded by teacher and team.</li> <li>• Individual progress of social and emotional outcomes demonstrated.</li> </ul>
<b>Ensure quality programs and assessment and reporting practices.</b>	<ul style="list-style-type: none"> <li>• Improved performance development procedures including in class observations to be implemented.</li> <li>• Teachers sharing practices – general capabilities across literacy/numeracy in meetings held each semester.</li> <li>• Teachers develop high interest and purposeful learning programs and share with colleagues.</li> <li>• Teachers of ASDAN programs, endorsed programs and courses of study to engage in effective moderation with like schools to ensure quality assessment standards</li> <li>• Develop and implement whole school literacy and numeracy plans.</li> <li>• Teachers to use SEN reporting to add objectives, background profiles &amp; strategies at the start of each semester.</li> <li>• Teachers to share assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.</li> <li>• All teaching staff to produce high quality semester reports from student monitoring records based on and appropriately varied assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers to participate in performance development process annually.</li> <li>• The schools Curriculum and assessment policy is reviewed, updated in line with DOE requirements and implemented for start of 2016</li> <li>• Staff progressing towards highly accomplished teacher in AITSL standards 3.1, 3.2, 3.3, 3.5 and 3.6</li> <li>• Our school continues to be acknowledged with Distinctive School status for regional ASDAN coordination and leadership.</li> <li>• Reporting on progress of literacy and numeracy plans to become part of school board meeting agenda annually.</li> <li>• Teachers progressing towards highly accomplished teachers in AITSL standards 2.3 3.6 and 5.1</li> </ul>
<b>Teachers to develop further their skills in curriculum adjustment to meet the specific learning needs of all students.</b>	<ul style="list-style-type: none"> <li>• Increase teachers knowledge of SCASA website and appropriate implementation Australian Curriculum</li> <li>• Teachers and teams use PLP's for students with monitoring and assessment systems to guide programming and curriculum adjustment.</li> <li>• Use input from visiting teachers and therapists to guide programs or staff visit other schools as PL.</li> <li>• Teachers and teams to schedule for resource development time</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching programs to demonstrate curriculum adjustment for the specific learning needs of students across the full range of abilities.</li> <li>• Staff progressing towards lead teachers in AITSL standards 1.5 and 1.6</li> <li>• Teachers to complete reflection on their team leadership as part of performance development process.</li> </ul>



## DIGITAL LEARNING

STRATEGIES	OBJECTIVES	MILESTONES & OUTCOMES
<p><b>System support for IT equipment maintenance and replacement schedule.</b></p>	<ul style="list-style-type: none"> <li>• HHCESC Administrative commitment to system support and maintenance roles and responsibilities</li> <li>• Provide opportunities for Professional Learning for ICT Officer and IT Coordinator</li> <li>• Implement annual OLNA testing ICT system setup and checks prior to commencement of scheduled testing.</li> <li>• ICT officer to develop awareness of DOE ICT buying guides and procedures</li> <li>• MSSD grant obtained and used to purchase equipment curriculum focussed apps.</li> <li>• Students have increased access to ICT as learning tools.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Officer Role for the school to provide support for ICT system i.e. password management, technical issues, setup and use of technologies.</li> <li>• ICT Coordinator and support officer to have privileged user status and operate in collaboration with HHC IT technician.</li> <li>• New ICT equipment replaced and purchased as per replacement schedule.</li> <li>• All classrooms to have interactive whiteboards, screens or projectors by 2016.</li> </ul>
<p><b>Staff training, support and sharing to encourage innovative integration of technologies that will engage students</b></p>	<ul style="list-style-type: none"> <li>• ICT committee to develop and review plan that includes professional learning for staff.</li> <li>• Promote intentional teaching to develop skills and application of technologies across year 7-10</li> <li>• Staff consider use of ICT and critical and creative thinking using the General Capabilities.</li> <li>• Conduct review of HHC ESC ICT policy and check compliance with and alignment to DoE ICT Policy</li> <li>• HHC ESC ICT Policy and Agreement provided to incoming Year 7 students as part of transition process.</li> <li>• Student Cyber Safety awareness plan developed.</li> <li>• Staff ICT best practice promoted through whole school meetings and at parent assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• General Capabilities in Information and Communication Technology and Critical and Creative thinking embedded in teaching and evident in student learning.</li> <li>• Implement ICT training schedule for HHC ESC staff</li> <li>• HHC ESC ICT policy aligned with Department of Education ICT Policy is in place for 2016</li> <li>• Cyber safety taught and assessed annually by 2017.</li> <li>• Surveys to reflect improvement in ICT access and student and staff capabilities.</li> </ul>

## BUILDING LEADERSHIP CAPACITY AND SUSTAINABILITY

STRATEGIES	OBJECTIVES	MILESTONES & OUTCOMES
<p><b>Provide professional development opportunities to enable staff to improve instructional capacity and classroom management.</b></p>	<ul style="list-style-type: none"> <li>• Teachers to develop skills in managing a team &amp; reflect on in their performance management meetings</li> <li>• EA's to have meetings with their key teacher twice a term to set goals, linked strengths, areas for improvement &amp; teacher programs</li> <li>• All EA staff who are permanent or on fixed year contracts to complete self-reflection tool annually.</li> <li>• Professional Learning Plan in response to school and staff needs is to be developed and reviewed annually.</li> <li>• Teachers join Connect Community to access "live" and recorded learning on line.</li> <li>• Teaching staff and Education Assistants use classroom observations to strengthen practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to complete 2 meetings a year with their performance manager, including class observations, linked with targeted ATSL standards</li> <li>• EA's to complete 2 meetings a year with their performance manager</li> <li>• Admin &amp; teachers use AITSL self-reflection tool to demonstrate progress.</li> <li>• All teachers have used Connect Community to access professional learning by end 2016</li> <li>• Performance development meetings monitor progress by staff.</li> </ul>
<p><b>Leadership development and succession planning</b></p>	<ul style="list-style-type: none"> <li>• Generalise transfer of professional learning leadership skills within the school by distributing leadership and training opportunities in SEN planning and ABLES.</li> <li>• A project co-ordinator, level 3 role is added to school.</li> <li>• Review Leadership team portfolio's annually.</li> <li>• Provide leadership opportunities for more staff.</li> <li>• Deliver quality professional learning as a Teacher Development school. (TDS)</li> <li>• Coordinate the successful delivery of the Mandurah Schools Network MSSD project</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership staff to complete 360* reflection tool once in life of this plan</li> <li>• Leadership action plans based on varied feedback to be 12351 completed annually by principal and level 3 staff.</li> <li>• Complete Workforce Development Plan in 2015</li> <li>• TDS project evaluation will demonstrate success by term 1, 2016.</li> <li>• MSSD project evaluation will demonstrate success by term 1, 2016.</li> </ul>

## Health and Wellbeing

*We value the whole person and consider the social, emotional and physical wellbeing of our students and staff in measuring the success of our school.*

### TARGETS

1. Results of the student survey items "I like being at my school" and "I feel safe at my school" are increased to a rating of 4 or above by 2017
2. Results of staff survey item "Student behaviour is well managed at this school" to be increased to a 4 or above by 2017

STRATEGIES	OBJECTIVES	MILESTONES & OUTCOMES
<p><b>Whole school approach to student Social and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>You Can Do It structured lessons across years 7-9</li> <li>Teachers to complete You Can Do It rubrics for new students at the start of the year, then again at the end of the year to monitor progress</li> <li>You Can Do It keys across all subject areas is to be reinforced including break times with reward systems built into class management plans using keys.</li> <li>Monitoring processes to record student progress and achievements to be established for each class group.</li> <li>Pastoral care teachers attached to each small tutor group with responsibility for all learning, social, emotional, medical, behaviour and other plans that wrap around student.</li> <li>Establishment of social group committee</li> <li>Revised performance development procedures</li> <li>Staff to complete yearly survey on their satisfaction with school</li> <li>Staff to complete health and well being survey annually.</li> <li>Student Pastoral care teacher leads team of education assistants as a team assigned to each tutor group of students.</li> <li>Teams have 3 classes week for tutor time where goal setting and reflection and personal development, teambuilding activities and opportunity for staff student mentoring to take place.</li> </ul>	<ul style="list-style-type: none"> <li>All students to have moved up at least one level over a one year time frame</li> <li>Continued high level of staff, parent and student satisfaction in this area is maintained as measured by annual surveys.</li> <li>Year 8,9 &amp; 10 students to participate in successful 2016 point Peron camp.</li> <li>New staff student supervision roster implemented 2015 to create more activities available at break times for positive student interactions.</li> </ul>
<p><b>Improve whole school approach to student and staff wellbeing.</b></p>	<ul style="list-style-type: none"> <li>Health taught by ESC teacher across all year groups</li> <li>Revision of and promotion of Healthy Food policy</li> <li>Increased physical activity offered at break times through new student supervision roster.</li> </ul>	<ul style="list-style-type: none"> <li>An active social committee is maintained.</li> <li>A structure is in place to analyse results and respond to findings of Staff Wellbeing surveys.</li> <li>Staff retention figures remain high.</li> <li>SEN plans completed by week 6 Semester 1, hard copy kept in student file</li> <li>Improved attitude towards tutor time and goal setting measured by student and staff survey responses.</li> <li>Improved family / agency / staff communication contact record system introduced using e-mails.</li> </ul>
<p><b>Physical Education and Health outcomes for our students are improved.</b></p>	<ul style="list-style-type: none"> <li>Students engage in Halls Head College's (HHC) inclusive house system.</li> <li>Students in years 7,8 &amp; 9 to participate in HHC sport</li> <li>Revisit protocols and guidelines for mainstream staff working with our students.</li> <li>Invite HHC students to participate in ESC events to build relationships between students.</li> <li>Key teachers and/or transition coordinator to make contact with therapists and parents to implement plans</li> <li>School is to fund above allocation to increase psychologist time to ensure timely assessments and referrals</li> </ul>	<ul style="list-style-type: none"> <li>Improved social interactions between students at break times</li> <li>Healthy Food policy published on website by 2016</li> </ul>
<p><b>Increased opportunities for student inclusion as part of Halls Head College community</b></p>	<ul style="list-style-type: none"> <li>Students to be assessed on mainstream reports with reporting to parents</li> <li>An expansion of student engagement in house system.</li> <li>Publication and dissemination of "working with all students" a guide for mainstream teachers including our students in their classes.</li> <li>All students registered with Rocky Bay to have a therapy program</li> <li>Staff and parent satisfaction that students are able to access services as required as measured by our surveys.</li> </ul>	<ul style="list-style-type: none"> <li>Students to be assessed on mainstream reports with reporting to parents</li> <li>An expansion of student engagement in house system.</li> <li>Publication and dissemination of "working with all students" a guide for mainstream teachers including our students in their classes.</li> <li>All students registered with Rocky Bay to have a therapy program</li> <li>Staff and parent satisfaction that students are able to access services as required as measured by our surveys.</li> </ul>
<p><b>Therapy or specialist support for students is accessed as needed.</b></p>		

# Community Partnerships

*Positive relationships, connections and enduring partnerships with our local community*

## TARGETS

1. To have established a high performing board with all positions filled, with active sub-committees and adequate attendance for a quorum at all formal board meetings.
2. Continued good relationships with community organisations and businesses.

STRATEGIES	OBJECTIVES	MILESTONES & OUTCOMES
<b>Eco Leaders</b>	<ul style="list-style-type: none"> <li>• Provide students with local environmental leadership opportunities at school and in the community.</li> <li>• Continue tree nursery enterprise program.</li> <li>• Link activities to City of Mandurah Coastal management plan.</li> <li>• Continued participation in Coast and Land Care.</li> <li>• Students to participate in decision making at city council level and present to showcase our program.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer mentoring primary students with environmental program.</li> <li>• Provide trees for rehabilitation.</li> <li>• Annual involvement with Kids teaching Kids initiative</li> <li>• Students able to identify areas of need and report to council.</li> </ul>
<b>Community participation/events</b>	<ul style="list-style-type: none"> <li>• Continue the Great Race event as an annual event with community sponsorship</li> <li>• Provide an annual Aboriginal cultural- Partnership activity.</li> <li>• Provide parent welcome for new families at beginning of each year.</li> <li>• Encourage improved attendance by parents at ESC assemblies.</li> <li>• Community sponsors school event to be held once per semester.</li> <li>• Student leaders to work with staff to prepare annual plan for school involvement in special days each year (Anzac Day, Harmony day, charity fundraisers etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Community surveys to acknowledge our Great Race event as a worthwhile strategy to develop confidence in the community for our students</li> <li>• Community and parent contributions to school event to increase.</li> <li>• Increase positive public awareness of our students, staff and school.</li> <li>• Increase numbers of family members attending ESC assemblies .</li> <li>• Established partnership with local hardware retailer (Masters/Bunnings) to provide school based workshops for students and parents by end 2016.</li> </ul>
<b>Maintain quality Work Place Learning opportunities.</b>	<ul style="list-style-type: none"> <li>• Provide access to career education teaching programs</li> <li>• Provide supported opportunities for students to engage in learning about the world of work through visits to community workplaces, workplace simulations, work shadowing or structured work placements</li> <li>• Complete digital portfolios for individual students as required to evidence engagement</li> <li>• Continued commitment to WPL Coordinator role.</li> <li>• WPL Coordinator to complete the annual WPL Newsletter and coordinate the WPL celebration morning tea at the school.</li> <li>• Provide students with opportunity to experience work readiness through ADW PI and ASDAN modules.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of workability skills transferable to jobs, interests and pastimes.</li> <li>• Year 10 students are enrolled in SCSA Endorsed Programs for experiential and active vocational learning.</li> <li>• Overarching elements of WA Guidelines for Career Development and Transitions embedded in Year 10 career education teaching program.</li> <li>• Distribute the WPL Newsletter and hold an annual WPL Employers Morning Tea</li> <li>• Expand the number of work place learning partnerships for ESC students.</li> </ul>
<b>Board/Staff connections and advocacy</b>	<ul style="list-style-type: none"> <li>• Develop plan to use skills of and connections of school board members to improve our school.</li> <li>• Explore and provide relevant training to school board members.</li> <li>• Staff or board members to be enabled to maintain membership of local groups, committees or networks that service our students in the community.</li> <li>• Development of an Awards sub-committee to nominate staff or school programs for recognition.</li> </ul>	<ul style="list-style-type: none"> <li>• Form sub-committees to monitor progress in focus areas with 80% of board members active by end 2016.</li> <li>• Maintain HHC P&amp;C representation on board each year.</li> <li>• By end 2015 50% of board members attended board training.</li> <li>• Participation of school priority leaders at board meetings.</li> </ul>
<b>Public relations and Marketing</b>	<ul style="list-style-type: none"> <li>• Use school based public relations officer to promote school relations</li> <li>• Circulate school newsletters to individuals when appropriate</li> <li>• Increase school participation in events that highlight student and staff achievements</li> <li>• Increase the use of exhibition and student portfolios</li> <li>• Award submissions to be directed by sub-committee</li> <li>• Promote Teacher Development school status through connections community and other education networks.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the appearance and recognition of school as measured by published articles in print , online or via social media.</li> <li>• Increase events that bring community into school.</li> <li>• Develop links to organisations such as Scouts, swimming groups and other local recreation groups to promote membership opportunities for our students.</li> </ul>

