



Health and Wellbeing (HWB)

Our school is a vibrant learning community which embraces cohesion of our students and staff to have a safe learning environment and experiences. We celebrate the diversity and individual abilities of all.



Sustainability

At Halls Head Education Support Centre our sustainable journey begins with the whole school community involved in learning, developing lifelong sustainable practices and empowering students to become future leaders. These goals encompass all aspects of our planning, implementation and practices. They drive us to further reduce our Energy, Waste and Water requirements and increase the Biodiversity of our school environment. We also acknowledge the social handprint where peace and partnerships unite our school and world.



BUSINESS PLAN 2018-2020



| TARGETS | STRATEGIES | EVIDENCE |
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| 1. All students will have individual needs identified under Disability Resourcing dimensions to include therapy, health, toileting, mental health, behaviour plans and risk management plans | <ul style="list-style-type: none"> Health & Wellbeing goals will be a priority in students PLPs to include social skill goals, health care, therapy goals & mental health as appropriate for each student Develop a whole school positive education approach to social & emotional learning HWB groups Participation in non-academic programs e.g. RDA, Hydrotherapy Champion Life program | <ul style="list-style-type: none"> 80% of our students across Years 7 -10 will increase their overall percentage by 15% in the areas of: Resilience, Organisation, Confidence, Persistence and Getting Along PLP planning and achievement of goals |
| 2. The school will measure and track the health and wellbeing of the school community | <ul style="list-style-type: none"> Staff health and wellbeing day RU OK Day Weekly staff recognition YCDI Develop a critical incident response plan to support staff following critical incidents Staff Health & Wellbeing to be monitored closely and goals identified as needed. Areas of focus: appropriate professional learning as identified through performance development, high level of communication, workforce advisory meetings, debriefing after student incidents, staff meeting deadlines and identifying workplace hazards | <ul style="list-style-type: none"> Annual survey results Workload Advisory Board will meet twice a term Staff survey responses to the survey item (school takes staff opinions seriously) will strive towards an increase to 4 or above |

| TARGETS | STRATEGIES | EVIDENCE |
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| 1. The majority of staff and students demonstrate their understanding of sustainability and living harmoniously with the environment | <ul style="list-style-type: none"> Purchasing and waste: Minimise waste produced at all levels of operations, promote an ethos of sustainable consumption and use goods and services of high environmental and ethical standards from local sources where practicable Include aspects of sustainability in teaching and learning | <ul style="list-style-type: none"> Waste Audits Teaching Programs |
| 2. All staff and students participate in at least one activity per term related to sustainability | <ul style="list-style-type: none"> Develop a greater understanding of the impact of people on the natural environment through research and field trips Provide opportunities for staff and students to participate in activities related to sustainability | <ul style="list-style-type: none"> Photographic evidence of staff and students participating in activities. Including our: <ul style="list-style-type: none"> School nursery Poultry Production Vegetable gardens Checklist of students' progress and engagement |
| 3. Incorporate the values, behaviour and lifestyles required for a sustainable future in student learning programs | <ul style="list-style-type: none"> Identify areas of the school environment that can be managed more effectively to meet sustainability objectives | <ul style="list-style-type: none"> Teaching programs |

Review Process

- Analysis of Personal Learning Plans to evaluate student progress
- Review of academic and non-academic data for future planning
- Semi-annual review of the Business and Operational Plans
- Feedback from stakeholders and community members



School Context

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.

Values

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

CARE

COURAGE

COMMITMENT

Vision

Halls Head College Education Support Centre is committed to developing Lifelong learners who are confident and capable of achieving their personal best and building their emotional, social and physical wellbeing.

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, and a set of values for our shared school community.

We are committed to building partnerships with parents, partner schools and multi-disciplinary professionals in supporting students to value and accept differences and to become integral members of the local and wider communities.

Focus Areas

- » Excellence in Teaching and Student Achievement
- » Effective Leadership and Succession Planning
- » Health and Wellbeing (HWB)
- » Sustainability

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 Student Achievement is a focus area 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 focus 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 2018-2020. The targets and milestones in this plan indicate our level of progress towards achieving outcomes for students in our four focus areas.

School Board

The Halls Head College ESC Board is formed with the fundamental purpose of enabling parents and members of the community to engage in activities that are in the best interests of the students and will enhance the education provided at the Centre. They work with the school community to monitor and review the Business Plan as necessary.

The elected members include parents, staff, (including the Principal) and community members.



Excellence in Teaching and Student Achievement

A priority at Halls Head College Education Support Centre is to provide high quality, engaging and diverse learning programs and opportunities that meet the individual needs of the learner, assessed with purpose to maximise student achievement. These programs must be communicated effectively to enable support staff to implement and includes quality assessment practices designed to ensure student progress and achievement.

| TARGETS | STRATEGIES | EVIDENCE |
|--|--|---|
| 1. Staff use a range of data sets in academic and non-academic areas to develop programs, review and assess student progress | <ul style="list-style-type: none"> • All students will have a Personalised Learning Plan (PLP) with highly individualised goals for Literacy, Numeracy and Social Skills to be established with key personnel including therapists to cover dimensions across Disability Resourcing • Standardised data and assessment timelines (see Data Collection Plan) • Student goals and teacher programs to link with Western Australian Curriculum • Staff to follow Learning Area Scope & Sequence across the school | <ul style="list-style-type: none"> • Students in Year 7-10 to achieve 80% of their PLP goals • 80% of our students across Years 7 -10 will increase achievement of their overall percentage by 15% in the areas of: Resilience, Organisation, Confidence, Persistence and Getting Along |
| 2. All Year 10 students to achieve at least one Endorsed Program through SCSA as a transition pathway to Years 11/12 | <ul style="list-style-type: none"> • ASDAN and Endorsed programs to be established for Year 10 students linking in with individual abilities and interests • Year 10 students to participate in WPL | <ul style="list-style-type: none"> • 75% of Year 10 students participating in workplace learning will complete a minimum of 55 hours in a community workplace • 80% of students in Year 10 enrolled in SCSA endorsed programs will complete the endorsed programs |
| 3. Professional Learning target areas for improvement linked to Teacher's progression through the AITSL standards | <ul style="list-style-type: none"> • Teachers to complete self reflection tool as part of Performance Development • Areas of development established by teachers when completing their Performance Development Plans | <ul style="list-style-type: none"> • Teaching programs to demonstrate curriculum adjustment for the specific learning needs of students across the full range of abilities • Staff progressing towards lead teachers in AITSL standards 1.5 and 1.6 |



Effective Leadership and Succession Planning

As leadership becomes more complex and demands are placed on leaders, HHCESC recognises the need to share decision-making among trained and well informed staff. To do this the school recognises the need to identify those who show necessary skills, desire and talent.

| TARGETS | STRATEGIES | EVIDENCE |
|---|---|--|
| 1. We will build sustainable practices across the school by developing teachers and staff through collaboration, PL, sharing of expertise and staff induction | <ul style="list-style-type: none"> • Staff (including teachers, education assistants, school support staff) are provided with relevant on-going Professional Learning • Building a culture of trust and collaboration through Professional Learning, Performance Development, Teacher meetings and Leadership | <ul style="list-style-type: none"> • Evidence of participation in relevant leadership Professional Learning activities • Evidence of more staff taking up leadership opportunities within the school |
| 2. The school will mentor and develop staff in distributed leadership roles across the school | <ul style="list-style-type: none"> • Aspirant staff (as defined above) are provided leadership opportunities within the school • Provide aspirant staff with a mentor within the school | <ul style="list-style-type: none"> • Feedback from staff through the administration of survey/questionnaire? • improved communication • personal and organisational effects of change • Relevant Confidentiality on matters discussed during Management/ Executive meetings (e.g. only designated staff communicates the information to the targeted staff) • Agenda and minutes of meetings • Data analyses reports |
| 3. The school board will have an increased profile in events | <ul style="list-style-type: none"> • Promote School Board membership among parents and other members of the community (e.g. school assemblies, Newsletters, Facebook, etc.) | <ul style="list-style-type: none"> • Keep records of School Board membership • Advertise in the Newsletter • Facebook • School assemblies • One-on-one contact with a parent or/and members of the public |
| 4. The school will take a visible and deliberate leadership role in implementing the Aboriginal Cultural Standards Framework (ACSF) across Years 7 to 10. | <ul style="list-style-type: none"> • Participation in whole school events including NAIDOC • Applications for PAL's grants for incursions/excursions • SDD professional development and planning for ACSF | <ul style="list-style-type: none"> • Completed ACSF Operational Plan • Whole school implementation of planned outcomes in learning programs |