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Mission Statement

We work as a team to meet the needs of the whole child in partnership with the family. We recognise each child as unique and special therefore we deliver individualised programs. We use current and innovative teaching and learning strategies to help the child take their place in society.

Our Values

We strive to achieve the following school values:

- We use new ideas and innovate to enhance learning.
- We will solve problems creatively.
- We will deliver quality work for our students, parents and our co-workers.
- We will deliver consistent and dependable services that exceed expectations.
- We will communicate openly and honestly and share ideas.
- We are professional.
- We will work collaboratively.
- We will inspire others to elevate their performance and contribute to the success of the school.
- We will continue learning and developing new skills.
- We will encourage a work environment that is respectful, welcoming and safe.
- We will encourage, recognise and reward innovative behaviour.
- We will encourage a work environment that promotes involvement and a sense of participation.
- We will recognise and reward achievement.
School Priorities 2013

The school priorities for 2013 reflected the system priorities for schools, the school Business Plan and Operational Plan. Priorities ensure we provide the best possible learning environment and success for all our students.

The areas of Literacy, Numeracy, Mobility, Self-Regulation and Sensory Integration were identified as key areas for student learning throughout 2013. Target setting in these areas provided a focus, direction and pace for school improvement.

Target-setting is central to whole-school improvement and raising standards of attainment for individual students. Targets are used to inform curriculum and other organisational development. The following targets were developed by school leaders and curriculum coordinators in the school priority areas.

Student Achievement Targets 2013:

**Literacy: Communication:**

The awareness and embedding of AAC throughout the school has continued to improve through staff development and individualised support from the school’s communication team which includes a full-time Speech Pathologist, a Level 3 teacher and two highly skilled education assistants.

**Numeracy:**

Teachers continue to develop meaningful, hands on experiences in their approach to numeracy. The change from the Curriculum Framework to the Australian Curriculum has been implemented and the Early Years Learning Framework provides guidance for program development in most classes.

**Mobility:**

The majority of students involved in programs for students with motor disorders or physical disabilities are making progress in all areas of development as evidenced by IEP/
ICE goals, Gross Motor Function Measure (GMFM), Portfolios and anecdotal evidence. This priority area will be further enhanced in 2014 with the addition of full-time Occupational Therapist.

**Self-Regulation:**

The development of resources including the ‘Rainbow of Emotions’ app and handbook by Dolly Bhargava continued to support the development of a Positive Behaviour Support approach to the management of behaviour throughout the school.

**Sensory Integration:**

Developing staff expertise, resources and equipment in order to provide high quality intervention for students with sensory issues or disorders has been the primary focus in Sensory Integration throughout the year.

**Highlights of the School Year**

A new School Board was elected for the next three years in August, 2013. Board members may come from different backgrounds but have one thing in common: they are dedicated to ensuring that the children in our school have the best educational outcomes possible.

In collaboration with our school, two presentations were presented by Speech Pathologist Dolly Bhargava at the Australian National Special Education Conference ‘Vibrant-Visible-Vivid’ in Sydney, New South Wales. Deputy Ros Hamling also attended the event. Each presentation was based upon the Positive Behaviour Support programs developed at Carson Street including:

- Providing Positive Behaviour Support in the Classroom Setting
- Developing Emotional Regulation to Deal with Antisocial Behaviours

The school developed a new website which includes a filmclip showcasing our outstanding
programs. The website also provides regular information on the school and its activities to parents and the community in general.

A successful application through the *More Support for Students with Disabilities Grant* (MSSD) to develop self-regulation and emotional literacy strategies was made by Deputy Ros Hamling.

The Sensorium Theatre Company developed a new sensory theatre production called ‘Oddysea’ in collaboration with Carson Street and Kenwick Schools. *Sensorium* specialises in providing sensory theatre experiences for young audiences with special needs. Each week *Sensorium* spent time with students from Room 7 and the Belmay Satellite Class, workshopping creative ideas and having some fun together. The finale was a sensory theatre experience that our students and Sensorium presented to an appreciative audience.

The school’s P&C President Liz Green and committee arranged a very successful Disco Night for students. The annual fun day was equally enjoyed. Our P&C Quiz Night raised almost $8,000 to put towards playground improvements.

Two of the school’s Teacher Conductors, Shona Ballantyne and Natalie Fitzpatrick attended and presented at the 8th World Congress on Conductive Education ‘Rhythm and Balance’ held in Munich, Germany. The congress is held in a different country every three years.

Thanks to Suzanne Hall and her hard working team, the school ran the largest Summer Holiday program ever (20 students attended). This culminated in a display of the students Art at the Victoria Park Gallery with the theme of “Over the Rainbow”. Our students were able to display their talents in a public forum thanks to Suzanne’s initiative and enterprise. The display was also transferred to the foyer of the Department of Education for a second viewing.

One of our Level 3 Teachers Natalie Fitzpatrick (Teacher Conductor) was selected as a member of the Early Childhood and Primary Curriculum Advisory Committee. This committee has been developing and reviewing the WA Curriculum and Assessment outline, the Pre-Primary Reporting Policy and the Early Years Learning Framework. Natalie assists in the review by providing feedback in regards to the suitability of formats for teachers with a range of experience over a variety of school settings.
Throughout the school year an extensive range of enrichment activities, both within the school and in the community, extended students’ learning and development of their independence.

The school appointed Katy Payne to a full time position of Speech Pathologist. Katy will be integral in assisting students and staff in the priority area of communication.

Liz Rowley, a very experienced Teacher Conductor, joined us from the United Kingdom and Laura Farkas, Conductor, commenced work in our Parent and Child Program. Both Liz and Laura received generous relocation assistance from the Conductive Education Centre of WA (CECWA). This support included the payment of Liz’s salary for two years.

2013 saw the beginning of our second three-year period as an Independent Public School and we have taken advantage of the staffing flexibility in particular. This is reflected in the school’s Workforce Planning.

2013 was also our second year as a Teacher Development School (TDS) whereby we provided support to other schools and centres working in the education support early intervention area. The TDS program allowed several staff to develop and use in-house expertise and classroom innovation to improve student achievement. TDS also enabled these staff to provide collaborative support to teachers and school support staff in a range of educational settings in metropolitan and country areas.

The school continued to develop and improve the excellent outdoor and indoor resources available to all students. The well-stocked and well-used library run by an enthusiastic staff supports teaching and learning in curriculum areas and specialised programs including sensory integration and self-regulation. An exciting new playground has been constructed with all the components designed to challenge our children to climb, explore and most importantly to have fun.

Many thanks go to Ray Cole and Rowena Cole for what can only be described as a labour of love in the completion of the fabulous mosaic wall in the school’s main playground. Parents may remember that some time ago our students worked individually on a mosaic
project. Ray and Rowena have painstakingly put the pieces together on an interactive wall for all to enjoy.

Our Community Support Officer Marion Tetlow has worked tirelessly this year to assist families individually or as a whole by providing articles for the newsletter and through regular coffee mornings where she, in concert with School Nurse, Nola Dunnett has arranged a number of informative speakers on topics of interest to our community.

Once again we held our very popular Bike Week excursion at Burswood Park and were joined by a number of organisations who helped provide a challenging and entertaining day.

The Six Dimensions of Successful Schools

The following information is based on the six dimensions of successful schools as developed by the Department of Education Services to guide self review. The central dimension is student learning while the other five dimensions significantly impact on their education.

DIMENSION 1: Student Learning – Engagement, Progress and Achievement

The school acts to improve performance based on the appropriate analysis of quality data gathered about the standards of student achievement.

The classroom team approach to growth and development leads to cooperative efforts between teachers and teaching assistants (the latter playing an absolutely vital role with students).

Student portfolios which are a pictorial record of Semester One’s activities were sent home at the end of this term to demonstrate progress on priorities in each child’s Individual Education Plan.

Learning opportunities are very thoroughly planned and highly individualised based on very accurate use of assessment. Children are rigorously assessed, through detailed
recording of observations in every activity when they join the school. This enables the accurate identification of individual learning needs and the setting of very specific learning targets. The involvement of parents in ongoing assessment, and in supporting their child’s learning at home, is excellent.

Those students with more profound difficulties maximise their development through a developing sensory curriculum that maximises their senses of sight, sound, touch and smell as a tool for learning. The school has a well-equipped multi-sensory room and staff are learning how to use it more effectively with the assistance of our Occupational Therapist.

New technology like iPads, Smart Boards and AAC devices are used to support learning, give students’ access to the curriculum and provide motivation for learning.

The awareness and embedding of Assistive and Augmentative Communication (AAC) throughout the school has improved with more students using individualised communication systems.

The six core values (Be KIND to Yourself, Be KIND to Others, Be KIND to the Environment, Be the Learning KIND, Be the Achieving KIND, Be the Community KIND) are embedded into our school ethos, planning and assessments.

**DIMENSION 2: Effective Teaching**

The school delivers learning experiences that are outcomes focused and responsive to the needs of students.

Targets in English have been developed to improve student performance in all strands of the English Learning Area through the use of assistive technologies, specialised programs, differentiated curriculum and a consistent whole school approach/framework to language and communication.

Teachers are becoming more proficient in promoting communication by a number of means including an ever increasing range of augmentative communication aids. Excellence in the promotion of communication skills results in students being able to express themselves, make choices and communicate their needs.

Although the development of literacy skills is different from the development of language, it is inter-related. Teachers provide students with opportunities that promote an
understanding of the ways that language operates as a social process and how to use language in a variety of forms and situations.

Scaffolding everyday concepts into each child’s school day underpins the development of numeracy programs. Providing experiences based upon number concepts used in daily life facilitates numeracy development. Students are supported in using their communication system to communicate their understanding of early numeracy concepts like grouping objects, positional language, shapes and classifying.

Staff are well trained and supported in the safe handling of students and ongoing professional development has ensured they are expert in aiding their movement.

The school works effectively with other professionals to support students’ wide ranging learning difficulties and disabilities.

Teaching staff are skilled in recording the progress students make and in capturing evidence of their learning.

A broad based curriculum balances the promotion of literacy and numeracy skills with creative experiences and community based learning.

The schools constant pursuit of improvement is extremely well supported by rigorous, perceptive and accurate self-evaluation.

**DIMENSION 3: Leading and Managing the School**

**School leadership is committed, responsive and collaborative.**

Senior administration and Learning Area Coordinators provide high quality leadership and management. Features of this leadership and management include:

- Student-focused decision making, with high importance placed on providing the best possible education and a clear expectation that students will make good progress.

- Systems of delegation help to use staff strengths, to share tasks, to build leadership skills and to foster sustainable practices.

- Working relationships that lead to a positive school culture and high levels of collaboration and teamwork.
• Professional development, support and reflective practices that lead to ongoing improvements to quality of education for students.

• Active promotion of the school and its role, a focus on appointing quality staff and having adequate funds to support new initiatives or address emerging needs.

Leadership in the Early Years has focused on developing high quality provision leading to encouraging outcomes for students. Through involvement in programs like My Time and the Parent and Child program, parents become familiar with the school before their child has to formally attend.

School staff numbers continue to increase alongside student numbers. Full-time and part-time employees include teachers, teacher assistants, therapists, school psychologist and school support staff. As new staff enter the school they are well inducted into its vision and goals, as well as into its specialised teaching and learning programs.

This is a focused school where leaders at all levels are keen to take on responsibilities and fulfil them to the best of their abilities, often through taking advantage of extensive high-quality training opportunities, many of which have a very positive effect on improving the quality of teaching.

### 2013 Workforce Composition

<table>
<thead>
<tr>
<th></th>
<th>Teaching Staff</th>
<th>Education Assistants</th>
<th>Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>26</td>
<td>64</td>
<td>13</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>18</td>
<td>46</td>
<td>7</td>
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</table>

### Enrolment Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<th>2010</th>
<th>2011</th>
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<tr>
<td>Y 1-7</td>
<td>23</td>
<td>25</td>
<td>21</td>
<td>30</td>
<td>34</td>
<td>29</td>
<td>36</td>
<td>46</td>
<td>60</td>
<td>58</td>
<td>61</td>
</tr>
<tr>
<td>Kindy</td>
<td>9</td>
<td>21</td>
<td>10</td>
<td>16</td>
<td>6</td>
<td>22</td>
<td>23</td>
<td>23</td>
<td>9</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>PP</td>
<td>5</td>
<td>4</td>
<td>13</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>15</td>
<td>17</td>
<td>10</td>
<td>8</td>
<td>5</td>
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<tr>
<td>TOTAL</td>
<td>36</td>
<td>50</td>
<td>44</td>
<td>52</td>
<td>49</td>
<td>49</td>
<td>63</td>
<td>75</td>
<td>79</td>
<td>71</td>
<td>84</td>
</tr>
</tbody>
</table>
DIMENSION 4: Safe and Inclusive Environment
The school offers a safe, caring and inclusive learning environment.

Policies and procedures, including a well-credentialed Risk Assessment Team (RAT’s) to safeguard students and staff, for child protection, for risk assessment and for health, safety and well-being are extremely rigorous. This has led to fewer incidents being reported and a reduction in workplace accidents involving manual handling tasks.

A focus on behaviour management has resulted in consistent routines, high expectations from staff, respect for students’ dignity and support throughout the day for each student’s well-being and medical needs. Consequently there have been no suspensions or exclusions with recognised patterns of behaviour associated with autism.

A successful application to the Department of Education Capital Works program has led to the Department drawing up plans to improve the ventilation in the swimming pool area and the work is to be carried out over the 2013/14 Christmas break.

Staff training in the areas of administering oxygen, Percutaneous Endoscopic Gastric Feed (PEG), Resuscitation and Dysphagia (difficulties with swallowing) has occurred for those classes having students who are medically compromised.

Particularly well organised recess times with sensible and sensitive supervision provide opportunities for students to play independently or join in group activities.

Health and education staff work closely together to ensure extremely high levels of care.

Planning and training in Emergency Management was a focus throughout the year. Crisis and Emergency Management consultants EMQ were engaged to assist in developing the schools evacuation and emergency procedures. EMQ also provided extensive training for all school staff in Emergency Management.

DIMENSION 5: Governance and Accountability
a) School staff are motivated, engaged and competent

The school’s administration team continuously provides support and encouragement to teaching staff aspiring towards the Level 3 teacher accreditation.
b) The school’s financial and physical resources are managed to optimise learning outcomes.

Financial planning and administration, led by a conscientious committee, is very thorough. This is well supported by the School Board and Registrar who closely monitor finances. The school is able to direct resources effectively towards its priorities, such as carrying forward money to pay for improvements to school buildings and physical resources.

Sound financial planning supports staff development and enhances educational programs. It also allows for the employment of additional specialist staff. In Term 4 we employed a part-time (0.4FTE) Occupational Therapist to assist in setting up the Sensory Room program and to maximise the use of the facility. The school has also taken up the IPS flexibility of employing a School Psychologist and currently have the services of a part-time experienced Education Support Psychologist.

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget $</th>
<th>Actual $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>2,221.00</td>
<td>2,160.00</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>22,165.00</td>
<td>19,753.55</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>P&amp;C Contributions</td>
<td>39,153.00</td>
<td>39,153.00</td>
</tr>
<tr>
<td>Fundraising/Donations/ Sponsorships</td>
<td>46,562.83</td>
<td>49,571.41</td>
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<tr>
<td>DoE Grants</td>
<td>532,860.27</td>
<td>532,517.27</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
<td>650.00</td>
<td>650.00</td>
</tr>
<tr>
<td>Commonwealth Govt Grants</td>
<td>9,203.00</td>
<td>9,203.00</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>406.36</td>
<td>446.36</td>
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<tr>
<td>Other</td>
<td>61,078.83</td>
<td>57,801.09</td>
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<tr>
<td>Internal Transfers</td>
<td>40,702.43</td>
<td>40,702.43</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>755,002.72</strong></td>
<td><strong>751,958.11</strong></td>
</tr>
<tr>
<td>Opening Balance</td>
<td>160,624.00</td>
<td>160,623.57</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$915,626.72</strong></td>
<td><strong>$912,581.68</strong></td>
</tr>
</tbody>
</table>
c) The school responds to the strategic directions of the Plan for Government School Education. Maintaining high attendance rates is very difficult for medically fragile students some of whom have life threatening conditions. Any absence is usually the results of confirmed sickness, hospitalisation or transport difficulties. Despite these issues the school has been complimented by the Regional Executive Director Ms Margaret Collins for improved attendance figures during the year.

![Carson Street School - Attendance Profile](image)

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget $</th>
<th>Actual $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>35,837.87</td>
<td>34,163.01</td>
</tr>
<tr>
<td>Leases</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Utilities</td>
<td>72,903.59</td>
<td>69,847.86</td>
</tr>
<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>65,820.39</td>
<td>57,262.32</td>
</tr>
<tr>
<td>Building Fabric and Infrastructure</td>
<td>47,788.33</td>
<td>60,208.33</td>
</tr>
<tr>
<td>Education Services</td>
<td>117,000.68</td>
<td>91,202.93</td>
</tr>
<tr>
<td>Other Specific Programs</td>
<td>123,264.43</td>
<td>55,710.29</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Salary Pool Payments to Central Office</td>
<td>147,876.02</td>
<td>120,000.00</td>
</tr>
<tr>
<td>Other</td>
<td>133,015.39</td>
<td>79,930.18</td>
</tr>
<tr>
<td>Transfers to Reserves</td>
<td>15,000.00</td>
<td>27,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>$863,053.84</td>
<td>$691,655.38</td>
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</table>

<table>
<thead>
<tr>
<th>Cash Position as at: 31/12/2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Balance</td>
<td>$470,703.45</td>
</tr>
<tr>
<td>Made up of:</td>
<td></td>
</tr>
<tr>
<td>General Fund Balance</td>
<td>220,926.30</td>
</tr>
<tr>
<td>Deductible Gift Funds</td>
<td>25,542.84</td>
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<tr>
<td>Trust Funds</td>
<td>-</td>
</tr>
<tr>
<td>Reserves</td>
<td>228,009.89</td>
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<tr>
<td>Suspense Accounts</td>
<td>1,876.42</td>
</tr>
<tr>
<td>Cash Advances</td>
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<tr>
<td>Tax Position</td>
<td>5,352.00</td>
</tr>
<tr>
<td>Total Bank Balance</td>
<td>$470,703.45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>147,876.02</td>
</tr>
<tr>
<td>Leases</td>
<td>-</td>
</tr>
<tr>
<td>Utilities</td>
<td>-</td>
</tr>
<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>-</td>
</tr>
<tr>
<td>Building Fabric and Infrastructure</td>
<td>-</td>
</tr>
<tr>
<td>Education Services</td>
<td>-</td>
</tr>
<tr>
<td>Other Specific Programs</td>
<td>-</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>-</td>
</tr>
<tr>
<td>Salary Pool Payments to Central Office</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
</tr>
<tr>
<td>Transfers to Reserves</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
</tr>
</tbody>
</table>
The Board has developed sound and supportive governance practices. For instance:

- positive working relationships exist between the School Board, Principal and other school and community leaders.
- useful strategic goals and reporting processes that help to focus strategic action and inform board decisions.
- suitable self-review and reporting practices that help to provide assurance in regards to meeting its obligations.

Board members discharge their responsibilities sensitively and conscientiously, supported by a high level of expertise in Finance.

The Principal regularly provides the School Board with detailed information on aspects of school life to inform their decision making. Reports to the School Board and parent community are thorough and indicate the schools strengths and development areas, informed by rigorous self-evaluation.

There are now clear induction procedures for new Board members which help them to understand their roles and responsibilities and ensure best use is made of their varied skills and expertise.

**DIMENSION 6: Engaging Families and Communities**

**The school operates in partnership with the community.**

The P&C Association led by a dynamic president is exceptionally active. The school has excellent relationships with its parents and caregivers. This is reflected in the high response rate and overwhelmingly positive comments in their returned questionnaires.

Nearly all parents and caregivers were positive in their responses to the work performed by the school. Most stated that behaviour, the extent to which their children felt safe and happy were good. They acknowledged good teaching, high quality care and good leadership within the school and most felt that their children made good progress. Almost all parents and caregivers said that their children greatly enjoyed school and that the school takes account of their suggestions.

Care, support and guidance are second to none. The school's excellent partnerships with families through its open-door policy, workshops, diaries, newsletters, coffee mornings and regular surveys ensure the best possible provision and cooperative efforts.
Communication Coordinator Natalie Fitzpatrick has held regular training sessions for interested parents, caregivers and staff in the application of Pragmatic Organisation Dynamic Display (PODD).

Areas for Improvement: 2013

The selected areas for improvement have been taken from our own school based research and Learning Area Reports.

DIMENSION 1: Student Learning – Engagement, Progress and Achievement

The school acts to improve performance based on the appropriate analysis of quality data gathered about the standards of student achievement.

- We will continue to investigate, differentiate and implement the current Learning Areas in the Australian Curriculum and the Early Years Learning Framework.
- While many of the classes are utilising apps to reinforce skills used in the classroom we will also target producing and publishing children’s own work.
- To re-introduce an interactive and fun science day that coincides with National Science week.
- Further develop each teacher’s use of performance data analysis to inform target setting in students’ individual education plans and lesson planning.
- To extend and enhance the provision of sensory integration for students with sensory processing difficulties and disorders. The school’s Occupational Therapist will liaise and consult with classroom staff and other stakeholders to develop individual sensory programs.
- To increase individual student’s capacity for communicating with others through the wider use of high and low tech AAC.
DIMENSION 2: Effective Teaching
The school delivers learning experiences that are outcome focused and responsive to the needs of students.

- Ensure that all students behaviour management plans (PBS) are implemented and applied consistently.

- Ensure the students always make the best possible progress by recording all the small steps in learning which they make and using the information to create sharply focused learning targets.

- Ensure that each student has an appropriate measurable communication target in their IEP and the continuation of our commitment to AAC through professional development opportunities.

- To maximise the expertise of the schools newly appointed Occupational Therapist in developing and implementing sensory programs and interventions.

DIMENSION 3: Leading and Managing the School
School leadership is committed, responsive and collaborative.

- To refine the performance development process for all staff. Teacher performance development will focus on collegiality, leadership, classroom management, assessment and evaluation.

- School managers and teachers will consolidate the development of recent school based and system initiatives through continued professional learning and ongoing critical reflection on practice.

- The School Improvement Priorities will be supported by appropriate professional development.

- To increase the School Board’s involvement in the strategic planning of the school by involving School Board members in the schools planning committees.

- To encourage School Board members to rely less on information provided by the Principal when evaluating the schools effectiveness and to find out more for themselves. Joining a school planning committee would be an option for School Board members to achieve this.
DIMENSION 4: Safe and Inclusive Environment
The school offers a safe, caring and inclusive learning environment

- To streamline risk assessment referral protocols.
- To increase the level of manual handling training and collaboration.
- To develop individual student manual handling plans.

DIMENSION 5: Governance and Accountability
5a) School staff are motivated, engaged and competent.

- Continue to use flexibility and authority to set conditions to improve teacher quality and student learning.
- Provide support to Level 3 Teacher aspirants.

5b) The school’s financial and physical resources are managed to optimize learning outcomes

- Become familiar with the requirements of the new student-centred funding model for implementation in 2015.
- Manage within newly set budget and staffing models.

5c) The school responds to the strategic directions of the Plan for Government School Education.

- Ensure positive “attendance careers” are established and maintained by students from day one in Kindergarten.
- Investigate the use of the national teacher standards as a basis for performance management in an education support setting.
• Develop Operational plans in the curriculum areas of English, History, Mathematics and Science based upon the Australian Curriculum content and achievement standards in preparation for 2015.

DIMENSION 6: Engaging Families and Community
The school operates in partnership with the community.
• Administer the National School Opinion Surveys for parents and staff.

In Summary

Reporting to parents and the community happens in two important ways. Firstly the 2014 School Calendar has a brief overview of the previous year and its highlights. Secondly this more comprehensive report is available in term one the following year and copies can be downloaded from the school website at www.carsonst.wa.edu.au and the Education Departments Schools Online at http://www.det.wa.edu.au/schoolsonline/home.do

The school’s educational ideology targets improving student performance in the areas of communication, mobility, choice and independence. We focus on continually and systematically evaluating practice and setting priorities based upon quality student performance data. When this is combined with the exceptional relationships we have developed within our school community improved educational outcomes and success for all students is assured.

Best wishes,
John Exeter
Principal

Signed by the Principal: .......... John Exeter
Name: John Exeter
Date: 23rd May, 2014

Signed by the Board Chairman: .......... Les Ozsdolay
Name: Les Ozsdolay
Date: 23rd May, 2014