



**WEST COAST SECONDARY  
EDUCATION SUPPORT CENTRE**

***PROUD TO BE AN INDEPENDENT PUBLIC SCHOOL***

# **BUSINESS PLAN**

**2023 - 2025**



(08) 9345 6600



[westcoast.sesc@education.wa.edu.au](mailto:westcoast.sesc@education.wa.edu.au)

[www.westcoastsesc.wa.edu.au](http://www.westcoastsesc.wa.edu.au)



# Our School

West Coast Secondary Education Support Centre (WCSESC), formerly Duncraig Secondary Education Support Centre, was established in 2004 and is collocated with Warwick Senior High School on a shared campus site. Public transport is easily accessible and currently there two WCSESC school buses available to transport eligible students directly between their home address and school.

To ensure our students reach their academic, social, and emotional goals, our staff are trained to develop and deliver unique and individualised learning programs.

Individual Education Plans (IEPs) for students in Years 7-10 and Individual Transition Plans (ITPs) for students in Years 11, 12 and 13 are developed with a student-centred focus. The collaborative process involves parents, students, teachers and, where relevant, health professionals and representatives from external agencies.



# Our Purpose & Vision

## Purpose

At WCSESC students are encouraged to develop skills relevant to their individual needs and to take pride in their achievements. Students are supported to embrace opportunities that encourage them to successfully participate in all aspects of their lives and feel connected within their communities.

As a school, we promote a culture of mutual respect, compassion and understanding and continue to work collaboratively to make a difference in the lives of our students and their families. WCSESC acknowledges each student has preferences and goals for their future and our aim is to help them develop the skills and confidence to pursue these goals both during and after their years at school.

## Vision

---

Within a safe and supportive environment, we commit to providing each of our students with the educational and social opportunities they need to succeed, so that they can confidently grow and develop towards a meaningful future.



## Our Values

### BE HELPFUL.

We are committed to working together to teach students how to offer and receive help while maintaining safe and healthy boundaries. We foster collaboration, equity, and community engagement.

### BE KIND.

We aim to create a learning environment where students and staff demonstrate kindness to others and kindness to themselves. Our expectation is that everyone will respect the needs of others, their right to learn and their individual differences.

### BE SAFE.

We strive to create a sense of community where students feel physically and emotionally safe to be themselves, to grow and to learn. We promote student attendance, safe use of the school environment, self-awareness and respectful interactions with staff and peers.

### BE BRAVE.

We encourage everyone to “have a go” by creating a learning environment which teaches persistence, resilience, and the confidence to pursue personal growth.



# Staff & Student Targets

## 2023 - 2025

### *STUDENT TARGETS*

- Annual and measured growth for all students towards individualised literacy goals.
- Annual and measured growth for all students towards individualised numeracy goals.
- Students will achieve 80% of annual goals in the personal and social capabilities domain.
- Student health and well-being will be supported through school-wide initiatives, and data will be collected at the end of 2024 to measure the success of programs.
- By the end of 2024, 90% of students will be engaged in pathway planning programs.
- All identified students will have the opportunity to prepare for and participate in the OLN during the period of 2023-2025.
- 90% of senior students will be engaged in WPL, VET or ATE placements.
- All students will be provided with opportunities to actively participate in planning a future pathway through holistic and person-centred programs.

### *STAFF TARGETS*

- By the end of 2024, 90% of staff will have engaged in professional development that builds skills and knowledge aligned with the Business Plan priorities for 2023-2025.
- Teaching staff will develop increased competency and autonomy when implementing assessments, by the end of 2024. This will be reflected in the Professional Development process.
- Teaching staff will develop increased competency and autonomy in collecting relevant data for analysis. This will be reflected in the Professional Development process.
- Teaching staff will collect and use student data to drive Evidence Based Practice in the classroom. This will be reflected in the Professional Development process.
- By the end of 2024, clear leadership roles will be outlined for staff that drive planning, assessment and change.
- By the end of Term 1 2024, all staff will be assigned to committees for collaborative planning of annual operational plans.

# **Our Priorities**

## **KEY FOCUS AREAS 2023 - 2025**

### **1. Strengthen Excellence in Teaching & Learning**

---

- Provide specialist support and professional learning to drive evidence-based school processes and teaching strategies.
- Formalise pathways for literacy and numeracy which are informed by data from school wide assessments.
- Develop scope and sequence documents for select curriculum areas which drive whole school practices.
- Annually review all school assessment processes to ensure that data sets are relevant and reflective of student outcomes.
- Implement a performance development process for teaching staff which includes the use of peer observation and a critical self-reflection process based on the Gibbs Reflective Cycle model.
- Formalise a whole school framework to support student well-being which is guided by the Australian Student Wellbeing Framework.

### **2. Develop a Progressive & Shared Leadership**

---

- Strengthen staff understanding of the school strategic plan, including how it informs whole school and classroom practice.
- Implement staff-led committees for each learning area that strengthen collaborative planning and evidence-based school practices through the development of an annual operational plan specific to each area.
- Develop leadership roles to oversee data analysis for whole school and classroom planning.

### **3. Develop Strong Partnerships & Sustainable Future Pathways**

---

- Progress collaborative planning with the co-located high school to create a shared vision for the school site, future programs and events.
- Develop closer and more collaborative ties with schools functioning in the secondary education support domain.
- Annually review the transition process for incoming Year 7 students.
- Use improved data collection methods such as student and parent surveys and reports to inform improvements to post-school pathway planning.
- Develop a formal approach to pathway planning, which involves student-centred and collaborative planning processes which include:
  - Big Plan, COMPASS/The Map, NDIS planning sessions with specialist liaison officer.
- Promote social and emotional well-being strategies which facilitate successful post school participation.

# Self-Assessment Plan

## Process Overview

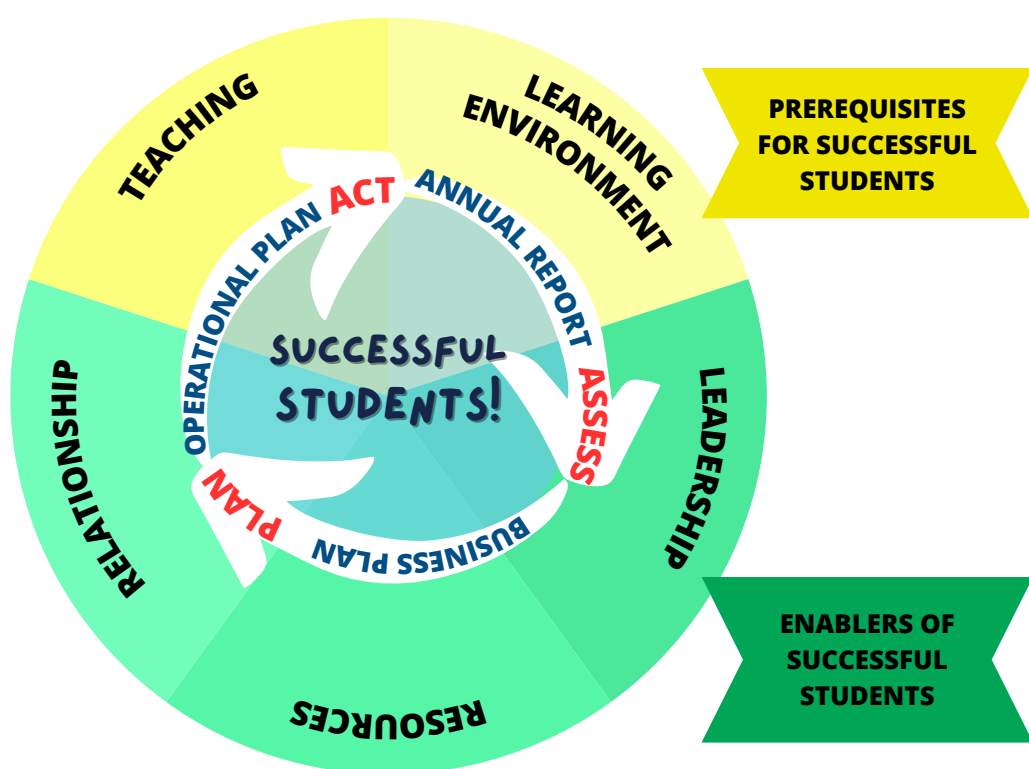
WCSESC views the self-assessment plan as a critical step in the school improvement process. Effective and efficient school processes are built and refined through an ongoing improvement cycle in line with the *Department's School Improvement and Accountability Framework*.

***The self-assessment plan is made up of three main components:***

**WCSESC  
Business Plan**  
2023 - 2025

**WCSESC Operational  
Plan**  
Revised annually

**WCSESC Annual  
School Report**  
Published annually



***The improvement cycle will prioritise:***

- ✓ Viewing student achievement and outcomes through both an academic and non-academic lens. A holistic view will be the central focus of the planning and reflection process.
- ✓ Strengthening the collection of assessment data and other types of evidence to inform school reporting, track student outcomes, and evaluate the effectiveness of school strategies and operations.
- ✓ Using a critical reflection process to drive decision making, action planning and the effective use of resources as required to maximise student success.