



# Carson Street Independent Public School

expert staff : exceptional programs

19 Carson Street, East Victoria Park WA 6101 Ph. 08 9361 7500 Fax: 08 9361 6363  
www.carsonst.wa.edu.au carsonst@inet.net.au

---

## 2010 BUSINESS PLAN

The Carson Street Independent Public School Business Plan is an operational planning and accountability document. It details the way in which the school will manage resources and delivery of services to achieve:

- Systemic planning priorities initiated by the Department of Education.
- School determined performance derived from the School Planning Overview and Learning Area Reports.

### SCHOOL VISION

Our school is committed to supporting students, staff, parents and community members in providing for the learning, physical, emotional and behavioural needs of all students. The learning outcomes and values described in the Curriculum Framework provide a pathway to lead the vision of our ethos and aims. We acknowledge the individual characteristics and needs of our students and value the range and level of staff expertise. The commitment of parents to the learning process is invaluable and we continue to promote and support working partnerships with parents and external agencies.

### **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 CONTEXT**

Carson Street is the State's only Primary Education Support School and it caters for students whose disabilities are such that they are not presently being integrated into the regular school system. All require extensive therapy and educational services. Our student cohort has a range of medical conditions which are handled sensitively by the nursing staff. The school's catchment area is in the South Eastern corridor of Perth and the school is located within the Town of Victoria Park, which is considered to be inner metropolitan, residential, light industrial. Students graduate in the year they turn 13 and most then transfer to Kensington Secondary School for their senior years.

The Leadership team and school community prides itself on encouraging a distributed leadership model where staff are actively supported in developing leadership skills.

- Two staff have achieved Level 3 Teacher accreditation and two others are currently involved in the selection process.
- Our three Senior Teacher Level 2.2 staff members also share extra duties and responsibilities including ICT, Inclusion and Physical Education.
- Graduate teachers are mentored by senior staff.
- Education Assistants are encouraged to join school committees and hold positions such as Occupational Health and Safety Officer.

The school encourages the advancement of women into leadership positions. Female members of staff are encouraged to enrol in Leadership courses, Aspirant programs as well as Mentoring programs.

The Department of Education's plan and strategies to increase the number of people from culturally diverse backgrounds, Aboriginal Australians and people with disability in employment in our schools will be a priority when positions within the school arise.

School leaders provide a role model for the school community by promoting equality of opportunity. They respect and they value diversity so that all groups are treated fairly and equitably.

Distributed leadership has enabled the development of innovative and high quality programs and best practice teaching and learning strategies. Examples include the unique Conductive Education Program for students with motor disorders and Early Intervention Programs for children with disabilities aged 0-4 years.

An active and inclusive learning culture permeates the school. The shared vision and focus on improving student outcomes is strongly evident in school practice.

The schools curriculum is differentiated to meet the educational needs of all students. Documented plans, including an Individual Education Plan (IEP) for each student, provides opportunities for parents, teachers, therapists and others involved with the student to address collectively the learning needs of the student and to design a program which best meets those needs. The plans serve to focus priority goals and performance targets for each student and give direction for learning strategies and activities. They also facilitate communication between parents and the school and provide accountability.

Factors in the areas of curriculum, teaching and learning that require special consideration now and in the future include:

- Exploring and developing ways of obtaining meaningful, high quality performance data that can be used to assist in making judgements about the effectiveness of individual and whole school performance.

- Exploring the use of technology to motivate and augment communication and participation for students.
- Developing an effective transition framework that will support students involved in Alternative Education Programs.
- Developing a pool of teachers with specialist knowledge to support programs such as Conductive Education.
- Developing trans-disciplinary teams that include teachers and school-based therapists.
- Developing the role of the teacher as a team leader. Many classes have 3 or 4 Education Assistants who assist in program delivery and require guidance from a teacher.
- Developing the role of Learning Area Coordinators
- Embedding the recommendations from the Work Environment Assessment Report (2009).

Factors in terms of facilities that require special consideration now and in the future include:

- Parking for the parents and visitors
- Upgrading school facilities to meet increasing enrolment numbers
- Building a purpose built Library/Resource area
- Providing a laundry area
- Completion of the Early Childhood building and sourcing of requisite educational equipment
- An application for at least one more demountable building
- More storage facilities

Factors in terms of management and organisation that require special consideration now and in the future include:

- To fully investigate the opportunities for improvement as an Independent Public School
- Making a seamless transition from School Council to School Board as required by IPS
- Researching the possibility of establishing a satellite kindergarten class and a satellite Conductive Education classroom in regular school settings
- Establishing a “Hub” model or “Specialist School Centre” operating to provide expertise to schools who are sharing students with Carson Street through the Alternative Placement Program
- Establishing an effective transition framework for students moving to other settings
- Providing expertise to schools who have students accessing the Conductive Education Program
- Consolidation of the working partnership between the school and the Conductive Education Centre of WA (CECWA)

## **SCHOOL SELF-ASSESSMENT**

### **Self Review**

Carson Street acknowledges the importance of the teacher as a “learner” in the School Improvement cycle. The leadership of the school has helped to create a reflective, collegiate school culture that supports learning. Ongoing planned staff development has extended teachers’ thinking, understanding and skills. Well developed management procedures, clear expectations of staff and open communication promote staff cooperation and collaboration. Staff are provided with the following organisational conditions and collegiate opportunities necessary for significant improvement:

- Professional learning opportunities
- Collegiate forums such as team and staff meetings
- Collaborative practice including coaching, mentoring and conferencing
- An annual School Self-Assessment
- Work Environment and School Community Surveys

### **Academic Student Performance**

Academic performance using systemic measures such as the National Assessment Program – Literacy and Numeracy (NAPLAN) assessment and the Western Australian Monitoring Standard in Education (WAMSE) assessment program are not used with students who require significant teaching and learning adjustments.

Student performance is monitored against documented plans designed for individual students. This process involves the collection and collation of data linked to individual, class and whole school priorities. Useful, reliable and valid data is analysed from the evidence collected by key stakeholders. Moderation is used to improve the reliability and the validity of results.

Teachers are assisted in this process through the use of a software package developed in the UK. The software is designed to provide summative assessment on lateral progressions called P Scales.

Other assessment tools used to support the assessment process include:

- Student work
- Staff records
- Therapy Reports
- Student Services Reports

### **Student Attendance Improvement Targets 2010**

Student attendance figures are influenced by the severe nature of medical conditions that necessitate prolonged absence for some students. Many students require external therapy services that impact upon school attendance.

Current targets are as follows:

Data	Target Statements
Attendance by Category	The percentage of students in the indicated risk category will decrease to 12%.

	The percentage of students in the regular category will increase to 80%.
List of students and attendance details.	The attendance for one identified student will improve to 90%.

## Behaviour

Behaviour management planning is a part of wider school planning that maximizes students' academic, social and behavioural outcomes. Managing student behaviour at Carson Street is about developing positive relationships and appropriate programs to enhance students' resiliency, skills and attitudes that lead to positive behaviours.

The school has developed a school-based *Behaviour Management* document that is consistent with the Department's *Behaviour Management in Schools (BMIS) 2001 policy and guidelines*.

The school aims to provide a positive environment in which each child is respected and their right to learn is encouraged and protected. We strive to make all children feel secure, want to learn and achieve success.

The following strategies are embedded into practice that supports the school aims:

- The whole school Values Program of "Six Kinds of Best".
- An annual review of current behaviour policy and strategies.
- Individual Behaviour Plans developed with parents, carers and experts.
- High expectations of students, staff and parents.
- The implementation of the *Fundamentals of Behaviour Management Procedures* which includes consistent language, prevention and minimisation, encouragement and correction, appropriate consequences, repairing and rebuilding, crisis management and low stimulus isolation.
- Establishing expectations and consequences in each class.
- Each class develops an appropriate Class Behaviour Policy
- The development and monitoring of a Playground Behaviour Policy
- High quality Community Access and Community Skills Programs that support the development of appropriate community behaviour.
- A fortnightly staff information "sharing" opportunity in regards to student behaviour.
- Professional Learning opportunities to enhance understanding of Behaviour Management and Individual Behaviour Management Plans.

## The Teaching and Learning Environment

### Learning Environments

The school curriculum is based on individual student needs. Students' learning and development is assessed carefully and regularly. The staff, parents and external advisers such as therapists use this information to plan an individualised learning program for each student. The principal, deputy and teachers use the relatively high staff-student ratios to create teacher and teacher assistant teams within each class to support individual students. The staff discuss students' needs and work effectively developing and implementing strategies to meet them. A range of provisions helps to make sure students learn in a safe physical and emotional environment. Staff show positive attitudes and relationships and encourage these qualities in the students. Written plans for individual students identify effective ways of reducing their high-risk behaviours and for managing them if they occur

The school utilises appropriate opportunities for the students to be actively involved in the community. Programs include regular visits to places of interest that will expose students to a

range of experiences where they can practise and transfer skills they are learning. Specific learning goals for these contexts are identified from the student's IEP.

There are a number of initiatives aimed at promoting healthy eating and being active for our students, all of whom have high support needs. For many of our students maintaining their optimum health is a constant struggle due in part to their associated medical fragility and/or dependence on others but as a school community we work to encourage our students to recognise their health needs and to remain as healthy as possible. We provide them with a safe environment in which to learn and flourish. We have formed a Healthy Active School committee and their task is to prepare a plan to guide us in the future.

As the school recognises that the teacher is the most important factor affecting student learning, we recognise therefore, that education is improved by improving the effectiveness of teachers.

Teachers are encouraged and supported to develop and improve their professional knowledge and practice in the following areas:

- Instructional Strategies
- Content Knowledge
- Decision Making
- Classroom Management
- Instructional Skills

#### Reflecting On Practice

Appropriate whole school development is used to build the capacity of administrative staff, teachers, non-teaching and school support staff. The majority of staff training relates to academic development, classroom management, health care and to the welfare of students and staff. Staff readily share information and reflect upon their knowledge and expertise. Staff are encouraged to actively contribute to the professional learning climate within the school. They strive to improve their instructional approaches and classroom strategies to benefit students.

Teachers are encouraged to participate in professional courses that align with school priorities and goals. From these experiences, they share new knowledge and potentially useful strategies with other staff.

The participation in relevant professional learning has resulted in many beneficial changes to teaching and learning practice across the school. This includes improved teaching strategies that promote independence and self-management for students, self-care, communication, mobility and enhanced behaviour and social skills. These changes have been central to lifting student engagement, motivation and enthusiasm for learning.

The school recognises the crucial role of the Teacher – Education Assistant partnership in the development and implementation of classroom programs. Professional learning opportunities therefore, are provided for non-teaching staff and also school support staff.

The school effectively uses a team approach to meet the needs of each individual student. We also foster a trans-disciplinary approach that brings together the required skills and knowledge of several staff, parents and specialists' services in achieving the targets in the IEP and curriculum objectives. We bring together the best ideas and skills of key people in order to foster a holistic approach to the education and care of each student.

There is a creative approach to how the curriculum is taught and in the use of different themes to link subjects together. Teachers and Education Assistants work well in establishing a positive classroom ethos and provide excellent levels of personal care and support.

## Staff Management and Relationships

### School Work Environment Assessment – Surveying Our Staff

To better understand the school climate and to develop strategies that enhance relationships within the school community, PrimeXL was contracted to carry out a Workplace Environment Assessment. This initiative has highlighted many areas of strength and some for consideration in future planning. The schools leaders have acted upon the recommendations and are actively working towards making positive changes in the work environment.

### Engaging Families

Parents are involved in a meaningful way in the education of their child and in the life of the school. The home/school diary, which is highly valued by parents and staff, is a key link between home and school on a daily basis and provides an effective avenue for communication.

Significant parent involvement is encouraged at the time of planning and reviewing IEP's.

Parents and family members are also encouraged to attend educational meetings and social gatherings to network with others and increase their understanding of special education. Networking opportunities are seen as important in this school because of the wide student catchment area.

Results from the *Index for Inclusion* survey reported that parents' found senior management and staff to be approachable and helpful in addressing any issues relating to students. An effective partnership is promoted between home and school.

## PERFORMANCE IMPROVEMENT

### School Performance

The school provides students with learning opportunities appropriate to their needs and the requirements of the Department of Education. We use assessment tools to accurately ascertain student achievement, monitoring these levels effectively. Evaluation and assessment of school programs is linked to each student's IEP and individual profile to enable us to set realistic goals. Progress and achievement is monitored by:

- Providing a base-line check for each student upon entry
- Reporting formally and informally to parents and the school community
- Providing behaviour assessments as required
- Maintaining individual records
- Maintaining central records
- Collaborative negotiation between teachers, therapists, parents and other stakeholders

The school reports against learning outcomes using a student report format that has been agreed upon by the school community.

Individual portfolios that include detailed records of the learning planned and achieved by each student are also used to report student achievement.

Student records are stored on the school computer system and provide teachers and students with extensive information about an individual student's learning. Teachers use an increasing range of assessment tools to identify what the students have learned and the next steps in their learning.

Student performance and progress is monitored, recorded and reported using:

- Documented plans such as Individual Education Plans (IEP's) and
- A software program – *Connecting Steps* which aggregates individual and whole school performance data.
- Assessment tools such as student work, staff records, Therapy Reports and Student Services Reports are also included as performance measures.

A range of documented plans are used to describe differentiated or personalised educational planning. These planning documents include:

- Individual or Group Education Plan
- Risk Management Plan
- Individual Behaviour Management Plan
- Individual Transition Plan

To ensure rigour in the Documented Plan, a high quality process involving collaboration, consultation, negotiation, agreement and commitment leads to the development of a quality product that supports student learning.

The following process is used at Carson Street to develop a Documented Plan:

- Consultation with key stakeholders
- Identification of outcomes using teacher judgement to determine individual targets.
- Target setting: targets are appropriate, challenging and measurable
- Identification of teaching and learning adjustments required to reach a target
- Development or modification of the Documented Plan
- Implementation of the Documented Plan
- Ongoing collaborative negotiation between teachers, therapists and stakeholders
- Instructional leadership from the Principal and other school leaders to assist quality assurance.

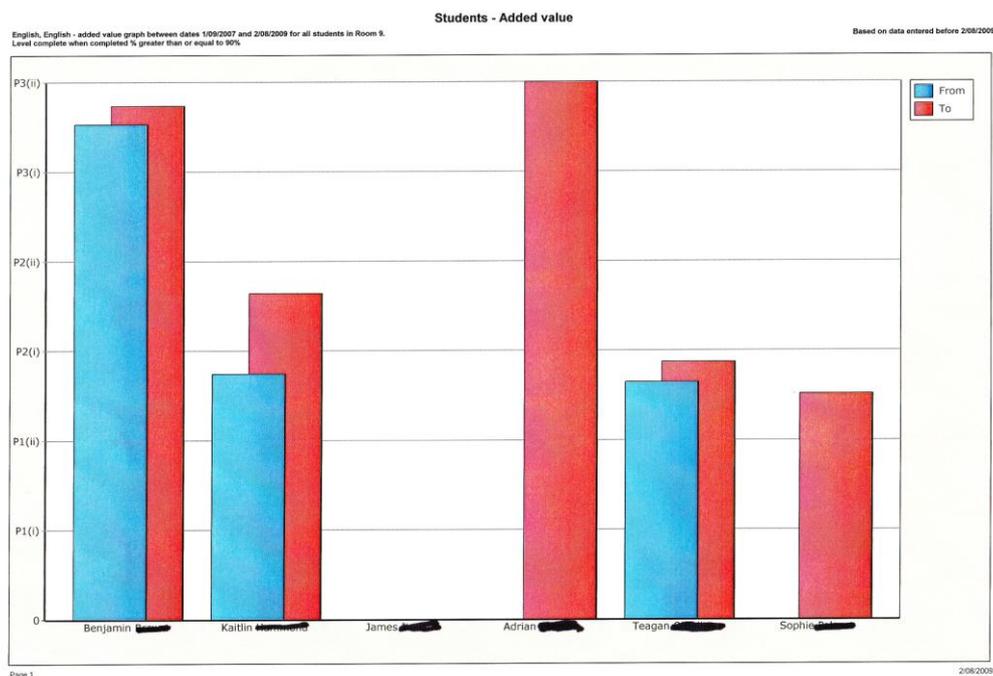
## Monitoring, Assessment and Evaluation of a documented plan.

### Assessment of Individual Performance

- The IEP drives programs
- Evidence based program refinements are made as required
- Needs driven monitoring and assessment of each student
- Ongoing collection and collation of reliable student data linked to individual, class and whole school priorities.
- Teacher input of data related to the IEP into the schools data collection software: *Connecting Steps Summative Assessment*.

This system allows the school to collect individual, class and whole school data.

The following graph is an example that shows the progress of individual students in the English Learning Area using data provided by *Connecting Steps Summative Assessment*. The progress is monitored against the P Scales (performance descriptors) used in England. Carson Street will begin to baseline students using the West Australian Department of Education's modified version of the P Scales in Semester 2, 2010.



### The Class Performance Process

- Achievement targets are set and monitored by the teacher
- Routine collection of reliable student achievement data.
- Teacher engages in internal moderation processes and analysis of student achievement data.
- Teacher inputs data into *Connecting Steps Summative Assessment*.
- Data is utilised to assist the process of making judgements and the adjustments to the learning program.

The following example demonstrates how achievement targets can be monitored by a class teacher using *Connecting Steps Summative Assessment*.

### Student Levels - Target

English, English - Targets for 2/08/2009 based on achievements between dates 1/09/2007 and 2/08/2009 for all students in Room 9.  
Level complete when completed % greater than or equal to 80%

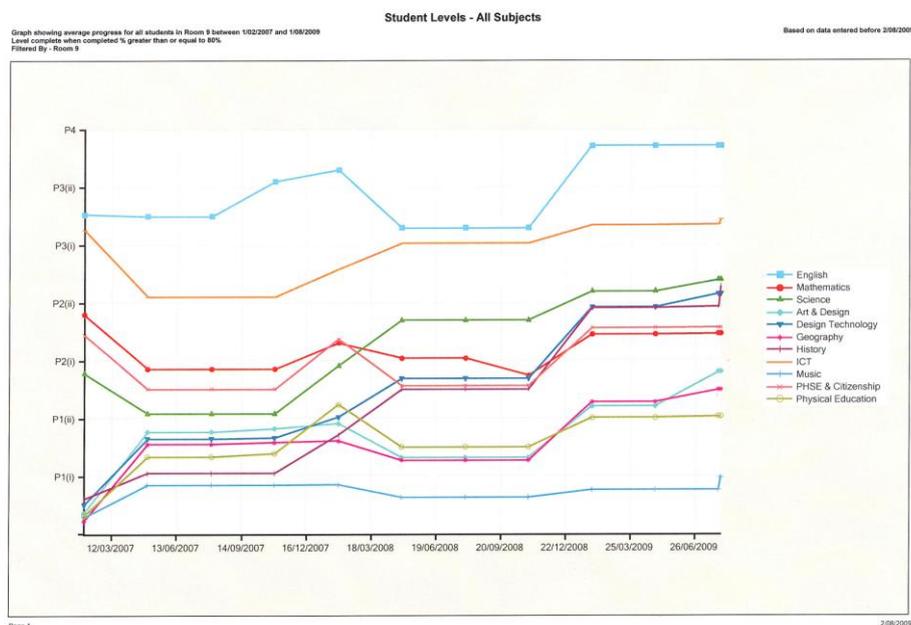
Name	DOB	Sex	Reg Group	Year	UPN	Key Stage	From Level	To Level	Suggested Target
Benjamin	11/07/2000	M	Room 9	4		2	52% of P3(ii)	73% of P3(ii)	73% of P3(ii)
Kaitlin	2/01/2003	F	Room 9	1		1	74% of P2(i)	64% of P2(ii)	64% of P2(ii)
James	30/03/1999	M	Room 9	5		2			
Adrian	9/12/2000	M	Room 9	3		2		Completed P3(ii)	
Teagan	26/06/2003	F	Room 9	1		1	64% of P2(i)	72% of P2(ii)	72% of P2(ii)
Sophie	4/03/2003	F	Room 9	1		1		Completed P3(ii)	

Students	From Average	To Average	Suggested Average
6	64% of P2(ii)	99% of P3(i)	37% of P3(i)

### The School Performance Process

- Moderation processes are supported and facilitated by key staff and school leaders.
- Student Achievement target data is reviewed by teachers.
- Synthesis and analysis of whole school data linked to school priorities.
- The data is utilised to effect evidence-based changes to the school.

Information using the *BSquared Group Analysis Program* allows the school to look at the achievements and progress of groups of students and use the data to suggest class and school targets. This information assists in planning School Priorities. The following graph is an example of the data that can be generated.



## **KEY FOCUS AREAS AND OPERATIONAL STRATEGIES**

Carson Street School acknowledges the Plan for Public Schools 2008 – 2011, Focus 2010-Directions for Schools and the Classroom First Strategy by using these documents to provide a broad, underlying framework for its whole school planning and assessment cycle. Planning is based on the shared beliefs about the learning environment the school should provide and how learning for all students can be supported at Carson Street.

School planning reflects the Overarching Learning Outcomes of the Curriculum Framework. Our educational programs are underpinned by our beliefs about teaching and learning as set out in the Principles of Learning, Teaching and Assessment.

The Plan will explore and develop teaching and learning strategies using the Objectives from the Plan for Public Schools 2008 - 2011.

1. To make every student a successful student.
2. To have sound teaching in every classroom.
3. To ensure every public school is a good school.
4. To provide practical support for our teachers and support staff.
5. To deliver meaningful accountability.
6. To build public confidence in our schools.

### **Key Focus Areas**

The key areas for improvement have been collaboratively identified and discussed and have a direct and specific relevance to the educational needs of the students in our school and remain cognisant of the academic, social, emotional and physical well-being and growth of all members of our school community. It is acknowledged that these focus areas will require a timeframe beyond 2010 and are as follows:

- Communication
- Numeracy
- Behaviour
- Physical Fitness and Mobility
- Science
- Information, Communication and Technology
- Conductive Education

### **Role of the School Board**

The core focus of the School Board is to focus on improving student achievement. The School Board will review the school's key focus areas and operational strategies for ongoing improvement in all teaching and learning areas. It will provide assurance to the school community that:

- Students are receiving high quality education
- National and state priorities for school education are addressed
- Resources are used prudently to ensure high quality programs

To be able to accept these responsibilities requires the Board to provide sound governance for the school as a professional teaching institution. This means:

- Ensuring the school has a clear sense of purpose by establishing its strategic objectives, documenting these objectives in a school charter and monitoring progress in achieving these objectives
- Setting priorities and goals for improvement of learning and achievement in the school

- Seeking assurance from the management (principal and senior staff) that the programs being implemented can achieve the goals
- Collecting and evaluating information on the outcomes that the school's students are achieving in respect of the goals that have been set
- Seeking assurance from the school's management that the school's resources are being used optimally to the agreed outcomes ensuring for example that resources are available to ensure the knowledge and skills of teachers are up to date
- Being accountable for the exercise of decision making rights

## **School Development**

The Plan for Public Schools 2008-2011 states "Our aim is to maximise student's learning by employing powerful and distinctive teaching and learning approaches to meet the unique needs of each student, their family and the local community. Technology is an integral part of the teaching and learning program."

School Development for 2010 and beyond will be based on the shared beliefs about teaching and the learning environment the school should provide and how learning for all students can be supported at Carson Street.

The plan is based on the following framework taken from the Plan for Public Schools 2008-2011:

### **Learning**

We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

### **Excellence**

We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give our best.

### **Equity**

We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for us all. We strive to create workplaces and learning environments that are free of discrimination, abuse or exploitation.

### **Care**

We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents/cares and the wider community in providing a quality education for our students

## **Objectives from the Plan for Public Schools 2008 - 2011**

1. High achieving motivated and engaged students. *Carson Street meets this objective through the following initiatives:*
  - Action Research on the P Scales and BSquared to support planning, monitoring and assessment.
  - Two speech pathologists for classroom communication appraisals and to support the development of communication strategies for students with severe communication impairments.
  - Implementation of the Communication Policy and Handbook.
  - The review and development of documented plans eg IEP format, Annual Reports, Portfolios
  - Collaboratively modifying the Primary Connections Science Resources with Scitech to make Primary Connections accessible for all students.
  - Providing professional learning for staff in the use of low and high tech communication and ICT resources that will enhance outcomes for students.

- Providing appropriate resources for all students, especially those with the highest support needs.
- Professional learning for the management of students with an Autism Spectrum Disorder, Down Syndrome, Angelman's Syndrome, and complex communication needs, physical needs, allergies, serious medical conditions and behaviour.
- Provision of specialised programs and strategies: Conductive Education, Early Intervention, School for Parents, My Time, Communication, Sensory Environments, Satellite Class, Active-after School Program, Soccer Program, Water- Wise School Program, Science initiatives, Holiday Program, Hydrotherapy and Swimming, Community Access, Social and Community Skills, Protective Behaviours Program.

2. Encouraging a motivated and engaged workforce. *Carson Street meets this objective through the following initiatives:*

- Mentoring program for graduate staff.
- Leadership for staff from Senior and Level 3 teachers.
- Support for teaching staff involved with higher learning opportunities such as Senior Teacher and Level 3 Teacher.
- Performance Management – professional learning opportunities for all staff, leadership roles for Senior and Level 3 Classroom Teachers and aspirants.
- Professional Development for all staff in priority areas.
- An Education Assistant Induction Handbook.
- Schools Marketing Project
- Learning Support Co-ordinator to develop a support team and provide collaborative training to teaching staff.
- A Complaints Management process for all staff.
- Regular teacher meetings to discuss trends and plan for improvement.
- Awards- for exemplary practice. (National, State and school level).
- Supporting the Competency Framework for Teachers.
- Review of school based documents such as the Staff Handbook, Behaviour Management in Schools Handbook and Relief Teacher Information, Emergency and Critical Incident Management File.
- Where possible, provide flexible working arrangements for staff.

3. Providing inclusive, safe and stimulating learning environments. *Carson Street meets this objective through the following initiatives:*

- Developing documented plans for individual students as required including Risk Management, Health Care and Behaviour.
- Individual Education Plans for each student that are developed in collaboration with the school, parents and service providers.
- Developing and improving the school facilities to meet the needs of the students. A Conductive Education Centre, a refurbished Library/Resource Centre, planning for a new Discovery Room and an upgrade of the Sensory Room are examples of this.
- The facilities will also be improved through the Federal Government funding initiatives "Building the Education Revolution" and School Pride. Carson Street is to receive a purpose built Early Childhood Centre, new floor coverings and window treatments.
- Improving staff safety and well being by improving manual handling. Audits and training from the Independent Living Centre will be continued, professional learning opportunities encouraged and staff awareness increased. Tracking for the pool area will reduce manual handling during swimming and hydrotherapy.

- The purchase of stools and office chairs for classroom staff will improve manual handling and staff well being.
- Continuing to promote and support the Building Inclusive Schools policy and Disability Awareness across both campus'.
- Students are engaged in meaningful programs and activities that develop positive attitudes towards learning and accommodate positive learning outcomes.
- Embedding the school's Mission and Values Statements and the Six Kinds of Best Values Program into the school culture.
- All staff are aware of the Staff Conduct Handbook, Duty of Care legislation and been involved in Child Protection training.
- Continued development of and access to technology that will enhance learning opportunities for staff and students. ICT is a current priority area.
- Community nurses will provide health information to the school community through the school news letter, community meetings and notice board information.
- Early Intervention initiatives including School for Parents, Conductive Education and early years Autism program for K students.
- Implementation of initiatives such as the Children First Strategy.
- Health checks for the school community from the schools nursing staff. Eg cholesterol, blood pressure, 'Flu injections.
- Crunch & Sip Program for students, staff and parents.
- Opportunities for exercise using the schools specialised equipment out of school hours.
- Parent forums organised by the health staff.

4. Organisational effectiveness and governance. *Carson Street meets this objective through the following initiatives:*

- All staff are involved in a Performance Management process.
- Information in regards to system level compliance and local school governance is available to all school staff and the school community.
- The school has an active school board that meets each term.
- The school has a number of committees that provide staff with an opportunity to take part in decision making processes.
- The school has a web site that is updated regularly and an *On-Hold* service to deliver community information.
- The school has two parent committees. The Parents and Citizens committee and School for Parents committee are both represented in the School Board.
- The school is using a developmental hierarchy, P Scales, to enable staff to make informed decisions on individual student progress and achievement. This information also underpins the "whole school" decision making process.
- A regular newsletter distributed to the school community. Classrooms also communicate with parents daily in a communication book and many have regular class newsletters.
- The school has a marketing committee that has developed a strategic plan for marketing the school.

## Student Performance Improvement Targets in Focus Areas

Achievement Targets have been developed in the following areas:

<b>STUDENT ACHIEVEMENT TARGETS: Action Plan</b>				
<b>Objective:</b> To plan, implement and monitor learning programs intended to strengthen students' confidence and competence in essential literacy and communication goals.		<b>Curriculum Area:</b> English  <b>Target Area:</b> Communication		
<b>Annual Target:</b> Use Augmentative and Alternative Communication (AAC) as a consistent whole school approach/framework to language and communication teaching and learning.		<b>Student Group:</b> All		
What will the school do to meet the target?	Due date	Who is involved/responsible?	What resources will be allocated to meet the target?	
Provide all staff with professional learning opportunities that highlight different communication strategies.	Ongoing	Therapists, teachers, EA's	D2705 PD Teaching	\$3000
Develop and embed a multi-modal approach to communication.	Ongoing	Therapists, teachers, EA's	D2710 PD Non-teaching	\$3000
Develop communication strategies for all students.	Ongoing	Therapists, teachers, EA's	D5015 Communication	\$5000
Provide opportunities for parents, carers and interested family members to attend training forums.	Feb 2010	Therapists, teachers	D5005 English	\$5000
Support other services and settings.	Feb 2010	Therapists, teachers		
Staff will review the success of the program.	End of each term.	Administrative staff, teachers, therapists	D1015 Advertising & Promotion	\$500
Data will be collated and recorded	Ongoing	Administrative staff, teachers, therapists		
<b>Total Expenditure: \$16 500.00</b>				

### STUDENT ACHIEVEMENT TARGETS: Action Plan

<b>Objective:</b> To plan, implement and monitor learning programs intended to strengthen students' confidence and competence in functional numeracy skills.		<b>Curriculum Area:</b> Mathematics			
<b>Annual Target:</b> All students will use their communication system in order to communicate their understanding of number.		<b>Target Area:</b> Numeracy			
<b>Student Group:</b> All					
What will the school do to meet the target?	Due date	Who is involved/responsible?	What resources will be allocated to meet the target?		
<p>Students will use their alternative pencil method to read write and understand the meaning of numbers.</p> <p>Provide Professional Development in First Steps Number.</p> <p>First Steps lessons will be modified and shared amongst staff.</p> <p>Aided Language Displays will be produced to augment the modified lessons.</p> <p>Staff will review the success of the program.</p> <p>Data will be collated and recorded</p>	Ongoing	Teachers, EA's, therapists	D2705 PD Teaching	\$3000	
	Ongoing	Maths Learning Area Coordinator, teachers, EA's	D2710 PD Non-teaching	\$2000	
	Semester 2	Maths Learning Area Coordinator, teachers, therapist	D5105 Mathematics	\$2500	
	Semester 2	Therapists, teachers	D6125 Teaching Resources	\$2000	
	Nov, 2010	Administrative staff, Maths LAC, teachers, Administrative staff, teachers	D6225 Mobility and Communication	\$2000	
	End of each term.				
<b>Total Expenditure: \$11 500.00</b>					

### STUDENT ACHIEVEMENT TARGETS: Action Plan

<b>Objective:</b> To provide opportunities for students to develop and improve their physical skills (gross and fine motor) necessary for mobility, recreation, health, safety and general well-being.		<b>Curriculum Area:</b> Health and Physical Education	
<b>Annual Target:</b> Students will maintain or increase fitness activities and be involved in physical activities for a minimum of 30 minutes per day, four times a week.		<b>Target Area:</b> Physical Fitness and Mobility	
<b>Student Group:</b> All			
What will the school do to meet the target?	Due date	Who is involved/ responsible?	What resources will be allocated to meet the target?
Teachers will assist students to actively participate in physical activity.	Ongoing	Specialist teachers, teachers, EA's, WADSA, therapists	D2110 Playground Equipment > \$1000 <b>\$2000</b>
Students will access swimming lessons twice weekly.	Ongoing	Specialist teachers, teachers, EA's,	D2530 Playground Equipment < \$5000 <b>\$1000</b>
Students will access physical education each week.	Ongoing	Specialist teachers, teachers, EA's	N2902 Grants D6250 Health Promotion <b>\$3000</b> <b>\$500</b>
Staff will review the success of the program.	End of each term	Learning Area Coordinators (LAC), specialist teachers, teachers, EA's	D2615 Student Subsidised Activities <b>\$1000</b>
Data will be collated and recorded.	End of each term.	LAC, Specialist teachers, teachers,	D2705 PD Teaching Staff <b>\$1000</b>
Target will be reviewed.	Term 4,	Administrative staff, LAC, specialist teachers, teachers	D5610 Phys Ed C5020 Holiday Program D5615 Active After School D6610 Horseriding <b>\$1000</b> <b>\$1000</b> <b>\$1000</b> <b>\$2500</b>
			D6605 Student Funded Incursions/ Excursions <b>\$500</b>
			D5605 Swimming <b>\$1000</b>
<b>Total Expenditure: \$15 000.00</b>			

### STUDENT ACHIEVEMENT TARGETS: Action Plan

<b>Objective:</b> To provide opportunities for each student to develop and improve social competency and behaviour.		<b>Curriculum Area:</b> Cross Curricula <b>Target Area:</b> Behaviour		
<b>Annual Target:</b> Each student (with identified behaviour issues) will have a behaviour plan written and implemented using the most appropriate strategies to manage and minimise the behaviour.		<b>Student Group:</b> All students with identified behaviour issues.		
What will the school do to meet the target?	Due date	Who is involved/responsible?	What resources will be allocated to meet the target?	
Teachers and key staff will collect baseline data.  Teachers will develop a behaviour plan with key stakeholders.  Professional Development for staff on behaviour when it is offered.  IBP will be monitored  Whole school data will be collated and analysed in June and November.	Term 1 or as required.	Teachers, therapists, EA's	<b>D2705</b> PD Teaching	<b>\$3000</b>
	Term 1 or as required.	Learning Support Coordinator (LSC), Admin, teachers, School Psych, parents, therapists LSC, Admin, teachers, School Psych,		
	Ongoing	LSC, Admin, teachers, School Psych,	<b>D2710</b> PD Non-teaching	<b>\$3000</b>
	June/Nov	Administrative staff, LSC, teachers,		
<b>Total Expenditure: \$6000.00</b>				

**STUDENT ACHIEVEMENT TARGETS: Action Plan**

<b>Objective:</b> To plan, implement and monitor the Primary Connections Science program to strengthen students' confidence and competence in science skills.		<b>Curriculum Area:</b> Science		
<b>Annual Target:</b> All students will use their communication system in order to communicate their understanding of Science.		<b>Target Area:</b> Primary Connections (PC)		
		<b>Student Group:</b> All		
What will the school do to meet the target?	Due date	Who is involved/responsible?	What resources will be allocated to meet the target?	
<p>Students will use their communication system and alternative pencil method to read write and understand each science lesson.</p> <p>Provide Professional Development in Primary Connections (PC) Science.</p> <p>PC's lessons will be modified and shared amongst staff.</p> <p>Aided Language Displays will be produced to augment the modified lessons.</p> <p>Staff will review the success of the program.</p> <p>Data will be collated and recorded</p>	Ongoing	Teachers, EA's, therapists	D2705 PD Teaching	\$2000
	Ongoing	Science Learning Area Coordinator, teachers, EA's	D2710 PD Non-teaching	\$1000
	Term 1	Science Learning Area Coordinator (LAC), teachers, therapist	D5305 Science	\$3000
	Term 1	Therapists, teachers		
	Nov, 2010	Administrative staff, Science LAC, teachers, Administrative staff, Science LAC, teachers	D6225 Mobility and Communication	\$3000
	End of each term.		D6125 Teaching Resource	\$2500
<b>Total Expenditure: \$11 500.00</b>				

### STUDENT ACHIEVEMENT TARGETS: Action Plan

<b>Objective:</b> To provide students with suitable technology that will augment their ability to access curriculum. This may include high tech communication devices, PCs, touch screens, switches and software.		<b>Curriculum Area:</b> Cross Curricula		
<b>Annual Target:</b> Students will access ICT in order to interact with curriculum programs and will demonstrate understanding and creativity using ICT.		<b>Target Area:</b> Information, Communication and Technology (ICT)		
<b>Student Group:</b> All				
What will the school do to meet the target?	Due date	Who is involved/responsible?	What resources will be allocated to meet the target?	
Maintain the high level of new PCs in classrooms.	Ongoing	ICT teachers, teachers, EA's,	D2520 Sensory and Theme Rooms	\$1000
Purchase touch screens	Term 1, 2010	ICT teachers		
Trial/purchase new software (esp. for older age group and physically challenged)	Ongoing	ICT coordinators, teachers, EA's	D5405 Computer Software and Consumables	\$11000
Purchase software licenses (Clicker 5)	Term 1, 2010	ICT coordinators		
Purchase two (or more) Big Keys keyboards.	Term 1	ICT coordinators	D6125 Teaching Resources	\$1000
Purchase of 5 Interactive Whiteboards for all classrooms	Term 2, 2010	ICT coordinators	D5410 Internet Charges	\$500
Employ an ICT teacher	Semester 1, 2010	Administrative staff	N2902 Grants	\$3000
PD staff in current ICT equipment	When available	ICT teachers, PD providers	D2705 PD Teaching	\$2000
Staff will review the success of the program.	Term 4	ICT teachers, Administrative staff	D2710 PD Non-teaching	\$2000

**Total Expenditure: \$12 000.00**

## Special Funding: Conductive Education

<b>STUDENT ACHIEVEMENT TARGETS: Conductive Education</b>				
<p>Conductive Education is a unique system of special education and rehabilitation specifically developed for children and adults who have motor disorders of a neurological origin, such as cerebral palsy.</p> <p>Conductive Education (CE) views motor disorders as a potential learning disability rather than purely a physical disability. This is due to the critical impact motor disorders will have on a child's natural learning processes - their ability to explore and interact with their environment independently and spontaneously – if appropriate educational intervention that facilitates such spontaneous interactions and learning is not provided.</p>				
<p><b>Objective:</b> To develop Conductive Education into a viable provider of early intervention for families wanting improved learning opportunities for their children with severe physical and multiple disabilities.</p>		<p><b>Curriculum Area:</b> Cross Curricula</p> <p><b>Target Area:</b> Mobility, Communication and Independence</p>		
<p><b>Annual Targets:</b> To provide four classes for school aged students at Carson Street who have severe physical and multiple disabilities with the Principles of Conductive Education.</p> <p>To provide support for 2 groups of parents wanting 0-4 Parent and Child Groups throughout the year.</p>		<p><b>Student Group:</b> Physical Disability</p>		
What will the school do to meet the target?	Due date	Who is involved/responsible?	What resources will be allocated to meet the target?	
Recruit at least 1 CE teacher. Expand CE provision to accommodate waitlists.	Semester 1, 2010 On-going	Administrative staff CE teachers	<b>C2050</b> CE Special Program Funding	<b>\$16 000</b>
Invest in resources to support CE approach including equipment and technology.	On-going	Administrative staff CE teachers		
Liaise with other service providers with a view to collaboration. CPA, DSC	On-going	Administrative staff CE teachers		

<p>CE team to work with other class team – all children with PMLD, to support active learning opportunities across day.</p> <p>Establish clear guidelines and procedures for parent involvement, service provision, enquiries, enrolment procedures and initial and ongoing assessment processes.</p> <p>Further training for staff regarding how to interact with children with profound and multiple disabilities, and how to encourage and enable active participation and active learning.</p> <p>Further training for staff involved with CE classes on promoting conductive learning – the practicalities of supporting a CE approach to learning.</p> <p>Visit a like school in Melbourne.</p> <p>Attend National and International Conferences.</p>	Semester 1, 2010	Administrative staff CE teachers	<b>D6215</b> School for Parents	<b>\$6000</b>
	On-going	Administrative staff CE teachers speech therapist, ACE teachers	<b>D2705</b> PD Teaching Staff	<b>\$3000</b>
	On-going	Administrative staff CE teachers, CE speech therapist, ACE teachers	<b>D2710</b> PD Non-Teaching Staff	<b>\$2000</b>
	July, 2010	CE teachers, CE speech therapist, ACE teachers		
	When available, 2010	CE teachers, CE speech therapist		
<b>Total Expenditure: \$27 000.00</b>				

**(NB. Salaries for teaching, non-teaching and support staff are not included in expenditure.)**

## **Specific School Strategies and Interventions**

**Augmentative and Alternative Communication Strategies (AAC).** Student's communication is supported by a multi-modal approach. Classes are developing a range of communication strategies based on AAC. Visual systems include Schedules, Aided Language Stimulation, Interactive Language Stimulation, Calendars, Social Scripts and Chat Books. Low and High Tech AAC includes voice output devices, Computers and switches. Implementation of communication strategies is supported by two school based Speech Pathologists and Therapy Focus. A new and innovative approach using Pragmatic Organisation Dynamic Displays (PODD) has recently been introduced with a number of staff proficient in its implementation for students with complex communication needs. This is a visual system of vocabulary organisation which provides a consistent and systematic framework set in the context of the communication intent.

**The multi sensory environment** provides opportunities for the development of the senses in a fully interactive setting. Through this motivational and fun learning environment, students are encouraged to develop communication skills and choice making skills, which can lead to an understanding of the nature of cause and effect. These opportunities can promote the development of self advocacy and help students "own their learning" in a unique and exciting way. The multi sensory environment also offers students with sensory processing difficulties the opportunity to prepare for learning by calming or stimulating the senses.

**Hydrotherapy** A feature of the school is its excellent hydrotherapy (swimming) program which is designed to improve the student's overall competency levels including motor development, spatial orientation, physical strength, psychological well being and increased social participation.

**LOTE Specialist** We have a LOTE teacher working with our students. Spanish is the target language and is taught in combination with Physical Education.

**Music Specialist** Our specialist music teacher uses music to stimulate student participation, encourage communication and for pure enjoyment.

**Satellite Class** The aim is to provide an educational setting that combines good models of social interaction, normal play and language development found in the primary school, with the specialist teaching help, good teacher-child ratio and secure small class setting of the special school.

**School For Parents** (a charity with Gift deductibility tax status) has been formed and the school has received a grant for the years 2007 – 2010 from the Department of Education WA to promote the growth of this educational option for children below Kindergarten age.

**Principles of Conductive Education** We currently provide this innovative program for:

- Parent and Child Groups (0-4 years)
- Kindergarten and Pre Primary
- School aged students

**My Time.** Two parent and child groups for children below Kindergarten age commenced in 2009. The purpose of these playgroups is to provide peer-led support groups for parents/carers, with the assistance of a Group Facilitator and Group Worker. Parents attending the groups benefit from socialising and learning from other parents/caregivers in similar family situations, and an increase in skills would occur as a result of this interaction. Carson Street provides a

strong educational component in the delivery of My Time. The program is developed upon current Early Childhood and Early Intervention Teaching

**Cross Agency Support**

**Therapy Focus**

Goal	Budget	
To assist school staff in the planning, implementation and monitoring of learning programs intended to strengthen students' therapy goals including: <ul style="list-style-type: none"> <li>• Speech Therapy</li> <li>• Physiotherapy</li> <li>• Occupational Therapy</li> </ul>	<b>D6225</b> Mobility and Communication <b>N1650 (Reserve)</b>	<b>\$15 000</b>  <b>\$11 493</b>
	<b>D6220</b> Wheelchair Modifications <b>N1645 (Reserve)</b>	<b>\$3000</b>  <b>\$5 217</b>
	<b>Total Expenditure: \$18 000.00</b>	
<b>Total Reserves: \$16 710.00</b>		

**Health Department – Community Nursing**

Goal	Budget	
To assist the school community with health promotion. To manage students with fragile health status. Liaise with health professionals in regards to a to student health and well-being.	<b>D6250</b> Health Promotion	<b>\$100</b>
	<b>D2605</b> Medical Supplies	<b>\$3000</b>
<b>Total Expenditure: \$3 100.00</b>		

## **RESOURCES**

### **Staff**

A total of 75 teaching and non-teaching staff work together to create a learning environment which aims to maximise student engagement and success.

All teaching staff meet the requirements to teach in Western Australia and are registered with the Western Australian College of Teaching.

### **Administrative Staff**

<b>Principal</b>	<b>1.00</b>
<b>Deputy Principal</b>	<b>1.00</b>

### **Teaching Staff**

<b>Level 3 Teachers</b>	<b>2</b>
<b>Teachers</b>	<b>13.25</b>
<b>Swimming Teachers</b>	<b>1.95</b>

### **Education Assistants**

<b>Education Assistants</b>	<b>37</b>
-----------------------------	-----------

### **School Support Staff**

<b>Registrar</b>	<b>1.00</b>
<b>School Officer</b>	<b>1.00</b>
<b>Speech Therapist</b>	<b>1.00</b>
<b>Pool Tech/Handyman</b>	<b>0.5</b>
<b>Handyman</b>	<b>0.1</b>
<b>Gardener</b>	<b>0.8</b>
<b>Cleaner</b>	<b>1.5</b>
<b>Nurses</b>	<b>2.00</b>

**Total Staff: 75**

**Total FTE: 62.46**

## **Management Structures and Decision Making Committees**

### **School Board**

Les Ozsdolay - Chairperson, City of South Perth Council (Community)

Liz Green – P&C President

John Exeter – Principal

Ros Hamling – Deputy Principal

Mim Little – Education Assistant (Staff)

Natalie Fitzpatrick, Conductive Education Coordinator (Staff)

Lois Hall, President, Conductive Education Centre WA

Julie Holding, Secretary (Community),

Ben Wyatt MLA, (Community),

Michele Fletcher, Town of Victoria Park (Community),

Darryll Ashworth, Executive Director Metier Consulting (Community)  
Dominique Taylor, Local Area Coordinator, DSC (Community)

The School Board is closely involved in developing the strategic direction of the school as set out in the Annual School Plan and Budget. The Board advises on matters of policy, and monitors progress towards agreed goals. The Board actively promotes the school in the community and develops suitable community partnerships.

The school has a number of committees which actively participate in school planning and organisation including:

- Finance Committee
- Grounds Committee
- Parents & Citizens Association
- Healthy Active School
- Therapy/Health/Admin
- Marketing
- Cycling
- Workload Advisory Committee

### **Student Enrolment**

The school has continued a growth trend in student numbers, supported largely by the schools expertise in specialist Early Intervention programs. The campus currently consists of 75 students with high support needs.

The school also supports two “Earliest Intervention” programs designed for children with disabilities aged between 0-4 and their parents. Carson Street has three groups attending these classes with an overall enrolment 25.

#### **Enrolment Trends:**

<b>Year</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Y1-7</b>	<b>23</b>	<b>25</b>	<b>21</b>	<b>30</b>	<b>34</b>	<b>29</b>	<b>36</b>	<b>46</b>	<b>63</b>
<b>Kindy</b>	<b>9</b>	<b>21</b>	<b>10</b>	<b>16</b>	<b>6</b>	<b>11</b>	<b>12</b>	<b>12</b>	<b>15</b>
<b>Pre Pr</b>	<b>5</b>	<b>4</b>	<b>13</b>	<b>6</b>	<b>9</b>	<b>9</b>	<b>15</b>	<b>17</b>	<b>12</b>
<b>TOTAL</b>	<b>36</b>	<b>50</b>	<b>44</b>	<b>52</b>	<b>49</b>	<b>49</b>	<b>63</b>	<b>75</b>	<b>90</b>

Factors affecting enrolment include:

- Policy of including compulsory school aged students with disabilities into regular schools
- Negative community perceptions of segregated schools
- Aging population in the local area
- The size of the schools catchment area as allocated by Transport Department boundaries
- Parents seeking positive structured opportunities to prepare their child for inclusion
- The specialist program Conductive Education is increasing numbers of enrolments

### **Financial Management**

The school has developed Financial Planning and Budgeting and Cost Centre Management Guidelines from the Department of Education’s *Financial Management in Schools: Assets and Resources Policy*.

A constitution for the school's Finance Committee also provides governance. The School Board will approve the draft budget in Term 1 each year. A financial report will be provided to the board each term for discussion and approval.

**Resource Allocations**

**School Budget**

**Income**

<b>Administration</b>	<b>\$21,075.00</b>
<b>Repairs and Maintenance</b>	<b>\$100,742.00</b>
<b>Equipment and ICT</b>	<b>\$61,695.00</b>
<b>Professional Development</b>	<b>\$20,300.00</b>
<b>Education Services</b>	<b>\$114,500.00</b>
<b>Reserves</b>	<b>\$73,510.00</b>

<b>Teacher Allocation</b>	<b>15.25</b>	<b>\$1,148,281.00</b>
<b>Education Assistant L3</b>	<b>37</b>	<b>\$1,421,471.00</b>
<b>School Support Staff</b>	<b>9.59</b>	<b>465,918.00</b>

**Total value of resources used for employment of staff** **\$3,036,170.00**  
*(This total includes \$ 217,896.00 Special Purpose Grant: Building Inclusive Schools Conductive Education Program)*

**Total value of dollar resources (Contingencies)** **\$485,017.00**  
*(This total includes \$16 000 Special Purpose Grant: Building Inclusive Schools Conductive Education Program)*

**Total value of reserves in Salary Pool (1346)** **\$50,000.00**

**TOTAL VALUE OF ALL RESOURCES AVAILABLE TO THE SCHOOL:** **\$3,571,187.00**

**Physical Environment and Assets**

The Millen Junior Primary School, after extensive alterations and additions, opened as the Millen Occupation Centre in 1968. In the mid 1970's, due to greater emphasis being placed upon its educational rather than training role, the name was changed to Millen Special School. Later, in 1985, in an attempt to overcome the negative effects of labelling the school received its present name from the street in which it is situated.

The school buildings were extended and renovated in 1982 to better match the needs of the student population of the day. In 1990 major renovations were carried out to the toilet and change facilities inside the school so that the increasing number of severely and multiply disabled students could be more appropriately catered to. In 1996 extensive renovations were completed in the swimming pool area to provide appropriate and accessible changing areas for the multiply disabled students. A separate, fenced Early Intervention classroom was established in 2003. In 2007, with assistance from the Commonwealth Governments *Investing in Our Schools Program* the Conductive Education Centre was established to house an innovative program for children with physical impairments. In 2010, a new Early Childhood building was

completed with funding from the Commonwealth Governments *Building the Education Revolution (BER)*.

### **Buildings**

The school consists of:

1. Six self-contained classrooms in the main building.
2. Three Early Childhood Demountables
3. A Two Room Early Childhood Facility
4. Physical Education Room
5. Therapy Focus Centre base for surrounding schools
6. Library/Resource Room
7. Administration area and Health Centre
8. Swimming Pool and Spa
9. Sensory/relaxation Room
10. Indoor Play Room
11. Covered wet play area with small kitchen.
12. Three Adventure Playgrounds
13. Old Toilet Blocks - Gardener's shed and Manual Arts store

Grounds are fenced for student safety. There are four play areas and a partially covered bitumen quadrangle. Two of these play areas have covered soft-fall areas. All areas are wheelchair accessible. Some access pathways are covered.

The parking area has a covered ACROD parking bay. A second parking area for staff and others in the school community will be completed later in 2010.

Community use of school physical resources includes agencies for the disabled using the swimming pool and spa: Therapy Focus (holiday and "after school" programs), Active After-school Community Program, Focus on Children with Autism Spectrum INC (FOCAS), School for Parents and the Conductive Education Association.

The School Board will ensure the school property is maintained to a standard that meets the needs of the school community within the framework of the schools "Financial Planning and Budgeting and Cost Centre Management Guidelines".

### **Management of Assets**

The recording of assets and resources is a fundamental aspect of the schools asset management framework and is integral to effective asset management at Carson Street. The principal is responsible in ensuring that an asset register and a resource register are maintained. It is also the principal's responsibility to ensure compliance with relevant legislation and Department of Education policies.

The schools asset register is well maintained and assists the following functions:

- It enhances accountability and asset management processes
- It assists in budget planning and resource allocation
- It provides accurate asset information for the preparation of financial statements

- It assists in the calculation of insurance values for school assets and provide substantiation of losses for insurance claims
- It facilitates audit verification of additions to, and deletions from, the asset register.

SIS Asset Manager is used to record resource items over \$5 000. The Bookmark Library System is used to record resource items less than \$5000. Both resource register systems include the following details:

- a description of the resource
- the purchase price
- the purchase date
- the location of the item

The asset and resource registers' will be reviewed annually by the registrar. The registrar will ensure that the information is kept up to date, and arrangements be made for recent backups of the registers to be kept off-site.