

East Victoria Park



Education Support Centre



2022 – 2024

Business Plan

FORWARD

East Victoria Park Education Support Centre's Business Plan 2022-2024 outlines the strategic direction for the school as well as the key focus areas which are interrelated and have students, staff and the community at the core. The plan draws from the Department of Education of Western Australia's Strategic Direction for WA Public Schools 2020-2024, the Director General's Building on Strength and Focus 2022 documents.

SCHOOL CONTEXT

Students who enrol at the Education Support Centre (ESC) present with a diverse range of disabilities and special learning needs. The ESC works collaboratively with students, parents/carers, external agencies and the local school community to achieve the best outcomes for all students by creating sustaining conditions in which students, staff and the school community can thrive.

Our learning programs are engaging, relevant and functional as they focus on our student's individual needs, learning styles and abilities. The Education Support Centre curriculum has a strong focus in functional literacy, numeracy and communication skills while building independence and self-management skills for all students. Students are provided learning opportunities through evidence-based teaching and learning practices, play-based learning, community access programs as well as recreational programs. Our students also benefit from attending integration classes for specialist subjects in the primary school.

All teaching and support staff have a combined wealth of experience in the field of Special Needs and the high ratio of staff to students, allows for one-on-one and small group instruction and support. Our classrooms are spacious, well-resourced and functional. Our play spaces have engaging equipment and cater for a range of age groups. We share the grounds with the local primary school and have access to a well-resourced library, assembly area and nature garden. The ESC has strong partnerships with other schools in the area which enables students to engage in swimming, transition programs and other learning experiences.



Celebrating diverse abilities, nurturing beautiful minds.

FOCUS AREA ONE – TEACHING AND LEARNING

East Victoria Park ESC upholds a holistic approach to learning and work diligently to ensure that all students can learn and functionally access the curriculum. Staff present each student with explicit, authentic, relevant and purposeful learning opportunities. They work collaboratively to deliver consistent practices and a shared language across the Centre.

Targets

- 80% of students will achieve 80% of their Individual Education Plan Goals in each Semester report.
- 80% of participating (Kindy and Pre-Primary) students will increase their TAC-K and TAC-P scores annually.

Milestones

- Implement whole school plans for English, Maths and Social Health (Protective Behaviours) to build and maintain consistency in teaching practices and ensure that priority learning areas are covered across all classes.
- Develop student literacy skills through the implementation of evidence-based programs with a strong focus on communication skills and phonemic awareness.
- Develop student numeracy skills with a strong focus on functional numeracy such as recognising numbers and number patterns, colours and shapes, and to have a basic understanding of time and money concepts.
- Ensure that all students have access to a variety of communication systems and tools (any time, any place) to support development of communication skills.
- Formalise whole school assessment schedule (formative and summative assessments) to gauge student baseline, capture student progress against Individualised Education Plan and analyse data to drive school improvement.
- Embed STEAM across the curriculum to engage students and enhance student learning.



FOCUS AREA TWO – RELATIONSHIPS & PARTNERSHIPS

East Victoria Park ESC staff develop and nurture relationships and partnerships with students, parents/carers, staff, our partner school, the local community and external stakeholders in a collaborative effort to support all students to achieve the best outcomes.

Targets

- To maintain 90% positive rating (or higher) from staff, students and parents/carers in biennial community survey.
- All requests to deliver therapy onsite to students during school hours to undergo formal process for approval.

Milestones

- Provide ongoing and effective communication with students, parents/carers, staff and the local school community, face to face and online.
- Create new and strengthen established partnerships with the local community and external agencies.
- Establish networking opportunities with partner school and schools in the local area and Education Support Network.
- Build a culturally responsive learning environment by embedding the Aboriginal Cultural Standards Framework and the Reconciliation Action Plan.
- Schedule regular case conferences, parent teacher meetings, workshops, information sessions and afternoon teas.
- Provide opportunities for feedback and staff to engage in school self-assessment.



FOCUS AREA THREE - ATTENDANCE



The ESC recognises that providing a safe, stimulating and supportive environment is key to improving student attendance. We also recognise that students with special needs are sometimes absent due to their medical condition or to seek treatment of therapy. ESC staff are dedicated to working with families to support students to attend school and maximise learning time.

Target/s

- Authorised absentee rate will be higher than 90%.

Milestones

- Investigate reasons for poor attendance and follow up with concerns.
- Attendance plans to be implemented for students identified as at risk for avoidable reasons.
- Support plans to be implemented for students identified as at risk for unavoidable reasons.
- COVID-19 Response Plan in place to support all students in the event of a school closure.

FOCUS AREA FOUR – BUILDING CAPACITY

It is imperative that all ESC staff are provided with opportunities to build their knowledge, skills and confidence through quality professional learning, mentoring, coaching and performance management.

Targets

- All staff to engage in targeted professional learning that is identified through the performance management process and aligned with the ESC's Business Plan.

Milestones

- Provide all staff with opportunities to engage in targeted professional learning that aligns with the ESC's Business Plan and Operational Plan.
- Implement professional learning communities so that staff can engage in collaborative discourse and drive school improvement.
- Ensure that all staff engage in the performance management process, classroom observations, other relevant training and reflect on their performance.
- Establish distributed leadership model supported by professional learning for aspirant leaders, Level 3 teachers and curriculum leaders.
- Promote initiatives for staff wellbeing such as Be You.