



Riverside Education Support Centre – Business Plan

Context

Riverside Education Support Centre shares a campus with Riverside Primary School with some integrated processes embedded across both schools. Riverside Education Support Centre caters for K-6 primary school students with an identified disability that requires additional support (e.g. intellectual disability (IQ = <70), Autism Spectrum Disorder). The school has an SEI Of 88.40. Riverside ESC student population tends to come from low socio-economic areas.

Our learning priorities for 2013-15 are: Literacy, Numeracy, Health, Safety and Well Being.

All students have Individual Education Plans (IEPs) developed by staff in conjunction with parents/ caregivers and relevant agencies. Outcomes will cover all Learning Areas. Effective communication, coping with conflict and life skills are incorporated into daily programs in an endeavour to effectively prepare our students for an active and independent life in the community.

Riverside ESC actively promotes the Education Departments ‘Classroom First Strategy.’ We ensure appropriate strategies and pedagogies are in place that support success for all students. All our teachers and support staff are appropriately trained and qualified to ensure the needs of individual students are catered for. All children are given every opportunity to thrive in a rich learning environment.

School Vision Statement	Our Beliefs	Our Values
<p style="text-align: center;"><u>VISION STATEMENT:</u></p> <p>Riverside Education Support Centre is a place where:</p> <ul style="list-style-type: none"> ➤ Everyone has a place of value ➤ All students have a genuine opportunity to succeed ➤ The quality of education is the best we can provide ➤ Inclusiveness is a daily practice ➤ Student learning is a rigorous, robust, and accountable process. 	<p>The School vision is underpinned by the following beliefs:</p> <ul style="list-style-type: none"> ➤ Each child has a right to belong. ➤ Every child has a right to an excellent learning environment. ➤ A positive learning environment maximizes each child’s opportunities for learning. ➤ The dignity and worth of the individual should be promoted. ➤ Growth and development are sustained by positive relationships with peers and staff of diverse abilities. ➤ Constancy of support provides a safe learning environment. 	<p>Riverside ESC is a strong advocate for the <i>National Framework for Values Education in Australia</i>. These values will help to guide our learning program principles in supporting a values driven education for students. School values will establish key elements and approaches in providing practical guidance to staff, students, parents and our wider school community to assist with the development of student’s personal and social responsibilities.</p>

Success for all Students

Riverside ESC priority areas will move towards ensuring student success by:

Literacy

- Reading is embedded in all learning areas aimed at individual student level of ability.
- Parents contribute to student success with reading support of home reading programs and attendance at the class reading mornings.
- Where appropriate attend library integration periods with our mainstream partner school utilising library resources.
- School classes, participate in Community Access programs (shopping, visiting local public library, horse riding program, participation in 'Schools Alive' Education Support choir- All contribute to successful literacy learning activities for students.
- Emphasis on the use of technology; iPads, computers, Smart boards in classrooms
- Access to appropriate literacy resources; Diana Rigg, Lexile, RIBIT, Reading Eggs, First Steps, ASDAN, Boardmaker, PECS and Assistive Technology for students with limited language.
- Identification of staff professional learning needs to develop literacy competencies.

Numeracy

- Use of Maths across all learning areas, involvement of parents in their child's maths leads to great success.
- Use programs (cooking, shopping programs etc.), to teach functional mathematical skills such as budgeting, paying for goods, recipe measurements.
- 'Math Morning Tea', where parents are invited to come and celebrate student success.
- Use of visual timetables, clocks etc. to track what is happening throughout their day..
- In some classrooms play money may be used as a reward system for behaviour
- Emphasis on the use of technology; iPads, computers, Smart Boards in all classrooms.
- Access to a range of appropriate mathematical resources.
- Identification of staff professional learning needs to develop mathematical competencies.
- Students are supported by Education Assistants.

Personal Health and Well Being

- Students learn that 'whole' body well being includes exercise, healthy diet and healthy mind.
- Inclusive and discreet physical education and fitness programs; Sport, dance sport, faction and swimming carnivals. May Join other ESC Schools for various activities/ carnivals.
- Encourage students towards independence in hygiene, cooking, and grooming sessions.
- Access to Therapy Services to assist with gross and fine motor planning programs.
- Identification of professional learning needs for all staff in personal health and well being
- Students are supported by Education Assistants.
- Incursions and excursions related to health and safety.

A Distinctive School

Riverside ESC will be a distinctive *safe* school by moving towards:

Safe and Caring School Strategies

- Effectively run breakfast club and maintain a strong partnership with 'Foodbank'
- Conduct an annual Parent Satisfaction Survey
- Recognise and celebrate our cultural diversity through Harmony Day & NAIDOC week.
- A balanced curriculum to support student's diverse learning needs.
- Celebrate student success- recognition through a range of formal and in class awards.
- Access and liaise with agencies and organisations (DSC, CPFS, Therapy Focus etc.) for cross planning of students needs.
- Students are adequately supported with Education Assistants.

Protective Behaviours

- Protective Behaviour content is embedded in the curriculum and taught throughout all years.
- Focus on evidence based programs, in particular the 'Circles' concept and PATHS to provide students with relevant knowledge, understandings and strategies.
- Parents are provided with information about the programs to be encouraged to support a continuum of student learning outside of the school environment.
- Age appropriate and discreet teaching of human sexuality and puberty.
- Staff trained in Protective Behaviours programs and concepts. Identify further professional learning needs for staff.
- Establish relationships with external Agencies who offer discrete staff training and resources in 'disability and sexuality' (e.g. SECCA)

Student Behaviour

- Social, behavioural & emotional programs are in place to assist students.
- Foster a 'zero tolerance' towards bullying culture in the school. Implement policies and procedures that are reflective of and support a zero tolerance towards bullying.
- All staff trained in Team Teach restraint techniques.
- Teachers and EAs to be conversant with the use of INTEGRIS for recording student behaviour electronically.
- Implement and sustain the PATHS program.

Student Attendance

- Provide incentives to encourage school attendance (e.g. Certificates and canteen vouchers, formal recognition at WHAS assemblies).
- School Attendance Officer rigorously tracks student attendance and liaises with staff, parents and agencies.
- Ensure 'at risk' students are identified early and plans put in place to improve their attendance.
- All staff to be trained how to use INTEGRIS to enter student attendance data electronically.

High Quality Teaching and Leadership

Riverside ESC will move towards ensuring excellence in teaching, leadership process and practice by:

Excellence in Teaching: Practice and Strategies

- Appropriate pedagogy is evident in every classroom
- Ensure expected standards are in place and clearly articulated, available and know by staff and parents.
- Effective teaching will be evident in all classrooms. All teachers will be required to have knowledge of AITSL principles and practices and apply them in their classrooms and personal pedagogy.
- Warm friendly environment. Classrooms will be reflective places of students work
- Establish partnerships with Universities to host practicum student placements.
- Establish partnerships with TAFE to host EA student placement work experience.

Excellence in Leadership Strategies

- The School Administration team follows the practice of dispersed leadership, based on shared goals and desire to deliver quality education to an often marginalised group
- Work constructively to develop and maintain effective relationship with key stakeholders and agencies.
- A supportive working relationship with the School Board.
- Performance Development & management of Teachers will be aligned to the AITSL standards.
- Sound financial management and planning will be rigorously followed.

Student Transitions

We acknowledge that various Transition points in a student's life can impact on their learning; hence we ensure that strategies are in place to help the students move through these points seamlessly. We identify a 'transition point' as any of the following:

- Lesson to lesson
- Class to class
- School to school
- School to society

We commence our Year 6 Transition to High School program early in Term 3 and work closely with the student's transitional High School.

A Capable and Responsive Organisation

Riverside ESC will move toward providing quality and consistent reporting:

Reporting Strategies

- SENAT reporting
- Student work samples/learning journey
- IEP outcomes
- Parent interviews
- Photos of activities
- Surveys
- Website

The IEP

- Specific to the needs of each individual student.
- Relevant to the experiences and needs of each individual student.
- Measurable to each individual student.
- Collaborative process with parent/carer
- IEP will remain an integral part of student planning whilst moving towards the SENAT as the schools primary reporting tool

The SENAT

- Move towards replacing the IEP as the primary reporting tool
- All staff to receive training on how to use the SENAT
- SENAT Coordinator to be trained and assigned as a resource for the school.

School Website

- 'One stop shop' for school information
- Effective Marketing tool
- <http://www.riversideesc.wa.edu.au/>

LITERACY**School Targets for 2013-2015****(Success for All Students)**

TARGET	HOW	WHO	WHEN
1. Students will use technology to enhance literacy and reading activities on computers and Smart-boards	<ul style="list-style-type: none">- Daily activities on the smart-boards- Access to iPads- Specific programs and apps will be used to assess learning.	Teachers Education Assistants IT Specialist	2013-2015 BP cycle period. Will be assessed as part of ongoing student learning program
2. Students will have access to 'ABC Reading Eggs' program. Diagnostic results will be tracked and assessed.	<ul style="list-style-type: none">- All participating students will have an account created- Teachers will be responsible for tracking and reporting student progress and results. -	Teachers Education Assistants	2013-2015 BP cycle period. Will be assessed as part of ongoing student learning program
3. Provide life skill reading opportunities through a range of appropriate activities.	<ul style="list-style-type: none">-Cooking program, grooming program-Community visits, incursions/excursions-Homework (as appropriate)	Teachers Education Assistants	2013-2015 BP cycle period. Will be assessed as part of ongoing student learning program

Numeracy**School Targets for 2013-2015****(Success for All Students)**

TARGET	HOW	WHO	WHEN
1. Each class will provide life skill maths learning opportunities using a range of resources and experiences.	<ul style="list-style-type: none">- Practical activities such as shopping, community visits, incursions/excursions- Money recognition- Bus timetables- Homework- Parent/Carer 'maths morning'	Teachers Education Assistants	2013-2015 BP cycle period. Will be assessed as part of ongoing student learning program
2. Student IEP goals will include at least 2 measurable outcomes	<ul style="list-style-type: none">- Teachers discuss with parents- Write up formally in IEP- Track progress	Teachers Education Assistants	2013-2015 BP cycle period. Will be assessed as part of ongoing student learning program
3. Parent/Carer invited to school/class numeracy activity.	<ul style="list-style-type: none">- Teachers to plan a time to run numeracy activity and invite parents/carers.- Activities will include interactive opportunities to demonstrate student learning.	Teachers Education Assistants Parents/Carers	2013-2015 BP cycle period. Will be assessed as part of ongoing student learning program

Personal Health and Well Being

School Targets for 2013-2015

(A Distinctive School)

TARGET	HOW	WHO	WHEN
1. Gross and Fine motor skills programs in classrooms e.g. morning fitness routines, Jiggle-Jam etc.)	<ul style="list-style-type: none"> -Teacher designed program -Implement in classes Record relevant data for programing student outcomes 	<ul style="list-style-type: none"> Teachers Education Assistants 	Ongoing Program
2. Breakfast Club/Breakfast Programs to be available for all students.	<ul style="list-style-type: none"> - Teachers facilitate program in class - Use Foodbank resources - Program to be used as a learning experience. 	<ul style="list-style-type: none"> Teachers Education Assistants Parents 	Ongoing Program
3. Work with external Agencies in providing a holistic approach towards students well-being (DSC, DCP, Therapy Focus etc.).	<ul style="list-style-type: none"> -Liaise with Agencies -Accommodate onsite visits as required -Compliment student programs, joint capacity. 	<ul style="list-style-type: none"> Teachers Education Assistants External Agencies 	Ongoing Program

Protective Behaviours

School Targets for 2013-2015

(School Accountability)

TARGET	HOW	WHO	WHEN
<p>1. PATHS Program to be implemented across the school (PATHS=Promoting Alternative Thinking Strategies).</p>	<ul style="list-style-type: none"> -Purchase appropriate PATHS kits - Staff to attend PATHS training - Teachers consult with parents and discuss generic PATHS strategies. - Minimum of 1 PATHS lesson to be timetabled per week. 	<p>Teachers</p> <p>Education Assistants</p> <p>Parents/Carers</p>	<p>By end of 2013-2015 BP cycle.</p> <p>Ongoing curriculum program</p>
<p>2. 'Circles' program to be embedded in classroom curriculum and one formal lesson must be taught per week.</p>	<ul style="list-style-type: none"> - Use Circles concept curriculum & ensure minimum of 1 PATHS lesson is timetabled per week. - Staff trained in the Circles curriculum & attend any relevant PD. 	<p>Teachers</p> <p>Education Assistants</p> <p>Parents/Carers</p>	<p>By end of 2013-2015 BP cycle.</p> <p>Ongoing curriculum program</p>
<p>3. Student protective behaviour learning to be monitored using the 'tracking' tool</p>	<ul style="list-style-type: none"> - Staff will use the tracking tool to enter student data. - Monitor student learning - Design learning outcomes to meet students specific needs 	<p>Teachers</p> <p>Education Assistants</p> <p>IT Specialist</p> <p>Student Services Coordinator</p>	<p>By end of 2013-2015 BP cycle.</p> <p>Student data collection is an ongoing process.</p>

Student Attendance

School Targets for 2013-2015

**(Success for All Students,
School Accountability)**

TARGET	HOW	WHO	WHEN
1. All staff will be trained to use INTEGRIS for attendance recording purposes.	<ul style="list-style-type: none"> -Staff PD sessions -Regular review -Hard copy instructions in Rooms Procedure files 	<ul style="list-style-type: none"> Principal IT Specialist Peer Trainers 	End of 2013-15 BP cycle
2. All Students will meet Riverside ESC benchmark of 85% attendance.	<ul style="list-style-type: none"> -Formal Attendance plan for tracking will be implemented -Incentives for students will be available for meeting targets. -Regular Newsletter items and Website information for parent/carer awareness. 	<ul style="list-style-type: none"> Principal Teachers Education Assistants Attendance Officer (AO) Registrar IT Specialist Parents 	End of 2013-2015 BP cycle. Ongoing as part of school attendance procedures.
3. Attendance Officer will track and monitor student attendance and implement any required interventions for at risk students.	<ul style="list-style-type: none"> -INTEGRIS will be completed by 9.30am daily -Attendance Officer will review data weekly -Home visits if required. 	<ul style="list-style-type: none"> Principal Attendance Officer Teachers Support Staff 	End of 2013-15 BP cycle. Ongoing as part of school procedures.

Student Behaviour**School Targets for 2013-2015****(Success for All Students,
Managing Student Behaviour)**

TARGET	HOW	WHO	WHEN
1.All staff will be TEAM Teach trained	-TEAM Teach register will be kept and updated. Refresher courses will be run as required for staff needing update. - New staff will be trained promptly	Principal TEAM Teach Coordinator All Staff.	Ongoing as part of school procedures
2. Educational strategies will be used as the preferred method for managing student behaviour.	-Classroom BM procedures to be education engagement focused (EF) -IBMPs to reflect EF for managing student behaviour.	Principal Teachers Education assistants	Ongoing as part of school procedures.
3. Individual Behaviour Managements Plans (IBMP) will be implemented for students as required.	-Staff will identify students who require a formal IBMP -Explicit IBMP will be monitored and reviewed regularly -Parents/Carers will be consulted.	Principal Student Services Coordinator School Psychologist Teachers	Ongoing with regular review points as set out in the IBMP.

Reporting to Parents

School Targets for 2013-2015

(A Capable and Responsive organisation, School Accountability)

TARGET	HOW	WHO	WHEN
<p>1.The school will make a full transition towards implementing the SENAT as the preferred method for 'Reporting to Parents'</p> <p>(SENAT= Special Education Needs Assessment Tool)</p>	<ul style="list-style-type: none"> -Staff trained in use of SENAT -A SENAT Coordinator appointed to provide ongoing training -IEP parent meetings 	<ul style="list-style-type: none"> Principal SENAT Coordinator Teachers Education Assistants Parents 	<p>Fully implemented by end of 2013-2015 BP cycle.</p>
<p>2. MIS reporting system to be reviewed and modified for Teacher use.</p> <p>(MIS= Management Information System)</p>	<ul style="list-style-type: none"> -Teachers collaborate & 'brainstorm' current MIS -Present ideas for a 'user friendly' MIS recording system -IT specialist to develop MIS in response to feedback -Teachers to trial new MIS system 	<ul style="list-style-type: none"> Teachers IT Specialist 	<p>Full implementation by end of 2013-2015 BP cycle</p>
<p>3. Schools Website to be reviewed and developed towards a more 'user friendly' tool.</p>	<ul style="list-style-type: none"> -Review Website; consult with parents, staff etc. -Budget for development costs -IT Specialist to coordinate & train Teachers (site Admin) 	<ul style="list-style-type: none"> Principal Parents Staff IT Specialist 	<p>Full implementation by end of 2013-2015 BP cycle</p>

Teaching Excellence

School Targets 2013-2015

**(High Quality Teaching & Leadership,
Effective Teaching)**

TARGET	HOW	WHO	WHEN
<p>1. All staff will be expected to demonstrate a 'reasonable' understanding of DoE 'Classroom First' strategy and relevant Focus documents.</p>	<ul style="list-style-type: none"> -Staff PD sessions -Staff will have access to relevant documentation -Teaching and Learning programs will reflect CF strategy -Teacher PM 	<p>Principal</p> <p>Teachers</p> <p>Education Assistants</p>	<p>Commence 2013 with ongoing reviews</p>
<p>2. All Teachers will use the AITSL standards to identify their Performance Management goals.</p>	<ul style="list-style-type: none"> -Teachers will familiarise themselves with AITSL Teacher Standards -Teachers will complete school PM documents using AITSL standards. -Teachers will complete AITSL Self Reflection tool 	<p>Principal</p> <p>Teachers</p>	<p>Completed by 2015</p>
<p>3. Peer Observation to be implemented.</p>	<ul style="list-style-type: none"> -Teachers collaborate -GROWTH Coaching -Staff PD 	<p>Principal</p> <p>Teachers</p> <p>External Agencies</p>	<p>Implemented by 2015</p>

Early Years of Schooling**School Targets 2013-2015****(Success for All Students,
Early Years of Schooling)**

TARGET	HOW	WHO	WHEN
1. Implement an ESC Kindergarten program.	<ul style="list-style-type: none">- Principal consult with families, Regional Officers- Staff qualifications- Meet ESC Kindergarten guidelines.	Principal	By end of 2013-15 BP cycle.
2. Implement Early Years Learning Framework (EYLF)	<ul style="list-style-type: none">-Teacher consultation-Design learning program & reporting.- Teacher PD	Principal EC Staff	By end of 2013-2015 BP cycle. Ongoing assessment
3.Implement The National Quality Standard Framework (NQS)	<ul style="list-style-type: none">- Teacher PD- Inform all staff, issue NQS manuals- Design checklist for tracking Elements (compliance)	Principal EC Staff	By end of 2013-2015 BP cycle. Ongoing assessment

DET Conformity

This Business Plan aligns with The Department of Educations 'Classroom First Strategy' & accompanying Focus documents and 'Excellence and Equity' strategic plan priorities. The mission of Riverside ESC is to commit to ensuring excellence is reflected in all that we do.

We acknowledge that parents expect schools to help students understand and develop personal and social responsibilities; hence our commitment to our School Community is that:

Riverside ESC will endeavour to ensure our learning programs will help to build character and equip students with specific skills that they can implement in a range of contexts.