

**'Riverside ESC is committed to ensuring excellence is reflected in all that we do'.**

# Riverside ESC

## School Business Plan 2016-2018

This Business Plan aligns with The Department of Education's 'Classroom First Strategy' and accompanying Focus documents and 'High Priority - High Care' 2016-2018 Strategic Plan priorities.

**Riverside ESC Administration  
Updated 14 December 2016**



## Riverside ESC School Business Plan 2016-2018

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### Preface

It is with pleasure that I present Riverside ESC current Business Plan on behalf of the Riverside Schools Board of Governors and Riverside Education Support Centre.

As a school we are obligated to comply with Department policies and procedures and to ensure they are implemented. A range of documents will be referred to in our Business Plan with specific targets. These targets are reviewed on a regular basis within the context of standard school operations and data is collected as evidence of compliance and professional implementation.

The development of the Business Plan commenced early 2016. Some of the objectives reported have therefore already been accomplished or set in motion. As an example, the Aboriginal Framework referred to herein required schools to ensure that in 2016 teachers contemplate how the intention of the framework be incorporated. This process has been completed and now informs a series of meetings to take place in 2017 with a view to staged implementation thereafter.

Any comments are most welcome and I am happy to discuss any aspects of our Business Plan with you.

Kind Regards,

Jim Douglas, Principal.

Note: See end page for Acronyms used in this document.



## High Priority - High Care Strategic Plan

### P1 Success for all students

School Priorities	Focus Areas
1. Communication	<ul style="list-style-type: none"><li>• Functional Literacy</li><li>• Assistive Technology</li><li>• Range of curriculum and engagement</li></ul>
2. Life Skills	<ul style="list-style-type: none"><li>• Functional Numeracy</li><li>• Social Skills</li><li>• Domestic Understanding (including Community Access and Cooking)</li></ul>
3. Independence	<ul style="list-style-type: none"><li>• Health Promotion</li><li>• Levelled Individual Education Plans (IEPs)</li><li>• Students are confident, adaptive learners</li></ul>

### P2 High Quality Teaching

School Priorities	Focus Areas
1. Collaboration	<ul style="list-style-type: none"><li>• Collaborative learning area teams</li><li>• Classroom collaboration</li><li>• Community collaboration</li></ul>
2. Consistency	<ul style="list-style-type: none"><li>• Classroom Management</li><li>• Behaviour Management</li><li>• Curriculum</li></ul>
3. Professionalism and Relevance	<ul style="list-style-type: none"><li>• Professional Learning</li><li>• Reflective Practice</li><li>• Use of Information Technology (IT)</li></ul>



## P3 Effective Leadership

School Priorities	Focus Areas
1. Implementation of DOE initiatives	<ul style="list-style-type: none"><li>Aboriginal Cultural Standards</li><li>Health and Wellbeing</li><li>High Performance: High Care (Classroom First Strategy)</li></ul>
2. Inclusive decision making	<ul style="list-style-type: none"><li>Dispersed leadership</li><li>Succession Planning</li><li>AITSL Teacher Standards support process</li></ul>
3. Classroom Management	<ul style="list-style-type: none"><li>Staff performance management</li><li>Leadership teams</li><li>Micro management within classrooms</li><li>Teacher/EA relationships</li></ul>

## P4 Strong Governance and Support

School Priorities	Focus Areas
1. Community Relationships	<ul style="list-style-type: none"><li>Secondary School transitions</li><li>Quality information to local schools</li><li>Interagency inclusion</li></ul>
2. School Board Governance	<ul style="list-style-type: none"><li>Training</li><li>Strong School Board presence</li><li>Participation in decision making for all students</li></ul>
3. Assessments	<ul style="list-style-type: none"><li>Robust and rigorous</li><li>Standardised using a range of DOE tools</li><li>Individualised to student needs</li></ul>



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## P1 Success for all students School Targets for 2016-2018

TARGET	HOW	WHO	WHEN
<p><b><u>Communication</u></b></p> <p>1. Literacy and numeracy skills are developed and reflected in the original, spontaneous and supported, or augmented, communication practices of individual students</p>	<p>- Students are exposed to a range of individual &amp; collective functional literacy experiences (e.g. community access, reading, writing and speaking, cooking, etc.)</p> <p>- Literacy objectives will be designed, implemented and assessed using ANC as a guide towards using the most appropriate level and accreditation.</p> <p>- Students are exposed to a range of individual &amp; collective functional numeracy experiences (e.g. community access, counting, number recognition, money, quantity etc.)</p> <p>- Numeracy objectives will be designed, implemented and assessed using ANC as a guide towards the most appropriate Level and accreditation</p> <p>STEM Team will receive training</p> <p>STEM curriculum will be designed and implemented. Foundation skills in coding and problem solving will be a priority focus.</p>	<p>AS</p>          <p>STEM, T, EA</p>	<p>Ongoing &amp; reviewed annually as per planning cycle</p>

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<p><b><u>Life Skills</u></b></p> <p>1. Specialized Life Skills' will provide opportunities for students to develop, skills that they will need in everyday life</p>	<p>- Programs are designed to develop functional academic skills that students will need in everyday life such as: self-care, functional domestic, money management, self-advocacy, independence, etc.</p>	<p>T, EA, P, DP</p>	<p>Ongoing and reviewed annually as per planning cycle</p>
<p><b><u>Independence</u></b></p> <p>1. Develop confidence and adaptive learning skills in students towards emerging within a functional curriculum</p>	<p>- Teachers identify skills and work towards students being independent learners</p> <p>- Develop a functional curriculum</p> <p>- Provide the appropriate support for personalised student learning</p>	<p>P, DP, T, EA</p>	<p>Ongoing</p>

# Riverside ESC School Business Plan 2016-2018



## P2 High Quality Teaching School Targets for 2016-2018

TARGET	HOW	WHO	WHEN
<p><b><u>Collaboration</u></b></p> <p>1. All school staff to maintain positive, respectful relationships with students, parents and each other as part of a caring learning environment.</p>	<ul style="list-style-type: none"> <li>- All staff complete Department Online Learning module 'ethical Decision Making'</li> <li>- Promote inclusive practices</li> <li>- Attend PD related to personal health &amp; wellbeing</li> </ul>	AS	Ongoing
<p><b><u>Consistency</u></b></p> <p>1. Teachers will self-assess their teaching practice against national standards and student achievement to improve performance</p>	<ul style="list-style-type: none"> <li>- Teacher self-reflection</li> <li>- Teacher access AITSL Teacher Standards self-reflection tool</li> </ul>	T	Ongoing
<p><b><u>Professionalism and Relevance</u></b></p> <p>1. Plan professional development to specifically address weakness in teacher performance.</p>	<ul style="list-style-type: none"> <li>- Formal PM sessions with principal/deputy principal</li> <li>- Peer observation</li> </ul>	T, P	Ongoing



# Riverside ESC School Business Plan 2016-2018

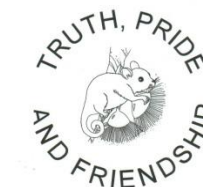
## P3 Effective Leadership

## School Targets for 2016-2018

TARGET	HOW	WHO	WHEN
<p><b><u>Implementation of DOE initiatives</u></b></p> <p>1. The Aboriginal Framework (AF) will be introduced into the school as per DoE timeline.</p> <p>2. Implement 'High Performance High Care' Strategic Plan 2016-2018 &amp; subsequent Focus initiatives</p>	<ul style="list-style-type: none"> <li>- Teachers given copy of AF and reflect upon how the Phases will be incorporated in classroom planning</li> <li>- School will follow DoE compliance timeline</li> <li>- All staff will be given copy of document. Staff meetings to be held to discuss and have input to school plans</li> </ul>	P, DP, T, EA	<p>Stage 1 (reflection) accomplished 2016</p> <p>Within DoE timelines &amp; BP cycle</p>
<p><b><u>Inclusive decision making</u></b></p> <p>1. Teachers will use the Business Plan Matrix to implement their classroom practice and micro manage and consult with EA support staff</p>	<ul style="list-style-type: none"> <li>- Teachers complete BPM</li> <li>- Have regular class team meetings to consult &amp; plan curriculum, support</li> <li>- Manage and review performance of EA staff.</li> </ul>	P, DP, T, EA	Ongoing
<p><b><u>Classroom Management</u></b></p> <p>1. Teachers will utilise GROWTH Coaching Facilitators to enhance classroom practice</p>	<ul style="list-style-type: none"> <li>- Selected Teachers to attend GROWTH PD &amp; commence classroom reflection process</li> </ul>	P, DP, T	Selected staff to complete required PD by end 2017



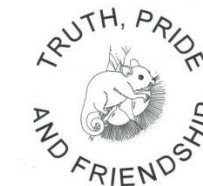
# Riverside ESC School Business Plan 2016-2018



## P4 Strong Governance and Support School Targets for 2016-2018

TARGET	HOW	WHO	WHEN
<p><b><u>Community Relationships</u></b></p> <p>1. Survey parents and staff and evaluate data for future planning.</p> <p>2. Update and implement Child Protection policies to maintain Riverside ESC as a 'child safe organisation'</p>	<ul style="list-style-type: none"> <li>- Survey to be made available to staff and parents.</li> <li>- Results to be uploaded to school website</li> <li>- Collate resulting data for review</li> <li>- Review CP policies and implement relevant components into school operational plans.</li> </ul>	P, DP, T, AS, Parents	<p>Survey - By end of 2016</p> <p>Data to be reflected in 2017 planning documents</p> <p>By end 2017</p>
<p><b><u>School Board Governance</u></b></p> <p>1. Board Members to be involved with relevant aspects of school planning.</p> <p>2. Link funding resources to DPA requirements/obligations</p>	<ul style="list-style-type: none"> <li>- Ensure Board Members are booked into a School Governance Course</li> <li>- Invite Board Members to participate in RESC planning (sub committees, Business Plan planning and review, etc.)</li> <li>- Review DPA at Board Meetings</li> </ul>	P, DP, Board Members	<p>End of 2017</p> <p>Ongoing</p> <p>At Board Meetings as required, to be reflected in meeting minutes</p>

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## Student Attendance School Targets for 2016-2018

TARGET	HOW	WHO	WHEN
1. Meet school annual target of 90%	<ul style="list-style-type: none"> <li>- Attendance Officer will track student attendance and implement remedial intervention as required</li> <li>- Teachers to ensure recording of student attendance is completed daily</li> </ul>	Attendance Officer, DP, P, T	Review each Term
2 Early intervention strategies implemented to identify 'at risk' students	<ul style="list-style-type: none"> <li>- Attendance Officer will develop with Teachers strategies to identify at risk students</li> <li>- Implement incentive schemes to encourage/reward student attendance</li> <li>- Implement Individual Attendance Plans as required</li> </ul>	Attendance Officer, DP, P, T	<p>Review as per Individual Attendance Plan guidelines.</p> <p>Review incentive schemes and strategies as required.</p>

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## Student Behaviour School Targets for 2016-2018

TARGET	HOW	WHO	WHEN
1. As required student IBMPs will be implemented, tracked and evaluated	<ul style="list-style-type: none"> <li>- Teacher in consultation with Admin will make a judgement as to whether student IBMP is warranted.</li> <li>- All IBMPs will be signed off by school staff and parent/carer.</li> <li>- All IBMPs will be reviewed as per an agreed schedule.</li> </ul>	T, P, DP	<p>Ongoing consultation with Teachers</p> <p>DP to review IBMPs as per schedules</p>
2. All school behaviour management procedures will align with DoE 'Behaviour Management in Schools' policy to reflect PBS.	<ul style="list-style-type: none"> <li>- School 'Behaviour Management Committee' will be formed &amp; implemented</li> <li>- BMC will work with staff to develop school policy to ensure PBS is evident in Management Plans</li> <li>- All staff to have access to DoE 'Positive Behaviour' website</li> </ul>	P, DP, AS, BMC	End of BP cycle

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## Protective Behaviours and Wellbeing (Students) School Targets for 2016-2018

TARGET	HOW	WHO	WHEN
1. All students to have weekly formal PB lessons	<ul style="list-style-type: none"> <li>- Formal lessons to be scheduled in teachers timetable.</li> <li>- Teachers to access a range of resources, students to produce displayable portfolio PB work.</li> </ul>	T, EA	Ongoing weekly timetable
2. All Staff to receive PB training and modules for teaching and supporting student PB learning.	<ul style="list-style-type: none"> <li>- All staff will receive the TDS developed PB training and unit modules</li> <li>- Develop a range of resources to support student PB learning</li> </ul>	T, EAs, TDS Team	As per PLI calendar of events for TDS training

## Early Years of Schooling School Targets 2016-2018

TARGET	HOW	WHO	WHEN
1. National Quality Standards will be implemented and the school will work towards ensuring compliance of the Standards is maintained within Early Childhood classes.	<ul style="list-style-type: none"> <li>- All staff to have access to NQS information</li> <li>- EC classes to be working towards compliance of Standards &amp; maintaining a school record</li> <li>- Principal to comply with NQS annual mandatory reporting requirements to DoE</li> </ul>	AS	<p>Ongoing tracking &amp; reporting; classes are able to produce the required evidence for compliance</p> <p>Annual mandatory reporting by Principal</p>

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## Finance & Workforce Resourcing School Targets for 2016-2018

TARGET	HOW	WHO	WHEN
1. Ensure DoE minimum spending targets are met annually	- Finance Committee Meetings, Board Meeting reports, timely reviews of one-line budget	P, MCS, T	Annual reviews, Board Meetings as required, Finance Meetings, Principal monthly reviews of one-line budget
2. Workforce Resourcing	- Cyclic movement of staff to provide a multi-skilled competent workforce  - School Administration to drive and oversee planning as required (documentation, consultation, collaboration, etc.)  - Build capacity in Teachers in line with AITSL Teacher Standards	P, MCS, T, EA	Annual review in line with school planning operations



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## Curriculum Development School Targets for 2016-2018

TARGET	HOW	WHO	WHEN
<p><b><u>Curriculum Development</u></b></p> <p>1. Curriculum review will recommend appropriate primary resources for teaching literacy &amp; numeracy</p> <p>2. Staff to receive any Professional Development to support curriculum packages</p>	<ul style="list-style-type: none"> <li>- Curriculum Review Team will meet and prepare recommendation report</li> <li>- Develop timeline for implementation</li> <li>- Staff to attend relevant PD to support classroom practice and development</li> </ul>	P, DP, T, EA, Curriculum Review Team	New curriculum packages to be introduced in 2017
<p><b><u>Curriculum Implementation</u></b></p> <p>1. Literacy package with suite of resources will be introduced</p>	<ul style="list-style-type: none"> <li>- Purchase recommended resources</li> <li>- Staff to be trained in resource packages</li> </ul>	P, DP, T, Specialists	Implemented by start of 2017
<p><b><u>Curriculum Assessment</u></b></p> <p>1. ABLES Assessment Tool to be fully implemented</p>	<ul style="list-style-type: none"> <li>- All Teachers to complete online ABLES training modules</li> <li>- ABLES Coordinator to facilitate planning and moderation sessions</li> </ul>	DP, T, EA	Fully implemented by start of 2017



# Riverside ESC School Business Plan 2016-2018

## Riverside Education Support Centre Business Plan 2016-2018

**Endorsed by School Board Chairperson:**

**(Mr John Reyburn)**

**Date: 14 December 2016**

**Principal:**

**(Mr Jim Douglas)**

**Date: 14 December 2016**

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### **ACRONYMS**

ABLES – abilities based learning and education support

AITSL - Australian Institute for Teaching School Leadership

AS – All Staff

BMC – Behaviour Management Committee

BPM – Business Plan Matrix

DP – Deputy Principal

EA – Education Assistant

IBMP – Individual Behaviour Management Plan

MCS – Manager Corporate Services

NQS – National Quality Standard

PBS – Positive Behaviour Strategy

P – Principal

PD – Professional development

STEM – Science, Technology, Engineering and Mathematic

T – Teacher