

# SCHOOL BUSINESS PLAN

2024-2026



**Riverside**  
EDUCATION SUPPORT CENTRE

**Thrive and Learn**  
TOGETHER



# ABOUT RIVERSIDE ESC

Riverside Education Support Centre shares a campus with Riverside Primary School and integrated processes are embedded across both schools.

Riverside Education Support Centre caters for K-6 primary school students with a diagnosed disability including Autism Spectrum Disorder (ASD) and Intellectual Disability.

All students have Individual Education Plans (IEPs) developed by staff in conjunction with parents/caregivers and relevant agencies. All mandated Learning Areas of the Western Australian Curriculum are covered and student outcomes can be modified to meet their respective learning level.

Effective communication, individualised academic support, managing behaviour and functional 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 practices align with the Department of Education Strategic Directions Initiative: **Every Student, every classroom, every day**. We ensure strategies are in place to promote success for all students and to help them aspire toward developing personal and social attributes that form the basis for future wellbeing.



**Every Student  
Every Classroom  
Every Day**

Our teachers use a range of effective pedagogies and practices to ensure the needs of students are being met to a consistently high standard.

We advocate that 'Parents as Partners' are an integral part of our students' school journey.

Transition is very important, and many strategies are in place to help the students move from lesson to lesson, class to class, school to school, and school to society.





# RESC MISSION STATEMENT, CORE BELIEFS and VALUES

## MISSION STATEMENT

We aim to provide a supportive and inclusive educational environment where every student, regardless of ability is empowered to achieve their full potential. Through personalised learning plans, collaboration with staff, families and professionals, we strive to foster independence, resilience, and lifelong learning skills in our students.

## CORE BELIEFS



### Individual Learning

Recognizing that each student has unique learning needs and strengths and tailoring educational programs to meet those individual needs.



### Empowerment and Independence

Promoting life skills and strategies that enable students to reach their optimum levels of independence and decision-making.



### Collaboration and Teamwork

Fostering partnerships among educators, parents, and support staff to ensure holistic development and success for each student.



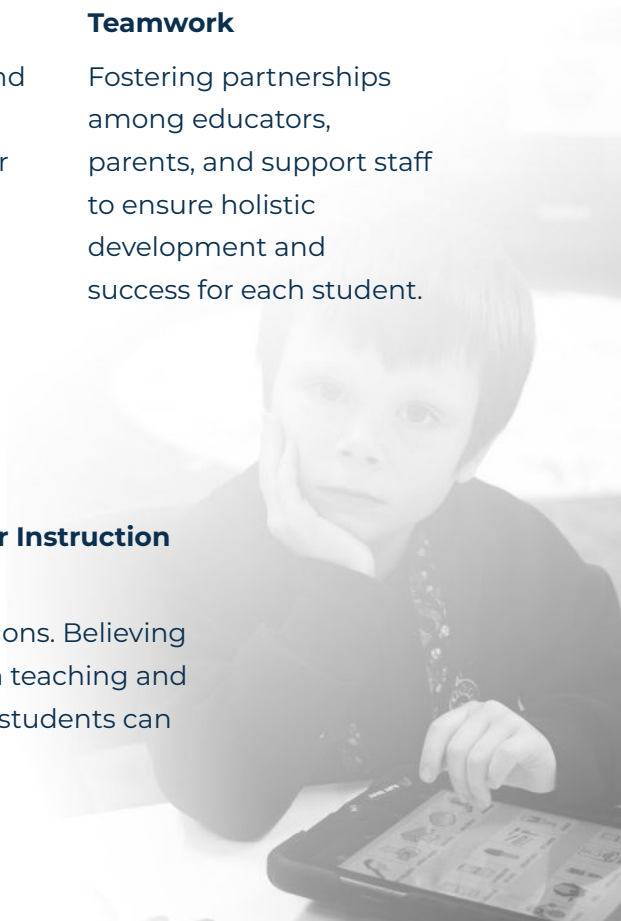
### Continuous Improvement

Committing to ongoing professional development for staff and continuously improving educational practices and resources.



### High Expectations for Instruction and Learning

Setting high expectations. Believing that by engaging with teaching and learning programs all students can achieve and grow.





# VALUES

Riverside ESC is a strong advocate for the 'National Framework for *Values Education in Australia*'. These values will be the guiding principles that support Riverside ESC in implementing values education, establishing key programme elements and approaches, and providing practical guidance to staff, students, parents and the wider school community.

Embedded in the National Framework are key values that reflect the principles and ideals of Australian society which include:

- ✔ **Care and Compassion:** Care for self and others.
- ✔ **Doing your Best:** Seek to accomplish something worthy and admirable, try hard, pursue excellence.
- ✔ **Honesty and Trustworthiness:** Be honest, sincere and seek the truth.
- ✔ **Respect and Responsibility:** Treat others with consideration and respect other people's opinions. Be accountable, resolve differences constructively, learn to care for the environment.
- ✔ **Understanding, Tolerance and Inclusion:** Be aware of others and accept diversity and difference in others. Be inclusive of everyone in processes and accessibility.

The Riverside ESC education context builds on this values framework and is emphasised in our school motto *Thrive & Learn*

**Thrive** - every student is encouraged to thrive through the upholding of an inclusive, respectful and truthful environment for learning.

**Learn** - each student is encouraged to learn through informed teaching strategies that recognise and respond to individual capabilities and aspirations.

These values serve as a foundation for fostering a cohesive and harmonious school community and collectively help shape the culture at Riverside Education Support Centre, ensuring a supportive and nurturing atmosphere exists where all students can thrive academically, socially, and emotionally.





# FINANCIAL COMMITMENT

Having financial resources available for projects can really enhance opportunities for students and staff. To effectively commit financial resources to projects, Riverside ESC will consider the following strategies.

## ● Budget Planning

- Assess the current budget to identify areas where funds can be allocated or reallocated. All projects that align with the school's goals.

## ● Grants and Funding

- Research and apply for grants from government agencies, foundations, or organizations that support educational initiatives.

## ● Fundraising Events

- Supporting Riverside P&C organise fundraising events or campaigns that engage the community and raise money for specific projects.

## ● Partnerships

- Explore relationships with local businesses or organisations that might be interested in sponsoring projects in exchange for visibility or community engagement.

## ● Parent and Community Involvement

- Encourage parents and community members to contribute through donations and volunteer support.

## ● Cost-Benefit Analysis

- Evaluate potential projects based on their expected impact on student learning and wellbeing and return on investment to justify financial commitment.

## ● Long Term Planning

- Create a multi-year financial plan that includes potential projects, helping spread costs over time.

**By combining these strategies, Riverside ESC can effectively allocate resources to support impactful projects.**







# SCHOOL IMPROVEMENT AND SELF ASSESSMENT

This School Business Plan identifies key school improvement areas with accompanying strategies and targets that we aim to implement over the next 3 school years 2024-2026.

## FOCUS AREAS

### FOCUS AREA 1

Teaching and  
Learning Excellence in  
Every Classroom

1

### FOCUS AREA 2

Excellence in Our  
Learning Environments  
Everyday

2

### FOCUS AREA 3

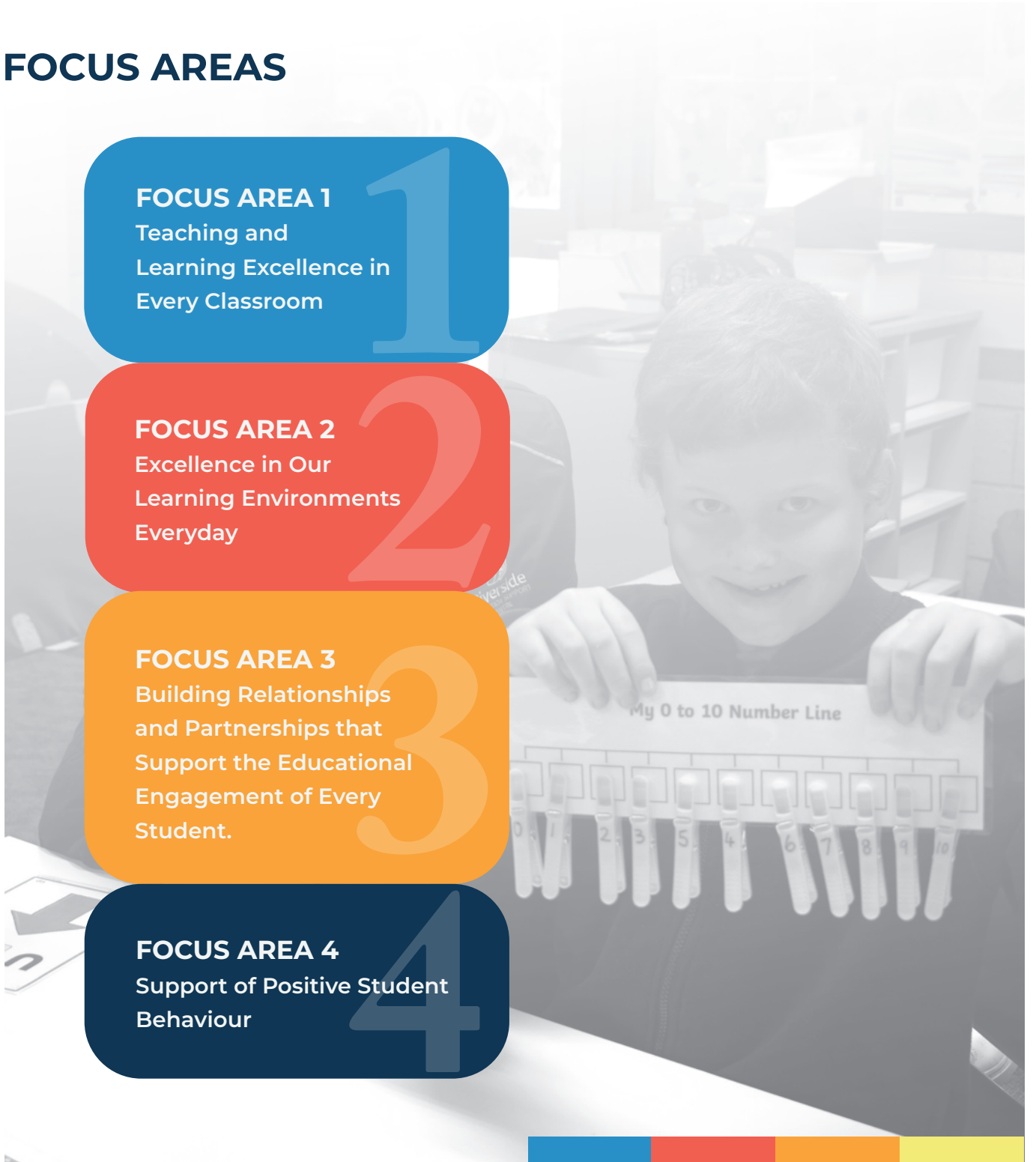
Building Relationships  
and Partnerships that  
Support the Educational  
Engagement of Every  
Student.

3

### FOCUS AREA 4

Support of Positive Student  
Behaviour

4





## FOCUS AREA 1

# TEACHING EXCELLENCE IN EVERY CLASSROOM

RESC strives for continuous improvement of student learning and achievement.

### Effective Strategies we will deploy:

- **Clear Learning Objectives** Clearly defined goals and objectives that help guide students towards desired outcomes.
- **Modelling and Demonstration** Demonstrating skills and processes and providing clear explanations that will assist students to understand concepts and develop their own abilities.
- **Differentiated Instruction** Tailoring teaching instruction method and curriculum content to meet the diverse learning needs of students through varied approaches, materials, and activities to maximise learning outcomes.
- **Assessment for Learning** Using formative assessments to monitor student progress and adjust teaching strategies accordingly to ensure instruction remains responsive to student needs.
- **Positive Classroom Climate** Creating a supportive and respectful classroom environment where students feel safe to take risks and ask questions is crucial for effective learning.
- **Teacher Collaboration and Professional Development** Engaging in ongoing collaboration with colleagues and participating in professional development activities to continually enhance teaching practices, refine and update skills.

### School Targets (what we expect to see)

Implement DoE Phonics initiative by 2026 (EYLF).

Rigorous whole school application of PLD (Diana Rigg) literacy toward fidelity.

Implement Talk for Writing initially to Yr 5-6 cohort 2025, whole school by 2026.

Implement whole school approach to a formal mathematics program by end of 2026.

Build the curriculum and pedagogical knowledge of staff and promote excellence in teaching practice.


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.

All teachers to complete the Effective Use of Education Assistants in Classrooms (EUOEA) online Professional Learning module.

All Education Assistants trained to Level 3 standard.

Teachers access the Quality Teaching Strategy to plan and deliver high quality teaching and learning programs.

Provide targeted Professional Development for staff to retain, upskill, learn new skills to enhance their practice.





## FOCUS AREA 2

# EXCELLENCE IN OUR LEARNING ENVIRONMENTS EVERY DAY

RESC classrooms will consistently work toward providing a highly effective inclusive learning environment that can maximize students' potential and engagement.

### Effective Strategies we will deploy:

- **Clear Learning Objectives** Clearly communicate what students are expected to learn. Use assessment data to plan a roadmap for student learning journeys reflected in their Individual Education Plan (IEP).
- **Positive Atmosphere** Foster a positive and inclusive atmosphere where students feel safe to express themselves, ask questions, and make mistakes without fear of judgment achieved through respectful communication, empathy, and encouragement.
- **Active Learning** Encourage active participation, incorporate meaningful activities, promote understanding of concepts to keep students engaged.
- **Functional Connections** Relate curriculum to real-life applications and expose students to life-skill activities and environments.
- **Supportive Learning Environment** Ensure that the physical environment is conducive to learning and sensory needs.
- **Continuous Improvement** Teachers will regularly assess and reflect on their teaching practices and the effectiveness of the learning environment. Seek feedback and be willing to adapt and innovate based on what works best for students.

### School Targets (what we expect to see)

Introduction of Multi-Tiered Support System (MTSS) model across student platforms commencing with Literacy by end of 2026.

Implement, support and resource school Phase of Learning Teams (PLT).

Schedule collaborative PLT DOTT (Duties Other Than Teaching) sessions by 2025.

Teachers collaboratively plan, teach, assess and report on the West Australian Curriculum.

Introduce a formal Peer Observation program by Term 3 2025.

All teachers will apply aspects of DoE Teaching for Impact initiative toward their classroom practice.

Aboriginal Cultural Standards Framework is embedded into school curriculum and reflected in teaching and learning plans.


Utilise Roadmap of Communication Competency (ROCC) and establish processes for the assessment and

monitoring of communication competence during 2024 and into 2025.

Every student has a voice by having access to alternative communication tools.

Install PODD signage across the school campus.

Whole school Protective Behaviours program is taught weekly and permeates throughout the school processes.







## FOCUS AREA 3

# BUILD EFFECTIVE RELATIONSHIPS AND PARTNERSHIPS THAT SUPPORT THE EDUCATIONAL ENGAGEMENT OF EVERY STUDENT EVERY DAY

By promoting and prioritising positive partnerships and relationships amongst families, students, staff and other significant parties/agencies is one of the best ways to improve student outcomes and promote healthy development of wellbeing and belonging at RESC.

### Effective Strategies we will deploy:

- **Trust and Respect** Establishing trust and respect among students, teachers, administrators, and staff will form the foundation for our successful relationships in our school.
- **Communication Protocols** Effective communication will be clear, open and two-way between school and families to help prevent misunderstandings and foster a collaborative approach. Use electronic communication tools effectively to keep parents informed and connected to the school.
- **Conflict Resolution** As conflicts may arise in any relationship we are committed toward teaching and modelling healthy conflict resolution strategies and skills for maintaining positive relationships.
- **Inclusivity and Diversity** We commit to embracing diversity and promoting inclusivity in all aspects of school life. By contributing to an enriching and respectful environment we will foster a sense of belonging for everyone.
- **Shared Goals and Vision** Aligning our goals and vision with our School Board governance responsibilities will help support the educational engagement of every student across the school community.
- **Supportive Environment** RESC commits to providing individualised support to students academically, emotionally, and socially, to enhance positive relationships and safe environments.
- **Continuous Improvement** Relationships and partnerships at RESC will be continuously nurtured and developed. Systems will provide ongoing reflection, evaluation, and adaptation to meet the evolving needs of our school community.



## FOCUS AREA 3 (cont.)

### School Targets (what we expect to see)

Review current communication protocols and establish or enhance effective communication methods for staff, parents, P&C and School Board (e.g. Newsletter, electronic communications, social media platforms).

Launch new Website by end of Term 4 2024.

Progress towards a consistent awareness of being a culturally aware and responsive school.

All staff will have access to Cultural Awareness professional learning. The Aboriginal Cultural Standards Framework is embedded into school self-assessment schedule and reviewed annually.

Implement mandatory parent and staff school Surveys in 2025 and develop a schedule for analysing and responding to Survey feedback in a timely manner (within 3 months).

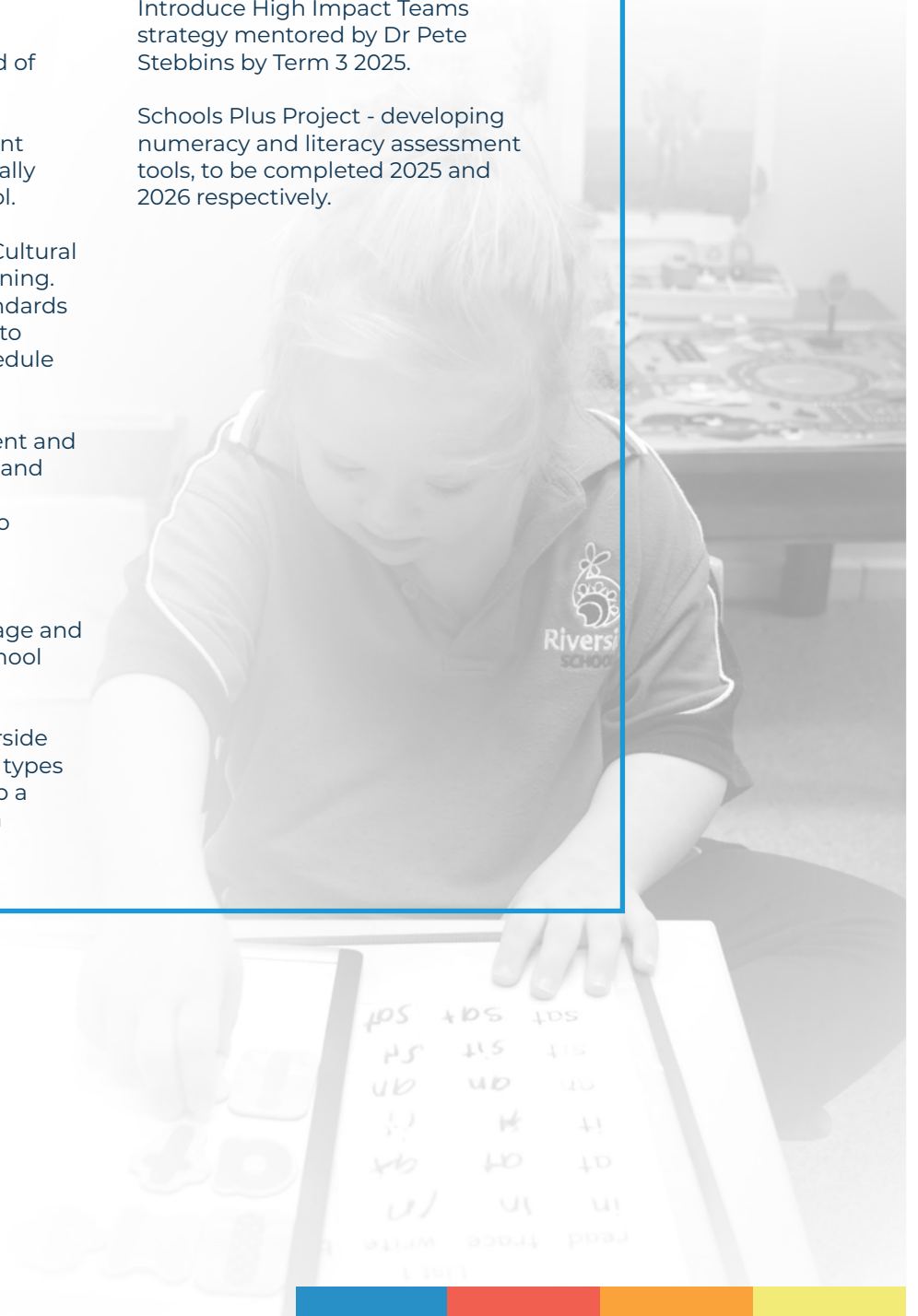
Develop an Induction Package and Reflective Survey for the School Board.

Liaise with Principal of Riverside Primary School to ascertain types of collaboration and develop a vision for inclusion between campuses.

Develop a shared understanding of what inclusivity looks like at Riverside Schools and communicate it with staff, students and community by end of 2026.

Introduce High Impact Teams strategy mentored by Dr Pete Stebbins by Term 3 2025.

Schools Plus Project - developing numeracy and literacy assessment tools, to be completed 2025 and 2026 respectively.





# FOCUS AREA 4

## SUPPORTING POSITIVE STUDENT BEHAVIOUR

**School Ethos:** At Riverside ESC we *all* have a right to feel and be safe all the time.

- **Clear Expectations** Establish and communicate clear behaviour expectations to students. This will include classroom rules, school policies, and by emphasising the importance of respect and personal responsibility and accountability.
- **Positive Reinforcement** Encourage positive behaviour by recognizing and rewarding students when they demonstrate good behaviour. This can be through verbal praise, certificates, or a class or whole school reward system (e.g. PBS).
- **Engaging Activities** Classrooms will create engaging and interactive learning experiences that keep students interested, focused and engaged.
- **Social-Emotional Learning** Incorporate Social-Emotional Learning (SEL) programs to help students develop skills in self-regulation, empathy, and conflict resolution.
- **Consistent Consequences** Ensure that there are consistent consequences for negative behaviour, so students understand the importance of following school and classroom rules.
- **Parental Involvement** Engage parents in the process by keeping them informed about behaviour expectations and encouraging them to support positive behaviour at home.
- **Professional Development** Provide training for staff on effective behaviour management strategies and techniques to foster a positive school climate.

### School Targets (what we expect to see)

Link with Riverside Primary School to align RESC with Positive Behaviour in Schools strategy (PBS).

Develop robust behaviour management policies, strategies, documents that align with whole school Positive Behaviour Strategy (PBS) and DoE Managing Student Behaviour guidelines.

Provide professional learning to staff in restorative and culturally responsive practices embedded in Teaching for Impact initiative.

All RESC staff will be Team-Teach trained.

Review all RESC student behaviour policy/procedures. Align school behaviour policy to reflect currency of practice with updated DoE policy.

Implement the Filit behaviour analysis tool by Term 2 2025.

Develop a standardised behaviour plan which supports student sociological profile.


All staff to complete Professional Learning SSSEN:D Autism modules.

Establish and implement Multi-Tiered Support System (MTSS) for student behaviour by end of 2026.

Meet attendance rate of 87% 2024-2026.

Effective case management for Students At Educational Risk (SAER).

Establish a Staff and Student Health and Wellbeing Committee by end of 2024.





Riverside ESC acknowledges the Bindjareb Noongar people, the traditional custodians of the land on which we work, and pay our respects to their Elders past, present and emerging.

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