



Learn Grow Care





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Wirrabirra Education Support Centre Business Plan 2020-2022

The Wirrabirra Education Support Centre (ESC) Business Plan sets out our vision, values, focus areas, learning priorities, strategies and improvement targets. It outlines our strategic direction for the future, builds upon our school strengths for targeted improvement and brings together our unique contextual elements of our school.

The business plan will guide our school planning and resourcing and be linked across all documents within our school.

We believe:

‘If a child cannot learn the way we teach... we must teach in a way the child can learn’ Ivar Lovass

Overview

Wirrabirra ESC has a strong focus in providing a thorough education so our students can achieve to the best of their ability. We are committed to providing an individualised and rewarding education experience that caters to each individual's learning needs. Our environment is welcoming and friendly and is a place for all to achieve. We value positive relationships with our students, parents and the wider community.

We are:

***A passionate and future focused school community
dedicated to achieving lifelong learning.***



Context



Wirrabirra ESC is an Independent Public School, in the Perth metropolitan suburb of Gosnells, catering for primary school aged students with disabilities. Wirrabirra ESC shares a campus with Wirrabirra Primary School and collectively they are known as Wirrabirra School. Sharing the site allows students to have shared learning experiences. Both school have the same uniform, combined; recess and lunch times, assemblies, shared learning areas, excursions, incursions, faction carnival, one Parents and Citizen Association and a joint School Board. Education Support students are

integrated with mainstream students in a selection of lessons and a small selection of Wirrabirra Primary students are supported in some ESC programs.

Each child has an Individual Education Plan (IEP) that is specific to their educational needs. The IEP incorporates all learning from personal, social and physical development as well as academic achievement. Parents and key stakeholders are valued as part of the team and are encouraged in contributing to the planning for their child's educational, social and emotional needs in developing and signing of student IEPs. Inclusive practices ensure that each individual student's needs are met. Staff work collaboratively in their teams to maximise learning opportunities for all students making use of existing expertise and sharing knowledge within our network.

Wirrabirra ESC has extensive professional knowledge and runs specialist programs for our students. We are deeply committed to ensuring all students have a voice and have various Augmentative and Alternative Communication (AAC) systems in place to ensure all students have a way to communicate and be heard.

Our school is a member of the Education Support South Network (ESSN) working collaboratively with 23 like schools within the network. We also collaborate with schools within the Gosnells area. This allows the sharing of resources and expertise to assist with the development, growth and learning for all students and staff.



Our Vision

To provide a learning environment in which all students are given the opportunity to develop their individual potential and to acquire skills, attributes and knowledge to enable them to become responsible members of a changing society.

Our Motto



Learn – Learning for all, everyone can learn and always be our best.

Grow – Reach your potential and grow to be independent.

Care – Ensure our environment is nurturing, caring and inclusive for all.



Our name Wirrabirra comes from the Aboriginal language meaning place of trees near water. The water being the upper reaches of the Canning River. Our school logo symbolises the trees as a nurturing place providing safety, shelter and a home for learning.

Improvement Targets

Increase the use of aided language across the school and to increase the number of students using a personalised Augmentative and Alternative Communication System (AAC), i.e. personalised PODD book, language boards or electronic communication system.

Students show progress on ABLEWA continuums, Diana Rigg assessments and improve results in annually administered standardised tests



Display consistency in learning programs across the school

Increase the percentage of IEP goals achieved by students

Embed data driven decision making processes into school

Whole school attendance percentage be at 90% including increasing attendance for students at risk by 10% i.e. students who have an attendance percentage lower than 80%.



Focus Areas

Our vision and improvements will be developed through these focus areas:

1. Successful student pathways and learning excellence
2. Build capacity and strengthen support for teaching
3. Partnerships with families, agencies and our community
4. Use evidence to drive decision making
5. Resourcing

These focus areas are in line with the departmental directions, focus and are directly linked with the Building on Strength Document and the Strategic Directions for public schools 2020-2024 – Every student, every classroom, every day. The goal is to ensure our school is a good school of choice for families to enrol their children, every teacher is an effective teacher and every student is a successful student. We want our school to be a school that earns the respect of the community for the quality of education and it offers and maintain the health and wellbeing of our staff and students.



Successful student pathways and learning excellence

At Wirrabirra ESC we believe all students can progress and succeed. An Individual Education Plan (IEP) is created to meet each individual child's needs to create a pathway to achieve their academic potential. A successful education will ensure every student has the best start with access to a high quality education

Goal/target	Strategies
All students have access and use a variety of Augmentative Alternative Communication (AAC) systems to communicate	<ul style="list-style-type: none"> • Continuation of Speech Coordinator who plans and delivers programs in all classes and to individuals on a needs basis ▪ Each class have a Speech Liaison person ▪ All staff engage in professional learning linked to AAC systems being used in the school ▪ Weekly focus' for staff ▪ Communication continuity ▪ Liaising with external providers ▪ Budgeting reflects needs of resources needed

Goal/target	Strategies
Students use strategies taught to assist in self-regulating their emotions/behaviours	<ul style="list-style-type: none"> Variety and range of sensory tools available Explicit teaching of strategies Use of a variety of AAC available for students to communicate Range of visuals created and displayed for easy access for students Professional learning Utilise data collected to make informed decisions and plans Teachers network with other Ed Support Schools within ESSN network Liaising with external providers School Psychologist
Students achieve at least 80% of their IEP goals	<ul style="list-style-type: none"> ABLEWA assessments and annual standardized tests used to determine student level Termly Diana Rigg assessments used to determine literacy levels Use SEN planning tool within RTP to link appropriate level of goals with ABLEWA assessment Use of smart goals WA Curriculum
Students show progress/improvement in literacy	<ul style="list-style-type: none"> Termly Diana Rigg assessments data collected to show progress Annual standardised literacy assessments ABLEWA assessments used to determine student level Repetitive learning and daily practice of literacy skill "little but often" Errorless learning Professional Learning for staff Budgeting reflects needs of resources needed
Students show progress/improvement in Numeracy	<ul style="list-style-type: none"> Annual standardised numeracy assessment ABLEWA assessments used to determine student level Modified and differentiated curriculum linked to life skills/needs Explicit teaching of skills Cross curricula teaching e.g. cooking



Build capacity and strengthen support for teachers

The best teachers are those who inspire students to learn. At Wirrabirra ESC we believe each child can learn and it is up to us to tap into how the child learns best. From here we devise a program that caters for their needs at their level. Our teachers need to deliver a differentiated curriculum for each individual to allow them to reach their potential. Consistency and whole school process are imperative to our teaching being the most effective possible. Continual self-improvement needs to be identified by staff to build our capacity, with professional learning being prioritised to meet school needs and improvement.

Goal/target	Strategies
Consistent approaches are used across the school	<ul style="list-style-type: none"> ▪ Collaborative learning opportunities for all staff ▪ Whole school strategies developed within operational plan ▪ Operational plan used ▪ Whole school focus' communicated and reported on ▪ Focused Professional learning for all staff
Explicit teaching of a differentiated curriculum implemented with relevant and engaging learning experiences	<ul style="list-style-type: none"> ▪ Development of a road map for sequence of learning objectives ▪ ABLEWA curriculum ▪ Professional Learning for staff ▪ Continued development of IEPs for all students with assistance from key stakeholders ▪ SMART Goals ▪ School Psychologist ▪ Networking within ESSN Network





Goal/target	Strategies
Embed Data Driven decision making in the school	<ul style="list-style-type: none"> ▪ Whole school data, classroom and individual student data collection ▪ Professional learning from Key Autism teacher for data collection and interpretation within the classroom ▪ Whole school data collated and interpreted to help drive decisions in regard to programs run in the school ▪ Evaluate purpose of collecting specific data ▪ School review
Development of continued self-improvement	<ul style="list-style-type: none"> ▪ Targeted professional learning for whole school and individuals ▪ Build practices to ensure routines use of relevant data and analysis and diagnosis of the impact on teaching and learning ▪ Growth coaching sessions with external provider ▪ Video – self reflection ▪ Peer observations ▪ Performance management
Sustain good health and wellbeing for staff	<ul style="list-style-type: none"> ▪ Growth coaching sessions with external provider ▪ Wellness sessions included in school schedule ▪ Networking sessions in alternative classrooms termly ▪ Maintain a healthy and supportive school environment ▪ Continued work on positive culture, positive workplace and positive experiences ▪ Consistency within the work place with clear goals and expectations

Partnerships with families, agencies and communities

Our school is focused on the students. We provide a warm, friendly and welcoming environment with clear expectations and standards. Our school is well led where the admin team together with all staff provide outstanding leadership that always has the students' front and centre. We value our school community and strive to be highly regarded within the community. We seek to form positive partnerships with our direct and wider school community.

Goal/target	Strategies
Build strong sustainable partnerships with families, key stakeholders and the wider community	<ul style="list-style-type: none"> Use a range of strategies to communicate; newsletter, Message U, diaries, phone calls, Social media and SeeSaw Provide a variety of opportunities for families and stakeholders to engage with the school Use community expertise to enhance our learning programs e.g. therapists Satisfaction surveys Child and Parent Centre
Maintain positive working relationships with therapist	<ul style="list-style-type: none"> Use Therapist expertise to support student learning programs Therapist work in classroom environment to assist in upskilling staff Collaborate with therapist for student IEPs Child and Parent Centre as a resource





Goal/target	Strategies
Maintain enrolment numbers	<ul style="list-style-type: none"> Follow up enquiries in a timely manner Maintain relationships with surrounding schools, therapists, Child and Parent Centre and other key stakeholders Social media presence Ensure a welcoming environment Maintain robust programs within the school
Effective school board	<ul style="list-style-type: none"> Provide board training to board members Make data and information available to enable informed decisions to be made Review of school business plan included as a standard item on the agenda Endorsement of Business Plan and Annual Report Meet on a regular basis i.e. twice termly
Display inclusiveness and diversity within the school community	<ul style="list-style-type: none"> Celebrate and acknowledge our multicultural school community Whole school events Integration between ESC and Primary schools Social media presence





Use evidence to drive decision making

In our school the use of data is used to ensure the decisions are made in the best interest of the students and their outcomes. Data needs to be used to evaluate the effectiveness of our programs and behaviour implementations to ensure they are effective and are having the desired effect to meet our school goals and those set for individual students.

Goal/target	Strategies
Maintain 90% attendance rate and increase student at risk attendance by 10%	<ul style="list-style-type: none"> ▪ Analysis of attendance data ▪ Communicate with families at risk ▪ Attendance certificates issued at the end of each term ▪ Celebrate attendance at whole school choir sessions ▪ Attendance facts published in school newsletter ▪ Maintain robust programs within the school to support attraction of attendance
Use data to evaluate impact of teaching programs - tracking	<ul style="list-style-type: none"> ▪ Key Autism Teacher ▪ Professional Learning for all staff ▪ Creation of data tracking sheets ▪ Scheduled termly session to analyse data collected ▪ Peer mentoring
Standardise collection of data for whole school	<ul style="list-style-type: none"> ▪ Whole school assessment schedule established ▪ Data collated on standard spreadsheet ▪ Examine the reason and validity of data collected

Resourcing

Our school believes it needs a transparent and effective allocation of human, physical and financial resources to have the ability to meet the needs for our school community. Resourcing will reflect our school priority areas and be allocated accordingly. The school will ensure resourcing is allocated for continual improvements for our physical classroom resources, digital technology and maintaining our school grounds. Human resources will be allocated to ensure our students have the quality and care needed to assist in reaching their potential.

Goal/target	Strategies
Allocate effective human, physical and financial resourcing	<ul style="list-style-type: none"> Ensure administration allocate appropriate resourcing (human and financial) in line with the strategic direction of the school Health and wellbeing initiatives incorporated into financial planning Present financial reports to the school board Adequate money allocated to school reserves for replacement of equipment within the school Maintain and update digital technology resources to support learning programs
Maintain safe classrooms and school grounds	<ul style="list-style-type: none"> Adequate money allocated to school reserves for replacement of equipment within the school Strategically plan maintenance and improvements to buildings and grounds Utilise department funded resources when available
Maintain a workforce plan that meets the school needs	<ul style="list-style-type: none"> Salary reserve budget for fluctuation in school enrolment Manage Long Service Leave entitlements Awareness of age of workforce Complete robust recruiting processes when required to attract staff with desired skill set Succession planning processes in place





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