

Business Plan 2024-2026



Learn Grow Care

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Wirrabirra Education Support Centre



Context

Wirrabirra ESC, an Independent Public School in Gosnells, Perth, serves primary school students with disabilities and shares a campus with Wirrabirra Primary School. This shared site fosters inclusive learning experiences through common uniforms, shared recess and lunch times, joint assemblies, combined excursions and incursions, a unified Parents and Citizen Association, and a joint School Board. Education Support students participate in mainstream lessons, and some primary students receive support in ESC programs, enhancing integration and collaborative learning.

Each student at Wirrabirra ESC has an Individual Education Plan (IEP) tailored to their educational, social, and emotional needs, developed with input from parents and key stakeholders. The school employs inclusive practices, ensuring all students' needs are met through collaborative staff efforts and specialist programs. With a focus on communication, various Augmentative and Alternative Communication (AAC) systems are used to give every student a voice. As part of the Education Support South Network (ESSN) and local collaborations, Wirrabirra ESC shares resources and expertise to benefit both students and staff.

Our Purpose

The Wirrabirra Education Support Centre (ESC) Business Plan outlines our vision, values, focus areas, and strategies for improvement, guiding our future direction while leveraging our strengths and unique context.



LEARN

- Engagement
- Effort
- Excellence



GROW

- Courage
- Resilience
- Persistence



CARE

- Respect
- Responsibility
- Citizenship

'If a child cannot learn the way we teach...we must teach in a way the child can learn'

Ivar Lovaas

Our vision

To establish an inclusive and positive learning environment where each student is empowered to explore their distinct capabilities, fostering the acquisition of essential skills, attributes, and knowledge vital for their success to thrive in an evolving society.

Our Belief

At Wirrabirra ESC, we believe in providing engaging, individualised learning guided by data-informed practices, fostering inclusivity, respecting diverse backgrounds, and promoting independence. Through continuous staff development and transparent communication, we strive to enhance educational outcomes, celebrate achievements, and empower students to thrive as functional members of society. We are committed to cultivating a supportive environment where every student can unlock their potential and succeed.

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.

Our Priorities

Key areas of focus and action that guide the school's efforts to effectively support students.

1

Communication

Our Success is enabled by: multimodal forms of communication including a variety of AAC available, used and modelled throughout the day.

Our Success is measured by: data informing student achievement of academic outcomes in IEPs.

2

Regulation

Our Success is enabled by: delivering and implementing the most appropriate program catering for individual need, consistency in data collection, observations, escalation profiles and language.

Our Success is measured by: reduction in student escalations based on data collected, consistent strategies and language implemented.

3

Consistency

Our Success is enabled by: effective communication and collaboration amongst staff. Whole school programs and processes

Our Success is measured by: effective procedures, strategies, practices and increased achievement of student outcomes.

4

Data Informed Practice

Our Success is enabled by: collecting, analysing and interpreting data to sustain or change current practices. Staff skill in collecting valid and appropriate data.

Our Success is measured by: valid measurable data collection, modification and improved practice across the school. data collecting embedded into school practices

Learn

Every Student, every classroom, every day



LEARN

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Provide every student with a pathway to a successful future

Our aim is to create a diverse and inclusive educational experience to equip every student with the knowledge, skills, and opportunities needed to pursue and achieve a successful and fulfilling future, tailored to their individual aspirations and potential.

Students show improvement and progress in communicating their needs and wants

Success enabled by

- Speech coordinator role to continue - 0.6FTE
- Speech liaison role in each class to continue
- Access to a wide variety of Augmentative and Alternative Communication (AAC) resources
- Make sure students have access to systems at all times
- Staff continually model systems for students
- Focus on core vocab and keywords
- Planning communication opportunities throughout the day
- Ongoing professional learning on selected Wednesday afternoons by speech coordinator

Success measured by

- Progress in achievement of articulation goals
- Class check ins from speech coordinator 1-2 times a term
- AAC/Speech Checklist data - completed 1-2 times a term.
- Progress in ABLEWA checklist progress report, English - Speaking and Listening
- IEP goal achievement
- Discrete trial data for students engaging in this program particularly ECE students
- Photo evidence
- 'Realize' language data for TouchChat usage

Students show progress and improvements within the English learning area

Success enabled by

- Measurable and SMART IEP goals
- Consistency in the use of the PLD Literacy program
- Ongoing professional learning on selected Wednesday afternoons within the PLD area for staff
- Literacy embedded daily within classroom timetables - core learning timetabled daily prior to 12:00noon.
- Station rotations system used for individualised learning
- Access to multimodal forms of communication
- Functional skills scope and sequence

Success measured by

- Progress demonstrated in semesterly in-built PLD program assessments
- Improvement in semesterly ABLWA checklist progress report - English
- IEP goal achievement
- Progress in annual standardised test result (SA Spelling and Waddington)
- Progress in Functional Skills Assessment

Students show progress and improvements within the Mathematic learning area

Success enabled by

- Hands on activities (concrete based tasks)
- Station rotations system used for individualised learning
- Maths embedded daily within classroom timetables - core learning timetabled daily prior to 12:00noon.
- Cross Curricula learning i.e. cooking
- Development of a viable school curriculum to enable skill progression including scope and sequence and mapping plan
- Functional skills scope and sequence

Success measured by

- Progress in annual Sandwell Maths Assessment results
- Improvement in semesterly ABLEWA Checklist progress report - Mathematics
- IEP goal achievement
- Progress in Functional Skills Assessment

Students spend greater time regulated, focused on learning and accessing their differentiated curriculum

Success enabled by

- Continuation of Behaviour Support Coordinator to assist classes .
- Professional Learning from partnership with Child Development and Behaviour Specialist for whole school behaviour approaches and data collation.
- Awareness and follow red and green student cards.
- Knowledge of information on one page profile.
- Knowledge of and follow Escalation Profile.
- Team Teach redirect and de-escalation toolbox.
- Ongoing class meetings for consistent approaches.
- Observations to collect FBA data to implement data informed practices/solutions/modifications.
- Ongoing professional learning on selected Wednesday afternoons by Behaviour Support Coordinator, Team Teach Trainers and CDBS
- Following behaviour strategic plan

Success measured by

- Lower number of Team Teach significant incident reports being submitted
- Less staff injuries/first aid reports submitted
- Less time for admin supporting with escalated behaviours
- Achievement of IEP goals
- Behaviour trackers/FBA
- Staff survey, to check for understanding and buy in.
- Review data to evaluate effectiveness and progress.
- Increased student engagement
- Effective staff implementation of strategies and processes of intervention from CBDS



Learn

Every Student, every classroom, every day



LEARN

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- Effort
- Excellence

Strengthen Support for teaching and learning excellence in every classroom

Our aim is to create an environment where both teachers and students can excel, leading to improved educational outcomes. We will ensure that every classroom provides a high-quality education that meets the needs of all students and fosters their academic and personal growth.

Consistent approaches embedded across the school

Success enabled by

- Whole school Literacy program and assessment - PLD
- Development of whole school Mathematics program and assessment
- Standardised documentation of whole school procedures and forms
- Operational plan
- Whole school professional learning based on need and linked to school priorities
- Staff handbook and induction for new staff
- Cheat sheets for different processes
- Quality Teaching Strategy- Teaching for Impact
- Using knowledge across the Education Support South Network (ESSN)

Success measured by

- Improved student outcomes
- Data collated is analysed to inform of success and areas for refining and improvement
- Strategic goals achieved
- Improved staff professional practice and knowledge
- Staff modelling strategic approaches
- Networking within ESSN



Development of continued self-improvement and effective health and wellbeing whilst maintaining a positive whole school culture

Success enabled by

- Performance management procedures
- Whole school professional learning based on need and linked to school priorities
- Classroom/peer observations
- Balance workload - supported by admin
- Coaching of strategies to support effective time management and workload
- Commitment to above and below line document
- Self reflection on performance and impact on others
- Staff accountability

Success measured by

- Positive school culture
- Development in staff skill
- Reduction in leave
- Performance management goal achievement
- Above the line behaviours displayed consistently
- Reduction of admin intervention for classroom challenges
- Staff willingness to take on roles and support whole school initiatives





- *Courage*
- *Resilience*
- *Persistence*

Build the capability of our principals, our teachers and our allied professionals

We aim to enhance the skills, knowledge, and competencies of all key educational staff members to improve educational outcomes for our students. This involves providing targeted professional development, resources, and support to ensure these individuals are well-equipped to perform their roles effectively.

Staff working with students have the skills needed in an appropriate environment to deliver the best possible program to students

Success enabled by

- Engage in professional learning that is aligned with performance management and the school business plan
- Team Teach compliance
- First aid compliance
- Adequate resourcing
- Quality Teaching Strategy
- Alliance with Education Support South Network
- Integrated opportunities with partner school
- Leadership roles allocated according to strengths, skills and interests of staff

Success measured by

- IEP goal achievement
- Reduction in significant incident reports
- Multiple staff having capacity to take on a variety of roles and responsibilities
- Staff attendance to professional learning provided by ESSN project groups
- Integrated opportunities and collaboration between the two partner schools
- Shared school decision making and responsibilities

Embed Culturally Responsive Practices across the school

Success enabled by

- Embedding the Aboriginal Cultural Standards Framework across all learning areas
- Collaboration with ESSN schools sharing programs, incursions and excursions
- Develop culturally responsive awareness and implementation
- Timetable various cultural recognition/celebration events

Success measured by

- IEP goal achievement
- Strong rapport with families derived from cultural understanding and mutual respect
- Robust learning programs
- How many cultural celebrations celebrated/recognised in the annual report



- *Courage*
- *Resilience*
- *Persistence*

Support increased autonomy within a connected and unified public school system

We aim to combine the benefits of localised decision-making, for a responsive and innovative education tailored to the needs of specific needs of our students with the advantages of a unified system

Prioritise transparent and effective allocation of resources

Success enabled by

- Consistent whole school approaches
- Close collaboration with partner school for variety of inclusive learning opportunities
- Allocate effective human, physical and financial resources
- Using data to inform priorities for the school
- Review and discuss financial position and fund allocation with the school board.
- Board endorsement of department and school documents
- Maintain safe classrooms and school grounds
- Maintain a workforce plan that meets the school needs
- Robust recruitment and succession planning in place
- School reserves for replacement equipment maintained adequately

Success measured by

- IEP goal achievement
- Board meeting minutes to ensure processes followed.
- Adequate money allocated to meet the needs identified in the school
- Successful implementation of whole school programs and skill set of school staff
- School has staff skill set to meet its needs
- Reserve money utilised to update equipment in supporting school to keep up to date with resources and technology.





- *Courage*
- *Resilience*
- *Persistence*

Use evidence to drive decision making at all levels of the system

We aim to make informed choices based on data, research, and proven outcomes rather than intuition or tradition. This approach ensures that our decisions are targeted, effective, efficient, targeted, and more likely to lead to successful outcomes for students

Data is used to inform decisions, set goals, evaluate and refine practice

Success enabled by

- Effective IEP goals
- Data collection role continue to be coordinated by one person
- Data driven conversations happening
- In school Professional Learning
- Comparison of data over periods of time
- Looking at individual and whole school data
- Change or sustain practice according to data
- Assessment schedule followed
- Moderation
- Range of data collected standardised, program and school based

Success measured by

- Data used to inform writing of goals
- IEP goal achievement
- Streamlined process of data collection
- Enter data on data spreadsheets
- Moderation
- Tracking growth and regression
- Using data to inform choices of school programs
- Changing or refining practice according to data



Care

Every Student, every classroom, every day



- Respect
- Responsibility
- Citizenship

Partner with families, communities and agencies to support the educational engagement of every students

We aim to work collaboratively with various stakeholders outside the school to enhance students' learning experiences and overall engagement in their education. We will build strong relationships and creating supportive networks to address the diverse needs of students.

All staff and key stakeholders work collaboratively to improve student outcomes

Success enabled by

- Regular open classroom events
- Continue relationship with Child Parent centre (CPC)
- Principal to remain in the Local Area Committee of the CPC
- Curriculum based incursions and excursions
- Regular and consistent communication with families and key stakeholder to support individuals
- Standardised procedures for onsite therapy
- Continue positive relationships with P&C
- Continue effective School Board processes
- Maintain positive relationships with therapists
- Seek appropriate external providers to enhance curriculum learning i.e. incursion and excursions
- Regular and positive presence on social media
- Continuation of community access program for senior students

Success measured by

- IEP goal achievement
- Contribution and interest from families
- Attendance from families at whole school events
- Improved response time from families
- Progression of therapy goals align and add value to IEP goals
- Social media views and responses
- Increased number of community connections
- Parent involvement with the CPC
- Sharing of information by school to parents from the CPC





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