SPENCER PARK Education Support Centre

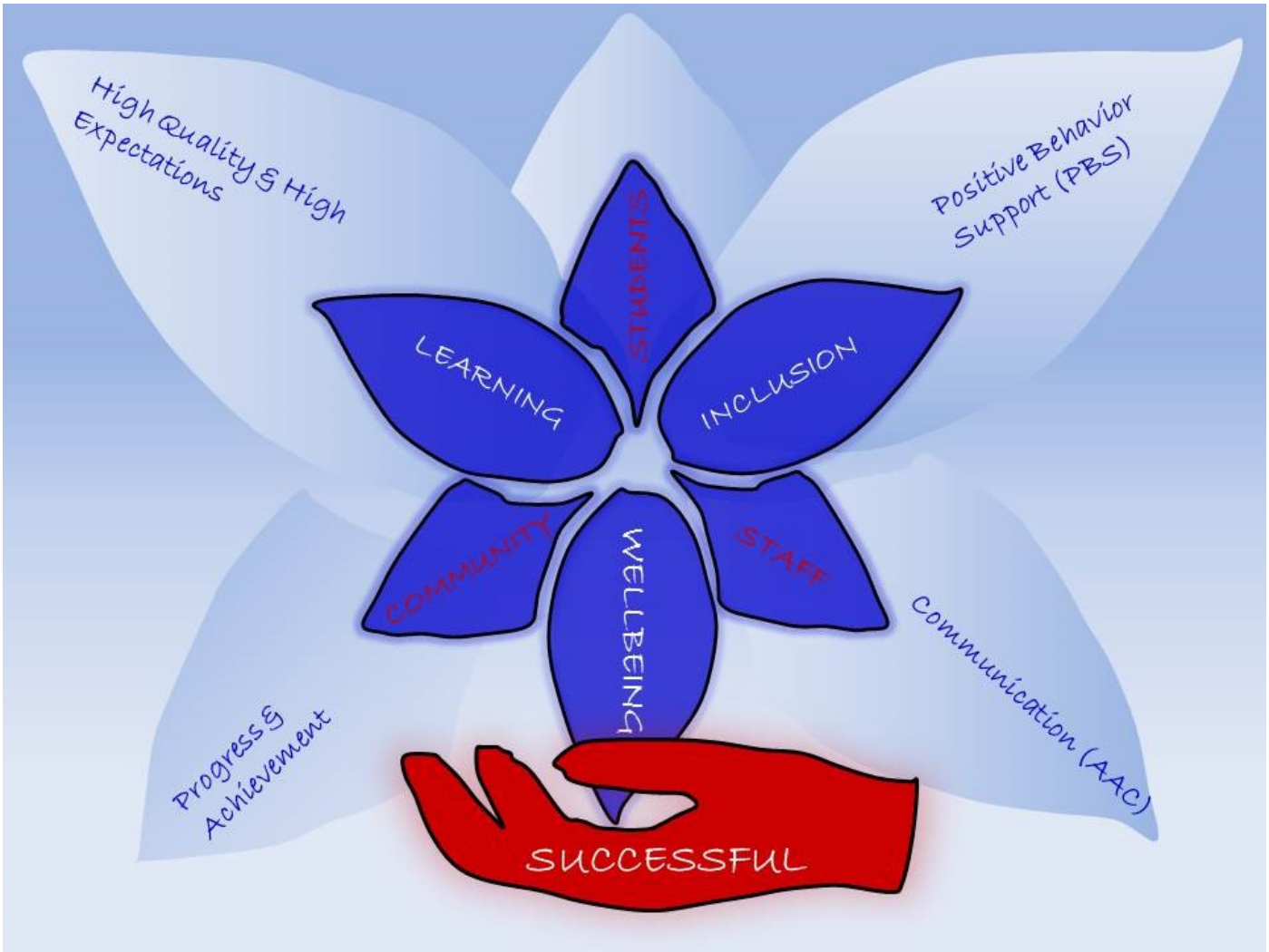
Business Plan

2018 - 2020

Spencer Park Education Support Centre's vision aspires for all students to experience success in all aspects of their lives.

With the purpose of providing high expectations in educational and social achievements each student will achieve their potential.

Spencer Park Education Support Centre will provide the best possible opportunities for students, families, community members and staff to accomplish success.



Our School

Spencer Park Education Support Centre is a vibrant Independent Public School located in Albany providing educationally supported learning to students with additional needs. We value each student as an individual and aim to provide a holistic program that supports each student's development through personalised learning programs to ensure successful learning.

Our school shares a site with Spencer Park Primary School which allows our student's the opportunity to experience inclusion in social situations adding value to the school's holistic approach to achievement. Students access an environment that is caring, respectful, safe and supportive of their level of emotional, social and academic needs.

We maintain our responsive and engaging collaborative educational process that has been developed through our planning processes. We strive for connections to our wider community and school communities.

High Quality & High Expectations

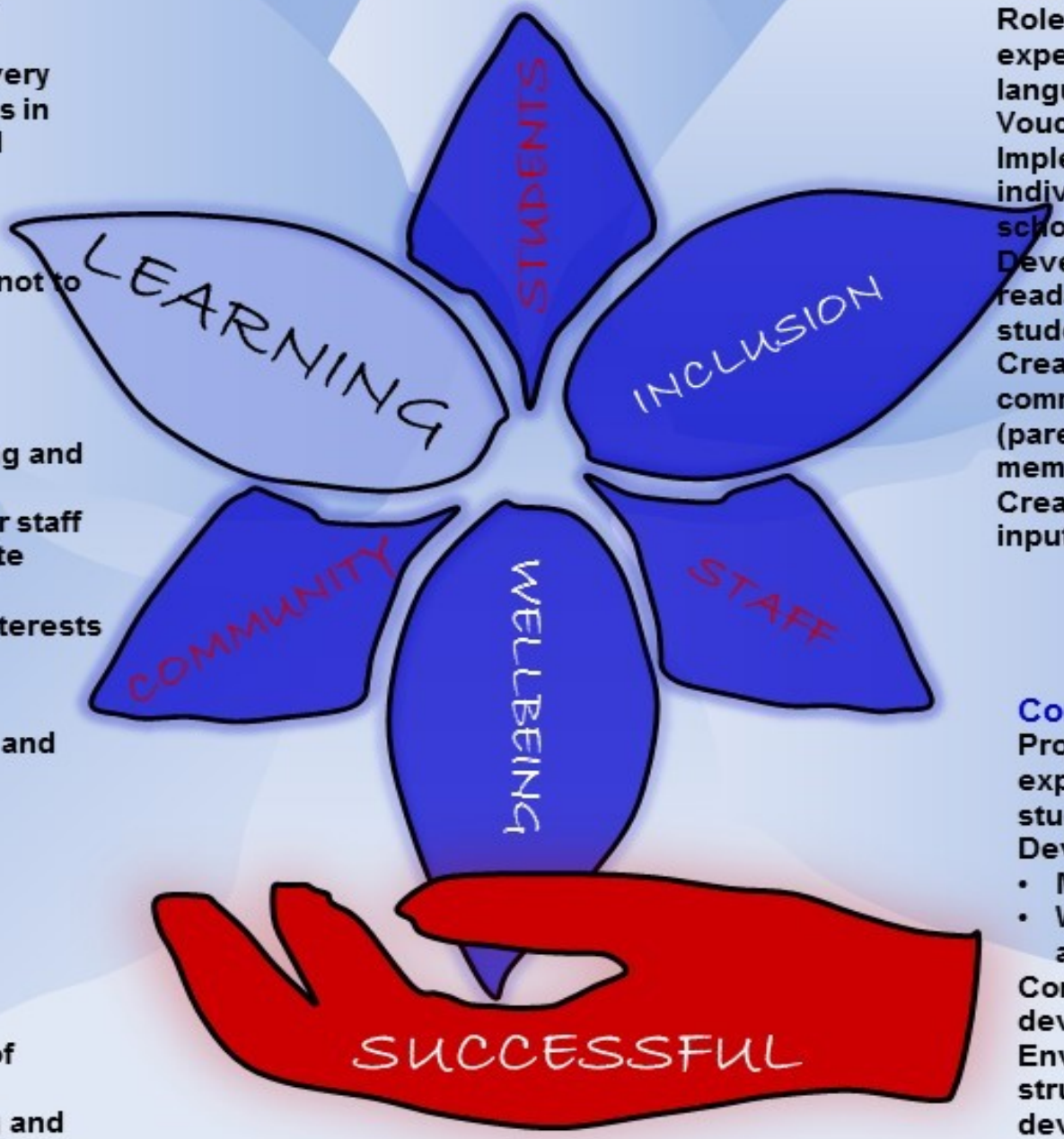
Developing curriculum knowledge and understanding and developmentally appropriate curriculum programs
Consistency in program delivery with whole school approaches in literacy, Numeracy and Social emotional learning
Explicit teaching of making mistakes are Okay
Explicit teaching of it's Okay not to know
Developing students as Assessment Capable
Implement evidence based programs that engage building and promoting success
Professional Development for staff in TEACCH, ABA, and Discrete trials
Engaging learning through interests

Progress & Achievement

Consistency in Assessments and data analysis
- Class
- Student
- Whole school

Common Assessment tasks
- Diagnostic
- Formative
- Summative

Timeline for implementation of assessment tasks
Measured impact on planning and teaching.



Positive Behavior Support (PBS)

Explicit teaching of expectations
Develop bank of lessons for PBS expectations
Role modelling and reinforcing expected behaviors with language of expectations with Vouchers
Implement rewards systems for individuals, class and whole school
Development of clear and readable expectations by students
Create opportunities for community involvement (parents and community members on PBS committee)
Create opportunities for student input into PBS committee

Communication (AAC)

Provide responsive sensory experience according to student need
Develop language of learning
- Mistakes are okay
- Ways for asking for and accepting help behaviors

Communication support that is developmentally appropriate
Environment and lesson structure is conducive to developing communication

High Quality & High Expectations

Parents and community input into school direction for inclusion
Building skills and professional engagement within the community
Sense of belonging across school campuses
Input for multidisciplinary teams including

- Occupational therapy
- Speech therapy
- Physiotherapist
- Respite carers

Informing parents of outside services and funding available

Positive Behavior Support (PBS)

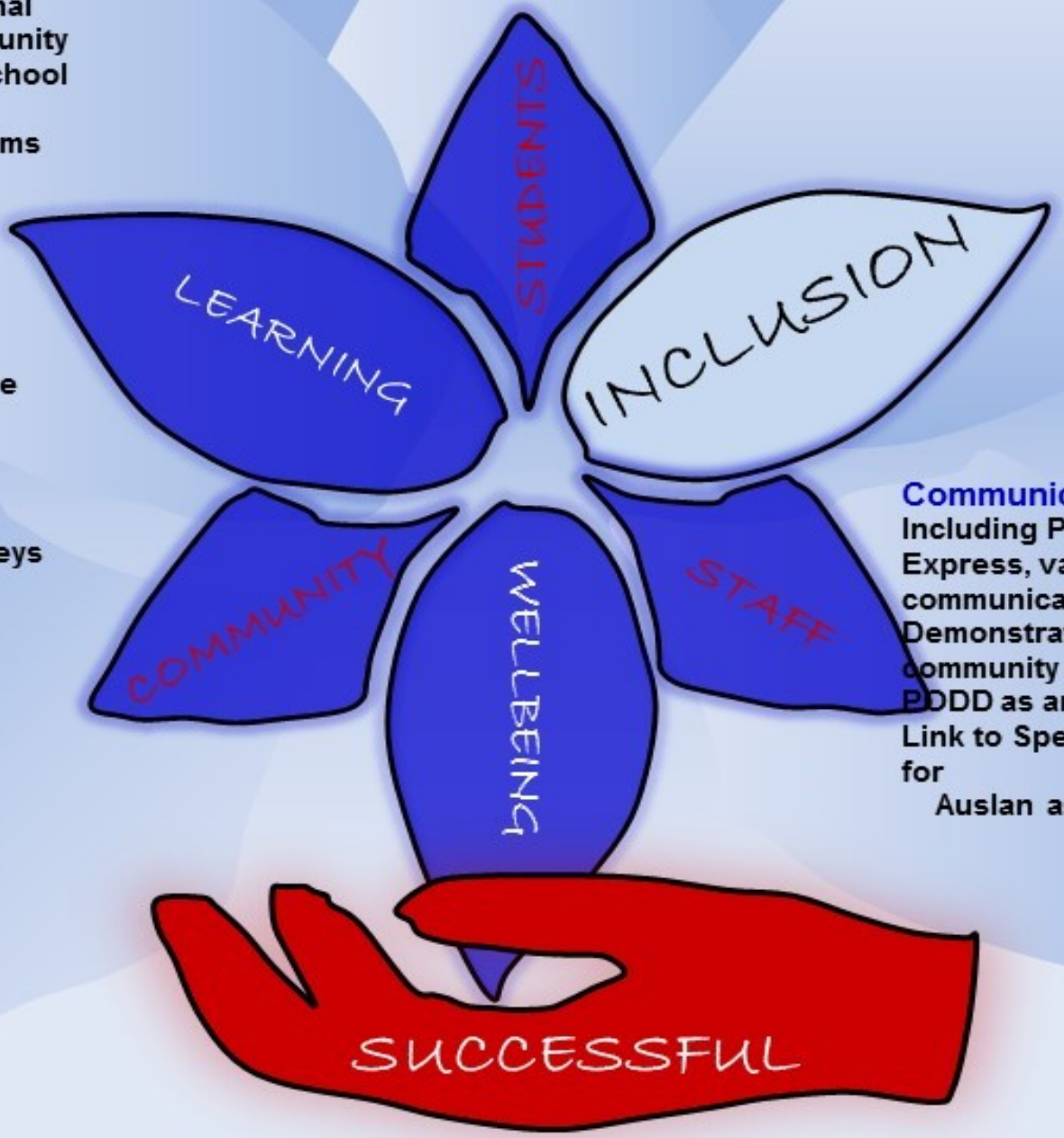
Common language for whole school
Visible to school, community and Spencer Park Primary School

Progress & Achievement

Parents and community surveys
Parents input into planning processes for students

Communication (AAC)

Including PODD in newsletters
Express, value and open communication
Demonstrating AAC to wider community
PODD as an additional language
Link to Spencer Park Primary School for
Auslan as an additional language.

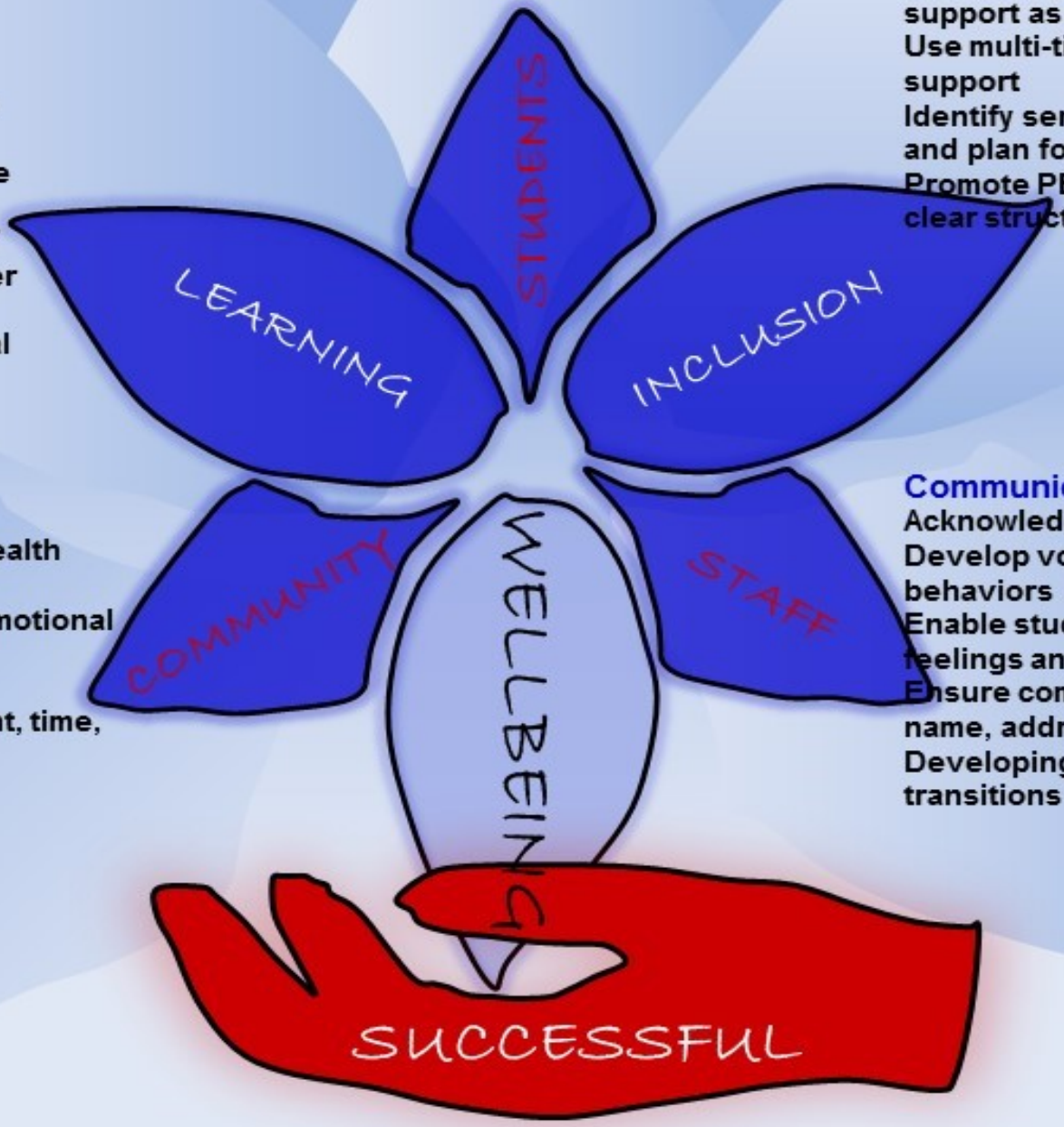


High Quality & High Expectations

life skills into curriculum
Build collegiate trust and value
Explicit teaching of social intelligence, self-regulation, independence
Teaching zones of regulation
PATHS
Explicit teaching of protective behaviors
Whole school participation of Drumbeat and Rock and Water
Provide sensory programs
Develop functional behavioral analysis

Positive Behavior Support (PBS)

Building positive relationships
Whole school policies and procedures
Recognize both expressive and receptive functions of behaviors and support as necessary
Use multi-tier approach for behavior support
Identify sensory functions of behavior and plan for them
Promote PBS behaviors in school with clear structures



Progress & Achievement

Develop student wellbeing health profiles
Assessment against social emotional scale
Staff wellbeing triage
Meaningful feedback (relevant, time, builds purpose)
Develop a dispute process

Communication (AAC)

Acknowledging all voices
Develop vocabulary for protective behaviors
Enable student communication of feelings and emotions
Ensure communication for safety: name, address and descriptions
Developing social stories for transitions

Business Plan

The business plan is developed through the Department of Education Strategic Plan for Western Australian Public Schools, the School Improvement and Accountability Framework and the Expert Review Group's; Perspectives on Exemplary School Practice.

We believe that our students should experience success in their Learning, through Inclusion and with a sound sense of wellbeing. This success at school is a prerequisite to the experiencing of success in continued educational learning and community endeavours.

To support our student's successful achievement, this plan lays forth the expectations of the school, to support the direction of the school, to meet the changing dynamic needs of the school environment, resources and students with the idea of underpinning priorities for student, staff and the community achievement.

We have developed key foundations for Learning, Inclusion and Wellbeing with a focus on

- Communication
- Positive Behaviour Support
- High Quality & High Expectations
- Progress and Achievement

Ensuring our schools continued commitment to providing high quality and high expectations the staff, students and community members contribute to the ongoing development and measure of accountability through the development of Key Performance Indicators (KPI) and surveys that ensures all members have a voice.

High Quality & High Expectations

Spencer Park Education Support Centre's high quality and high expectations in teaching and learning cycle is informed by the School Improvement Plan.

For life long success we believe that students, staff and community need to all be able to experience success in all aspect of Inclusion, Learning and Wellbeing.

These three key aspects underpin all our planning for students. This includes consideration of the student's social and emotional and academic groups. The school focuses on developing a positive learning environment supported by research and evidenced based strategies that ensure a high quality teaching and effective learning at the individual levels of students.

We provide a consolidating practice of instruction that supports where student are at in their current level of learning, providing the appropriate levels of challenge and difficulty to create optimum learning opportunities that allows new learning and consolidation of each learnt skill.

We encourage our students to become responsible in their learning path, to know about their own learning, encouraging them to celebrate mistakes and know that it provides opportunities to learn.

Key performance indicators for High Quality & High Expectations include:

Learning

- Every student will have an Individual Education Plan (IEP) with overarching specific goals pertaining to a social, behavioural, self-regulation or independent learning need.
- Every IEP will include differentiated learning objectives linked to the Western Australian Curriculum through the use of the Special Education Needs Assessment Tool (SENAT) and Abilities Base Learning Education Western Australia (ABLEWA).
- SPESC will develop consistent programs and strategies across the whole school for implementation of effective learning in Literacy and Numeracy.
- SPESC will develop students as Assessment Capable Learners.
  - Making mistakes is okay
  - Developing asking for help behaviours
  - Strategies for keeping on trying
  - Know about and participate in mapping their own progress

Inclusion

- SPESC will undertake a whole school approach to inclusion with Spencer Park Primary School with student attending mainstream classes for integration regularly.
- Every student will attend combined assemblies.
- Every student will access whole school activities to access the community.
- SPESC will invite Board and Other Community members including P&C to unity days and other events

Wellbeing

- Every student will experience success in learning.
  - Know and demonstrate when they experience success

How we will measure SPESC High Quality and High Expectation success

Learning	Inclusion	Wellbeing
Timetable and planning for demonstrated PBS expectations and Visible Learning School achievement standards to National School Improvement Tool and Exemplary School Practice Documents Evidence Data for student learning progress and achievements with SENAT/ ABLEWA mapping tools and common assessment tasks.	Data; numbers of students that attend mainstream classrooms and how often Attending of assemblies, sport, other events Standards audit for School Board Audit attendance of parents at P&C and unity days	Staff and Student survey for success Community surveys

Progress & Achievement

Our vision is to guarantee that all our students experience success. Ensuring our students are supported to achieve personal goals and ambitions.

Spencer Park Education Support Centre acknowledges the differences in the learning needs and styles of our students and caters to these aspects of the learning with individual plans.

The IEP embeds the specific goals for students that are developed in consultation with student, parents and para professionals (Therapists). Underpinning these goals is the student achievements in the Western Australian Curriculum that support the progress of success of the IEP goals.

IEP curriculum targets are based on the SENAT and ABLEWA and students are mapped to demonstrate their progress throughout the achievement of each indicator on the mapping document.

Reporting to parents on a regular ongoing basis demonstrates student achievements which are underpinned by an evidence based practice to support demonstrated learning by students through teacher judgements and anecdotal notes, work samples, regular diagnostic, formative and summative assessments.

Key performance indicators for Progress and Achievement include:

Learning

- SPESC staff will develop and implement of a whole school Curriculum, Assessment and Reporting policy including
  - Specific diagnostic assessments in literacy and numeracy
  - Formative assessment to demonstrate student progress
  - Regular data analysis and impact meetings for planning and learning.
- SPESC will report to parents through the SEN Reporting to Parents on individual students specific IEP goals and curriculum objectives
- Each student will be involved in or will be able to track their progress using selected criteria
  - Literacy (Reading sight words, Spelling and writing)
  - Numeracy (Mathematical language)

Inclusion

- Every student will be given the opportunity to demonstrate knowledge and learning
  - Where necessary students have access to the SWESN Adjustment to Assessment Tool to facilitate demonstration of learning

Wellbeing

- Every student will be tracked using social emotional progression mapping
- Staff will be encouraging to participate in a survey for their Wellbeing through identified Wellbeing triage process

How we will measure SPESC Progress and Achievement success

Learning	Inclusion	Wellbeing
Student data of progress from common assessments, Literacy and Numeracy SENAT/ABLEWA Mapping Documents Data meetings with teachers and impact for student learners Reporting to Parents	Adjustment to Assessment Tool ensuring access to common assessments for all students	Social and emotional mapping for students Triage survey for health and wellbeing for staff Zones of regulation

Positive Behaviour Support (PBS)

Spencer Park Education Support Centre has been a Positive Behaviour Support (PBS) School since 2012 and has developed a "Be Safe", "Be Friendly", and "Be Your Best" framework as a foundation for building all relationships, interaction and learning with the school and its wider community.

The expectations are modelled and explicitly taught for successful social and emotional, self-regulation, and independent learning with a high level of reinforcements embedded through consistent use of the expectation language. This has been supported with well researched evidence based practices and strategies which have been developed continually through an in-school process from the school PBS committee.

Spencer Park Education Support staff value each student, acknowledge the learning for each student occurs at different times and know that teaching is a collective effort with no one responsible for one student's success and engagement and that the highest impact is when the whole school accepts responsibility for every student's behaviour management.

Key performance indicators for Positive Behaviour Support include:

Learning

- SPESC Staff will develop and implement a bank of lessons for teaching PBS expectations.
- SPESC will use and Implementation with student's common language for PBS from the expectation matrix across whole school.
- Every staff member will use PBS vouches to reinforce expectations.
- Every class will regularly explicitly teach PBS expectations.

Inclusion

- SPESC will create opportunities for parents and wider community involvement in PBS activities.
- Whole of SPESC staff will participation of community in events such as unity days.
- SPESC will become involved in more school and other community events such as Remembrance Day march.
- SPESC will endeavour to Increased number of community members in P&C meetings and events.

Wellbeing

- SPESC whole staff will engage in professional development for Zones of Regulation.
- SPESC whole school staff will explicitly teach Zones of Regulation alongside other programs such as Protective Behaviours and PATHS embedded with PBS expectations for developing self-regulation behaviours.

How we will measure SPESC Positive Behaviour Support success

Learning	Inclusion	Wellbeing
TIC Voucher and dashboard data	Data for attendances of staff commitment at meetings, assemblies, P&C, PBS meetings, shared sight opportunities for staff and students and other committees TIC	PBS Dashboard data Attendance at Professional Learning

Communication (AAC)

Communication is an aspect of everyday living that is crucial to everyone's success in participation of engaging in life.

Spencer Park Education Support Centre recognises the importance of "having a voice" not just being able to communicate wants and needs but to be able to express an opinion or engage in a conversation about the day's events.

Augmented Alternative Communication (AAC) provides a voice to those students that are unable to communicate through conventional methods such as talking. AAC may appear as keyword signing, Auslan, Pragmatic Organisation Dynamic Display (PODD) high and low technology, Picture Exchange Communication Systems (PECS), Prologue2go high technology devices such as with an IPad or IPhone or through any of these devices with eye gaze technologies or a combination of these strategies.

Spencer Park Education Support Centre strives to be a communication accessible school ensuring every student has a voice that is valued and supported.

Key performance indicators for Alternative Augmented Communication include:

Learning

- SPESC will ensure that every student has a means of communication.
- SPESC will ensure every staff member has opportunity for professional learning and facilitates the uses AAC strategies.

Inclusion

- SPESC will ensure every staff member can engage in conversation with every student.
- SPESC will developing links with Spencer Park Primary School through Auslan as second language learning.

Wellbeing

- Every student will have access to a means to communicate feelings.

How we will measure SPESC Alternative Augmented Communication success

Learning	Inclusion	Wellbeing
Students numbers who access AAC Survey for knowledge and skills and confidence using AAC Staff professional learning for AAC	Accountability of AAC in classrooms, playground and other areas including the community Network Professional Learning to outside agencies	Survey/Audit, students can request needs, wants and conversation

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