



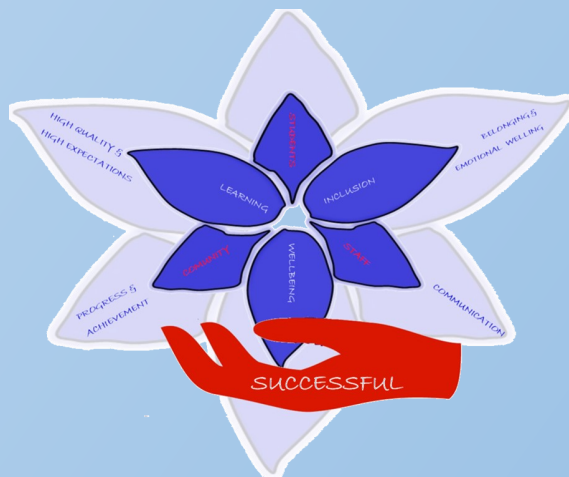
Business Plan 2021-2024



Our School Vision:

Partnerships for Successful Learning

Spencer Park Education Support Centre has a strong focus for **SUCCESS FOR ALL OUR STUDENTS**. The foundation of the school's business and operational plans is for each student to experience success across all learning areas through partnerships with the parents, families, teachers, staff and the wider community. We actively seek to build student strengths, knowledge and skills through three **Key Priority** areas of **LEARNING**, **INCLUSION** and **WELLBEING** with additional **Focuses** on:



High Quality and High Expectation in teaching and learning

All student demonstrating **Progress and Achievement** in all areas of their growth and development

Every student having a voice and access to be able to **Communicate** every day in every way
"AAC" (Alternative Augmented Communication)

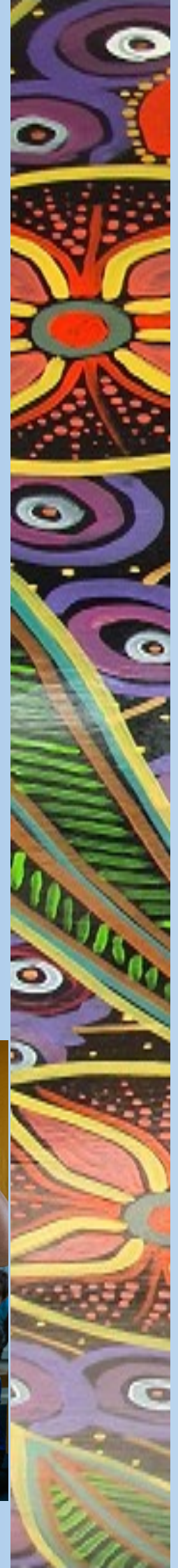
To be supported to develop a sense of **Belonging** and making choices for their own self-regulation and **Emotional Wellbeing** "PBS" (Positive Behaviour Support).



Our School Values:

Inside, outside everywhere we go,
we aim to:

- ◇ Keep ourselves and others from physical and emotional harm.
- ◇ Learn the skills to develop and maintain respectful relationships with peers and others.
- ◇ Achieve high expectations in all facets of learning both academic, behaviours and social emotionally.





Our School

Spencer Park Education Support Centre provides all students with a responsive, engaging and collaborative educational programs that have been developed and implemented through the application of researched and evidence based teaching practices and strategies for children with Autism, Intellectual disabilities, social emotional, mental and behavioural learning needs.

All staff at Spencer Park Education Support Centre hold an underpinning belief that our students should experience successful achievement in their learning through inclusive experiences that support the development of social and emotional wellbeing. The experiences that our students have now provides the thrill of learning and engaging in the school and wider communities that will ultimately set them up for life.

Our **Learning** Priority:

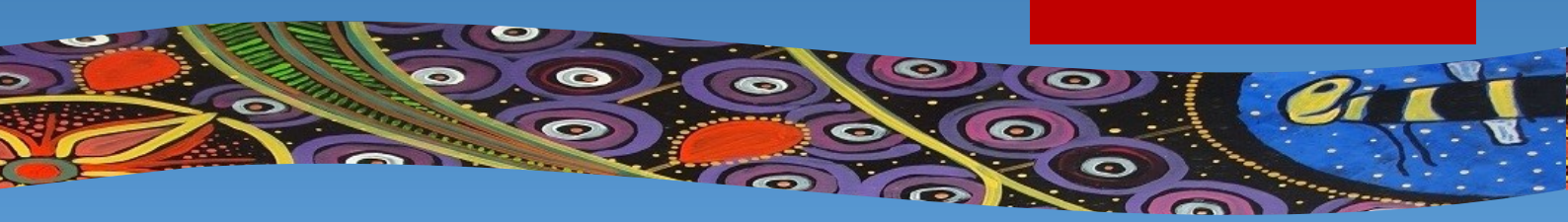
We are committed to providing high quality teaching and learning for all students. By way of having high expectations for all students, staff and community members that contribute to the ongoing development and implementation of research and evidenced based programs and strategies that encourage successful achievement.

Our **Inclusion** Priority:

We will provide all our students with every opportunity to experience inclusion in the school and wider community. To interact socially and educationally on their journey to successful learning. We are committed to building strong relationships with all students, their families and friends that support access for all.

Our **Wellbeing** Priority:

We are dedicated to ensuring that every student, staff member and community member knows and feels they are valued and contribute to creating a positive environment in which we can learn and grow together.



Our Business Plan

Our plan is developed in collaboration with school staff, community members, school board and feedback from our students. It sets out our strategic direction and school improvement plans for the next three years. The plan is review annually to measure progress, ensure accountability and apply adjustment for continued improvement.

Additionally, the Spencer Park Education Support Centre's Business Plan ensures we are meeting the Strategic Directions for Public Schools 2020-2024 from the Department of Education "Every Student, Every Classroom, Every Day"



School Assessment and Review

The school accountability, progress and improvement planning is assessed against the domains of the Department of Education ESAT (Electronic School Assessment Tool) and moderated to the Department of Education Strategic Plan: Every Student, every classroom, every day.

Focus: High Quality & High Expectations

PRIORITY ONE LEARNING

Staff participation in professional learning of research based programs for students with Autism and disabilities.

Professional learning pedagogy and strategies embedded across the school with consistency.

PRIORITY TWO INCLUSION

Develop and implement policy that is culturally responsive and consider all aspects of inclusion that is appropriate for students and wider school community at their individual level of need and capabilities

Board members will undertake training to develop understanding for their roles and functions and legislative requirement.

PRIORITY THREE WELLBEING

Staff to participate in Performance Management and are provided opportunities for leadership and professional learning

ASSESSMENT & MEASURES

Baseline assessment data
Diagnostic assessment data
Individual Education Plans achievement data
Attendance data
Behaviour Watch data
Best Practice Expectations and Policy documents with accountability checklist
Staff professional learning attendance profiles
Performance Management
Staff and Parent survey data

STRATEGIES

Source and provide targeted professional learning for high quality evidence-based teaching for students with disabilities in line with school needs

ASD modules

ABA

AFIRM modules (Reinforcement, prompting, ABI Differential Reinforcement, DTT, FBA, FCT, Prompting, RIR, Social Narratives/Scripts, Social skills training, Task analysis and Visual Supports) TEACCH

Disability standards for education (NCCD)

Balanced literacy pedagogy

Yumi Deadly Maths pedagogy

HIT strategies

Teachers consistently using learning intentions and success criteria for all learning areas

Develop literacy and numeracy learning teams and whole school literacy and numeracy plans

Resourcing and funding allocated to provide relevant professional learning to meet needs of staff and school needs

Develop teaching pedagogy handbook to outline whole school policies, practices, and procedures.

Establish a bank of lesson plans that correspond to PBS expectations that is contributed to by all staff.

Use DoE CAR policy and TAR documents to create school policy in line with DDA

Staff to review student IEP data and other learning and achievement data to measure impact of teaching strategies; shared at meetings for planning and learning each term.

PBS negative/positive behaviours analysis

Student, parent/community, board, and staff surveys

NQS survey

Student moderation and assessment data

Student base line and diagnostic assessment data

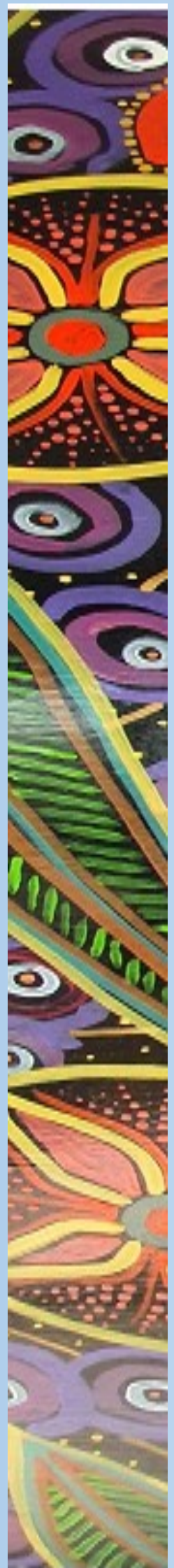
Every student to be taught Protective Behaviours appropriate to level of need and skills

Development of learning team and planning to support cultural responsiveness across whole school

Every student to be supported to have opportunities to attend combined assemblies and other school events with SPSPS; including reverse school invites for SPSPS students to join SPESC.

Board members to undertake board training.

Board members to review and reflect on planning documents to support governance across school.



Focus Two: Communication (AAC)

PRIORITY ONE LEARNING

Consistent practices across the school ensuring every student/individual has the right to communicate

PRIORITY TWO INCLUSION

Every student has access to a voice and every voice is heard

PRIORITY THREE WELLBEING

Communication with parents and community to provide an inclusive environment

Communication consistent with culturally responsive practices for the whole school and individual students and families

STRATEGIES

Every student given opportunity to communicate

Express want and needs

Express opinions

Communicate about their day

Systematic implementation of the scope and sequence for teaching AUSLAN as an additional language

Every student to be assessed against the ROCC and development of communication plan for students needing support and apply consistent practices for student's communication needs

Inclusion of focus for AAC practices at each fortnightly staff meeting.

Open positive communication with staff and parents

Class meetings

Staff and Teacher meetings

Committee meetings

Newsletters

Facebook

School Webpage

Direct phone calls

Communication books

Seesaw App

Emails

Develop and implement effective AAC devices and/or strategies that encourage communication about school and home

ASSESSMENT & MEASURES

Roadmap of Communicative competence

Staff Professional Learning profiles

Scope and Sequence checklist for student achievement





Focus Three: Belonging and Emotional Wellbeing

PRIORITY ONE LEARNING

Embedded explicit teaching of Positive Behaviour Support (PBS), Protective Behaviour (PB), Social Emotional Regulations (SER), Zones of Regulation (ZoR) and teaching of life skills.

PRIORITY TWO INCLUSION

Students and community are able to access whatever they chose to be included in at an appropriate level with appropriate support for themselves

PRIORITY THREE WELLBEING

Focus on individual student and family intervention identifying students requiring additional supports including attendance below 80%

STRATEGIES

PBS, Zones of Regulation and Protective Behaviours regularly explicitly taught across whole school

Develop and use consistently across school visual aids for Zones of Regulation for all students to discuss emotional regulation

Investigate, develop and implement mental health initiative with staff to promote

- Resilience

- Optimism

- Confidence

Build relationships with families to best meet needs of student for teaching, learning and engagement

Staff build positive relationships with students and their families to support school attendance

- Targeted plan for students with attendance concerns and at risk

- Teachers to follow up with students with unexplained absences

School Psychologist, Student Services Teacher and Principal work collaboratively to support behaviour interventions across school with dissemination to teachers and classroom staff.

- Including support from Student Services Team for behaviour planning

- Student Services Team to see support from SSEN:D, SSEN:MH and SSEN:BE as indicated by student and staff need

Collaborate and celebrate with community and families for Harmony Day, NAIDOC, Autism awareness and other specialist events throughout the year.

Teachers to work with therapist and other para professionals in classes to strengthen student abilities to access curriculum

ASSESSMENT & MEASURES

- SET data

- Behaviour Watch data

- Survey results

- Documents of participation in events

- Parent, Staff and Board Surveys



Focus Four: Progress and Achievement

PRIORITY ONE **LEARNING**

Develop and implement School policy for

- 1.Embedding Curriculum consistently across school and at differentiated levels for individualised student needs
- 2.Implementing Assessments that provide data that effectively demonstrates student achievements and progress in learning across all learning areas and in individual personal goals
- 3.Consistent implementation of IEP development and reporting to parents

PRIORITY TWO **INCLUSION**

Develop and implement assessment ways to map inclusion data

Use data to map progress and achievement of inclusive practice across the school or implementation of the inclusion policy

PRIORITY THREE **WELLBEING**

All students to know they have demonstrated successful learning and have made achievements throughout their schooling

STRATEGIES

Consistent approach to development of IEPs with common approaches to set out using language and curriculum identifiers and in connection with parent meetings and case conferences

Staff to agree and implement on common base line and diagnostic tools across whole school and time frame for assessments

Students participate in mapping their own progress

Word and Punctuation workbooks

Paul Swan Mathematical language mapping and

Progress through earning points against the PBS system

Ongoing support and training for assessments of students

Staff to engage in analysis of school data to support student learning needs

PBS and Behaviour Watch

School wide assessments

SEN objectives in RTP

Social Emotional staff and student wellbeing

Results from common assessments and work samples for achievement stored in student journey files twice a year.

Termly data meetings for moderation of student progress

All staff to participate with systematic school assessment through the School Improvement and Accountability Framework and foci of the Electronic School Assessment Tool.

Development and implementation of whole school curriculum, assessment and reporting policy

Students to access community in line with WA Curriculum HASS learning area

All students given opportunity to access all assessment with appropriate adjustments through the Adjustment to Assessment Tool

Data analysis of assessments and school data to be used in development of documented and operational plans

Data from assessments to be shared with parents through collaborative parent meetings or case conferences

Parents given opportunity to opt into NAPLAN for students in years 3 and 5

ASSESSMENT & MEASURES

Baseline assessment data

Diagnostic assessment data

Individual Education Plans achievement data

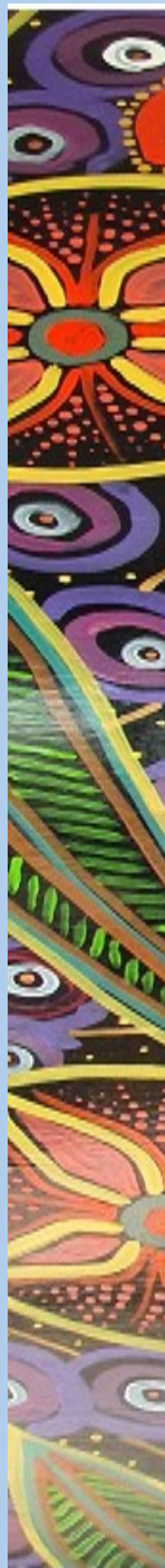
Attendance data

Behaviour Watch data

Best Practice Expectations and Policy documents

with accountability checklist

Social Emotional checklist



The Future Begins At School



Every Student, Every Classroom, Every Day