

Business Plan 2017 – 2019



MERRIWA EDUCATION SUPPORT CENTRE

Independent Public School



Learning for Life



Foreword

Merriwa Education Support Centre commenced as an Independent Public School in 2017. Our Business Plan 2017 – 2019 outlines the direction and broad strategies that will support us to maximise school performance. The plan draws from the Department of Education of Western Australia's Equity; Strategic Plan for WA Public Schools 2016 – 2019, the Director General's Classroom First Strategy and Focus 2017; Directions for Schools.

This plan has been formulated in collaboration with staff and the School Board. It details how the school intends to address the current and developing needs of our school community.

The Merriwa Education Support Centre Business Plan 2017 – 2019, endorsed by the School Board, provides a sustainable focus for the strategic direction of our school over the next three years.

Endorsement

Principal
Karen Macri

Board Chair
Caroline Bishop

Acknowledgement of photos used in this publication: Photos Nicola Macri Photography and MSP Photography WA (page 3)

School Context

Established in 1995, Merriwa Education Support Centre is located with Merriwa Primary School in the fast growing northern suburbs, and is 38km north of the Perth CBD.

Our enrolment numbers fluctuate around 40 students who access the ESC with a diverse range of disabilities and special learning needs. Our cohort includes students with Intellectual Disability, Autism Spectrum Disorder, Cerebral Palsy, Vision Impairment and various medical needs. Students are eligible to enrol at Merriwa ESC when diagnosed with a disability or when significant teaching and learning adjustments are required due to a learning disorder which impacts on their success in a local primary school setting. Our attendance rate is impacted due to the ongoing therapy and medical needs of students whose condition determines their ability to attend regularly.

Combined with the student cohort of our partner Primary School, the cultural and ethnic mix at Merriwa contributes to our inclusive and welcoming environment.

School Information

The Merriwa Primary Schools Campus incorporates inclusive practices across both schools. Some resources and buildings, such as the Library, are utilised by all students on Campus. The same bell times and play times are used so students from both schools are in the playground at recess/lunch breaks for purposeful integration. Assemblies are combined and special events usually operate across the campus. Staff meetings, Professional Learning sessions and a number of whole-campus events are shared between the schools, helping to promote a philosophy of collaboration and integration.

The Education Support Centre curriculum has a strong focus in functional literacy, numeracy and communication skills while building independence and self-management skills for all students. The students' individual needs are a major consideration in all programs. Specialist teachers manage learning programs and planning for the individual is integral to the success of students with special learning needs. We are proud of our reputation in offering a diverse range of programs including Fundamental Movement Skills, Sensory Learning, School Readiness, Life Skills, Recreation and Community Access programs. Our students benefit from the specialist teachers in the primary school who provide instruction in Music, Science and Physical Education through our mainstream integration program.



Australian and Western Australian Curriculum

Plan for Public Schools

High Performance, High Care

Focus Directions for Schools

Merriwa Education Support Centre Business Plan

When creating this Business Plan, the four pillars of the Strategic Plan for WA Public Schools 2016 – 2019 have been taken into consideration

- **Successful Students**
- **High Quality Teaching**
- **Effective Leadership**
- **Strong Governance and Support**

Operational Plans

Classroom Plans

Timeline for Assessment, Moderation and Professional Development

Merriwa ESC Reporting Schedule

Merriwa ESC Performance Management and Self Reflection

The Individual Student

Every student's well-being development and achievement is our focus.

The Business Plan

This Business Plan 2017 – 2019 is the school's long term strategic plan which outlines the direction of the school in broad terms, describing key focus areas of development which are intended to have maximum impact on overall school performance in both academic and non-academic contexts. The Business Plan also includes student achievement improvement targets used to monitor and make judgements about school performance in key focus areas.

Operational Planning

The school's operational plans details how our strategic objectives will be implemented each year. The plan contains strategies, resources and methods for assessment. The operational plans are internal documents and are not publicly available but elements may be shared with the school Board.

Classroom Planning

Classroom plans are aligned to the business and operational plans. They are documented actions that the staff take to meet the learning needs of the class and individual students. Classroom planning is managed through the performance management process.



School Vision

Merriwa Education Support Centre provides purposeful and relevant learning programs through high quality instruction and evidenced based pedagogy in order to support each individual towards meaningful participation in their community. An outcomes focussed curriculum is delivered in a supportive, secure, stimulating, inclusive and positive learning environment and ensures the development of academic, social, creative and physical skills while fostering independence in each child.

An holistic approach to learning is promoted through partnerships with parents, carers, therapists and the school community to assist students to develop to their potential.

Our Values

Learning:

We have a positive approach to learning and encourage it in others, we advance students' learning based on the belief that all students have the capacity to learn.

Excellence:

We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them.

Equity:

We recognise the differing circumstances of students and are dedicated to achieving the best possible outcomes for all.

Care:

We treat all individuals with care: Our relationships are based on trust, mutual respect and the acceptance of responsibility.

Our Commitment

- ✧ Make every student a successful student
- ✧ Ensure Merriwa Education Support Centre is a good school
- ✧ Provide practical support for our teachers and support staff
- ✧ Have sound teaching in every classroom
- ✧ Deliver meaningful accountability
- ✧ Build public confidence in our school

Our Mission Statement

We strive to work together so that our students display the school expectations which are:

- ✧ I achieve
- ✧ I am friendly
- ✧ I am positive
- ✧ I am respectful

Our Motto - Learning for Life

Our shared motto captures the community focus of our school. The Merriwa Campus is committed to building strong and positive partnerships with parents, carers, therapists and the local community.



PRIORITY AREAS

LITERACY

- Establish literacy skills focusing on phonemic awareness and developing student knowledge of letter sounds.
- The MESC Literacy plan is developmental and guided by the requirements of the WA Curriculum, Early Years Learning Framework and Kindy Guidelines, Special Education Needs Assessment Tool and K-6 Syllabus and in line with Letters and Sounds, incorporating synthetic phonics.

NUMERACY

- Establish numeracy skills which enable students to recognise numbers and number patterns, colours and shapes, and to have a basic understanding of time and money concepts.
- The MESC Numeracy plan is developmental and guided by the requirements of the WA Curriculum, Early Years Learning Framework and Kindy Guidelines, Special Education Needs Assessment Tool and K-6 Syllabus.

COMMUNICATION

- Ensure that students with complex communication needs have access to a variety of communication methods such as: gestures, signing, symbols, pictures, high and low tech communication aids and computers to improve the ability to communicate their needs and wants.



TEACHING PRACTICES, ASSESSMENT AND DATA COLLECTION

- Establish baseline of student's capability to inform student learning tasks towards improvement.
- Consistent approach across the school as outlined in MESC Literacy, Numeracy and Communication Plans.
- Utilise Literacy and Numeracy tracking tools.
- Implement Western Australian Curriculum, strategies from K-10 syllabus resources, Early Years Learning Framework and Kindy Guidelines.
- Utilise Performance Descriptors outlined in Special Educational Needs Assessment Tool for students below foundation level.
- Utilise ICT tools to enhance learning programs.
- Regular self-reflection, teacher collaboration and peer mentoring to ensure consistent approach to teaching and learning.
- Performance Management processes involve self-reflection against student achievement and program effectiveness.
- Professional learning opportunities align with school priority areas and build capacity of teaching and support staff.



ACHIEVEMENT TARGETS

- All students to demonstrate tangible improvement in individual literacy, numeracy and communication goals.
- Incremental achievement demonstrated through comparison of Individual Education Plan data from Semester 1 to Semester 2.
- Progression along Special Education Needs Assessment Tool annually for all students.
- Abilities Based Learning Education WA progression annually.



PRIORITY AREAS

INDEPENDENCE, SELF-MANAGEMENT, INTER-PERSONAL AND SOCIAL SKILLS

- Teach skills to foster and promote independence in everyday situations.
- Consolidate an understanding of values and taking responsibility for one's own behaviour.
- Learn the fundamentals of healthy eating and personal hygiene.
- Provide real opportunities for students to effectively integrate into society and to demonstrate independence in community settings.

EMOTIONAL HEALTH AND WELLBEING

- To ensure staff and students are provided with strategies to develop resilience, confidence and the ability to reach their potential.
- To improve the health and wellbeing of our staff, students and families. To grow, learn and thrive.
- The school environment will promote and protect staff and students' health, wellbeing and ability to learn by providing opportunities for healthy eating and physical activity.

BEHAVIOUR AND ATTENDANCE

- Improve attendance by providing direct support to those students in greatest need. Our approach is based on the mutual obligation of schools, parents and communities to develop strategies that link directly to the local causes of student absence.
- Consistent implementation of Behaviour Management and Risk Management plans with an emphasis on rewarding positive behaviours – common language and shared understanding across the school.

TEACHING PRACTICES, ASSESSMENT AND DATA COLLECTION

- The reasons for non-attendance are explored and addressed.
- Explicit and intentional teaching of required skills and understandings.
- Access the community to generalise skills in an authentic setting.
- Collaboration with therapists, external agency staff, parents and community through case conferences.
- Consistent approach and clear understanding of ESC structures and procedures.

ACHIEVEMENT TARGETS

- Gradual reduction of incident reports for behaviour and injury throughout the year.
- All students to demonstrate progress against individual education plans.
- Overall positive feedback from staff, students and parents/carers in the community survey every two years.
- Progression along Special Education Needs Assessment Tool annually for all students.
- Abilities Based Learning Education WA progression annually.



EMPOWERING LEADERS

Merriwa Education Support Centre aims to cultivate a positive environment where teachers are encouraged to lead in various areas whilst improving student learning outcomes through high quality leadership.

- Strengthen and promote distributed leadership across the school by establishing high performing leadership teams which are aligned to professional learning and curriculum.
- Identify and undertake relevant professional learning in leadership program.

SKILLED STAFF

Staff at Merriwa Education Support Centre are encouraged and supported to engage in collaborative practices to build the capacity of their colleagues.

- Recruit and retain high quality, skilled teaching and support staff.
- All staff will participate in ongoing, relevant performance management processes and required professional learning to address weaknesses in performance.
- Staff meetings and Professional Development days focus on student improvement and teacher development.
- Professional Learning opportunities relate to improving curriculum knowledge, self-development, increasing knowledge and understanding of disabilities, pedagogy development and school targets, and are guided by performance management.
- Improved reflection on performance using a collaborative approach, sharing expertise and participating in peer observation.

**WORKFORCE MANAGEMENT**

During 2017 – 2019 the school will be staffed to meet legislative requirements and school-based needs and initiatives.

Staff Demographics

Plan for: retirements, promotions, change of work fraction.

Staff Leave Entitlements

Plan for Long Service Leave, Parental Leave, Leave Without Pay.

Note: Fixed Term appointments to backfill positions comply with DOE guidelines.

Staff Qualifications Ongoing Professional Development Opportunities

Plan for ongoing opportunities to support and improve workforce effectiveness. PD should include Graduate Teacher Modules and Promotional Opportunities as well as School-Based Initiatives and Personal Development opportunities.

RESOURCES

Staff endeavour to maximise the use of both physical and human resources by:

- Managing the one-line budget and expenditure in a responsible, transparent, equitable and accountable manner.
- Utilising the human resource to maximise the care and learning programs for all students.
- Updating and maintaining physical resources and ICT for optimal student learning.
- Providing resources to ensure all students are able to access meaningful and relevant learning program.

RELATIONSHIPS

Merriwa Education Support Centre works closely with various agencies to ensure successful outcomes for all students.

- We welcome the support from Disability Services Commission and Therapy Focus- Speech Therapist, Physiotherapist and Occupational Therapist; Ability Centre and SENSES.
- Schools of Special Education Needs- Disability, Sensory, Medical and Mental Health provide our school with support and expertise.
- The Independent Living Centre's library of resources is well utilised for our students.
- We value mutually supportive, collaborative and trusting relationships between staff, students, parents/carers and the wider Merriwa community.
- We contribute to professional networks and associations building productive links in the wider community.

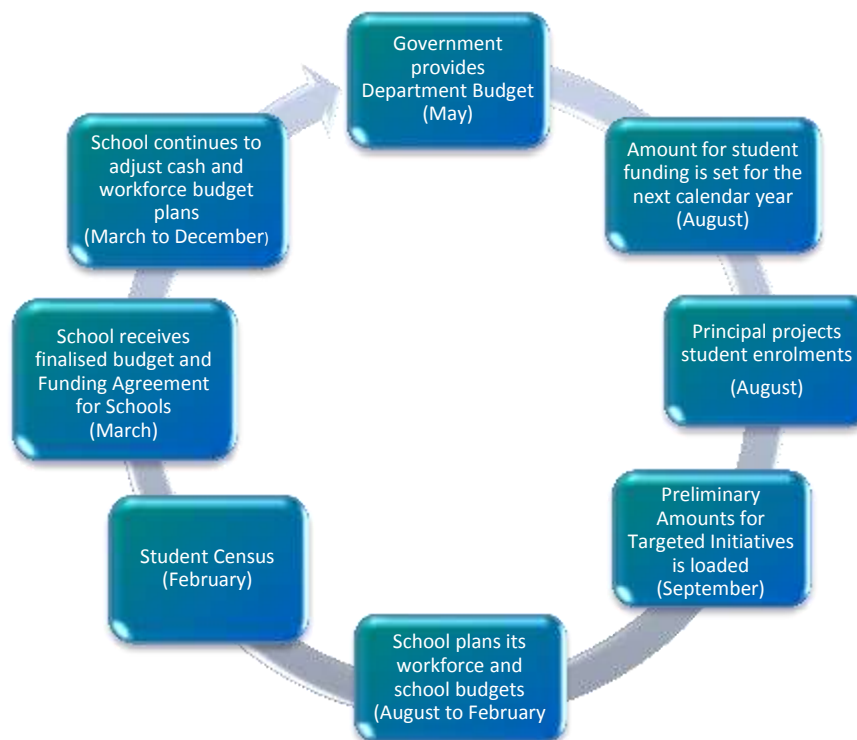
SCHOOL BOARD

The Merriwa Primary School Campus aims to be guided by a well informed and sound School Board with the fundamental purpose of enabling parents and members of the community to engage in activities that are in the best interests of students and will enhance the education provided by the school, whilst ensuring all governance requirements are met. Also to develop and maintain meaningful partnerships (formally and informally) with parents and the wider community, through effective promotion, support and communication.

RESOURCING PROCESS

The Department of Education receives its annual budget from the State Government in May each year. Based on this budget and projected student enrolments, an amount is set for student funding for the following year. The Funding Agreement is considered by the Principal as an attachment to the Delivery and Performance Agreement and is endorsed by the School Board annually.

The annual cycle is:



One Line Budget

All schools operate with a One Line Budget. The Principal, in collaboration with the Leadership Team, Finance Committee and School Board, will determine how funding is used to best support student and school needs.

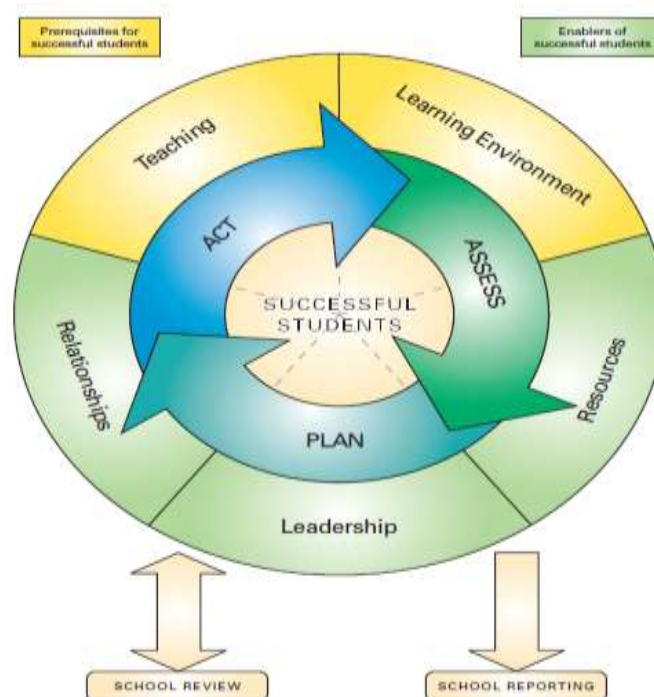
ACCOUNTABILITY AND ASSESSMENT

Merriwa Education Support Centre staff are committed to improving the children's competencies in Literacy, Communication and Numeracy to enable children to develop educational outcomes and life skills. Developing these competencies will have links in all curriculum areas.

Student assessment is a key aspect of the school's learning model. The school has a strategic data collection/assessment process that allows it to make judgments about its performance in both student achievement, both academic and non-academic, and school operations.

The assessment process has a focus on relevant and meaningful data that enables future planning.

- Yearly targets are set using the school's comprehensive data collection tools. These are outlined in the 12 monthly operational plans.
 - Individual student targets are set and are addressed through individual education plans using the SEN framework and ABLEWA tools. These are consistently tracked and monitored.
- The school monitors, assesses and evaluates individual student achievement, using moderation processes to support teachers in making consistent judgements.
 - The school issues a formal report for each student at the end of each semester.
 - The school provides feedback on student progress through parent teacher interviews each semester.
 - Student achievement is showcased in term three through a Learning Expo.
 - The school uses SENAT, ABLEWA and school produced tracking tools to determine student progress and to inform future teaching.
 - The school reports on student achievement according to the implementation timeline of the WA Curriculum.



SELF-REFLECTION AND REVIEW

Merriwa Education Support Centre staff undertake ongoing and rigorous self- reflection and review to maximise the effectiveness of plan implementation.

Our commitment in reviewing our practice is to improve outcomes for all students

Level Of Review	Strategies
Business Plan	<ul style="list-style-type: none">• Reviewed at Board and staff meetings as required• Reviewed in 2019
Operational Plans	<ul style="list-style-type: none">• Reflected, reported upon and reviewed regularly• Referred to and reflected upon at formal collaborative meetings• Reviewed through student feedback.
Class Plans	<ul style="list-style-type: none">• Reviewed and self -assessed through performance management meetings• Shared and discussed at teacher collaboration meetings each term
Individual Plans	<ul style="list-style-type: none">• Reviewed through case conferences with parents, therapists and relevant external agencies• Reflected upon and reviewed through IEP meetings with all stakeholders• Reviewed at semester reporting to evaluate student progress and achievement
Effectiveness of Teaching Practice	<ul style="list-style-type: none">• Performance Management processes with line manager• Performance Management reflection tools• Staff feedback on improvements to teaching through mentoring and peer observation• Self -assessment against the Australian Institute for Teaching and School Leadership Standards (AITSL)

Merriwa staff have undertaken extensive training in self and peer reflection of teaching practice and designed and implemented a model for self-reflection.

The model is based upon the AITSL Standards and Visible Learning research by John Hattie. It engages staff in regular self –reflection and peer observations and undergoes regular review and revision by the staff.





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