

Merriwa Primary Schools Education Support Centre



2020 – 2022
Business Plan

FORWARD

Merriwa Education Support Centre commenced as an Independent Public School in 2017. Our Business Plan 2020-2022 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 Strategic Direction for WA Public Schools 2020-2024, the Director General's Building on Strength and Focus 2020 documents.

The school's Operational Plans provide more detailed planning, outlining key strategies and programs and how these will be resourced.

The Merriwa Education Support Centre Business Plan 2020-2022 has been formulated in collaboration with staff and the School Board. It has been endorsed by the School Board and provides a sustainable focus for the strategic direction of our school over the next three years.


Caroline Bishop (Board Chair)


Karen Macri (Principal)



SCHOOL CONTEXT

Students who enrol at the Education Support Centre (ESC) present with a diverse range of disabilities and special learning needs. Our cohort includes students with Intellectual Disability, Global Developmental Delay, 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. Combined with the student cohort of our partner Primary School, the cultural and ethnic mix at Merriwa contributes to our inclusive and welcoming environment.

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 numeracy, literacy 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 each 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 Music and Movement, Emotional Regulation, Fundamental Movement Skills, Sensory Learning, School Readiness, Life Skills, Recreation and Community Access programs. Our students also benefit from subject specialist teachers in the primary school who provide instruction in Science and Physical Education through our mainstream integration program.

Our School Vision

-Learning for Life-

Our School Purpose

To prepare young minds for future challenges by teaching skills for lifelong learning.



Our School Expectations

I achieve....doing our personal best

I am friendly....treating others with respect and care

I am positive....facing challenges and showing resilience

I am respectful....caring for ourselves, others, the community and our environment

School Improvement Targets

TARGET 1	TARGET 2	TARGET 3
All students to demonstrate tangible improvement in individual goals in curriculum priority areas	ABLEWA comparative data indicates progression of achievement annually for 80% of students	80% of students will achieve 80% of their IEP goals in each Semester report
TARGET 4	TARGET 5	TARGET 6
90% positive rating from staff, students and parents/carers in biennial community survey	Student attendance rates will be higher than 90% with authorised absences factored into the rate	All students will participate in PBS 'Passport' initiative with 75% reaching 'Gold' level by the end of term 4



Department of Education Strategic Directions

Every student, Every classroom, Every day 2020 - 2024

Our aspiration is for every student to:

Unlock and fulfil their learning potential	Be equipped with contemporary and emerging work capabilities	Develop the personal and social attributes that form the basis for future wellbeing	Achieve year on year growth in their learning throughout their schooling	Be well prepared to take the step beyond school into further education, training or work
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Our improvement drivers are to:

Provide every student with a pathway to a successful future.	Strengthen support for teaching and learning excellence in every classroom.	Build the capacity of our principals, our teachers and our allied professionals.	Support increased school autonomy within a connected and unified public school system.	Partner with families, communities and agencies to support the educational engagement of every student.	Use evidence to drive decision-making at all levels of the system.
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Key Focus Areas

To achieve the student improvement targets the school has developed a range of strategies to enable success for all students.

Focus Area 1

FUNCTIONAL LITERACY AND NUMERACY (High Quality Teaching)

- Establish literacy skills focusing on phonemic awareness and developing student knowledge of letter sounds
- 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
- Ensure that all students have access to a variety of communication methods to improve their ability to communicate effectively
- Establish baseline of student's capability to inform individual learning tasks towards student improvement
- Utilise Literacy and Numeracy tracking tools to inform future planning
- Follow a consistent approach across the school as outlined in Whole School Plans
- Explicitly teach content and skills
- Engage all staff in collaborative professional learning
- Regularly use student achievement data to track, analyse and diagnose the effectiveness of teaching and respond to individual needs
- Implement research based, whole school programs
- Use technology to enhance student learning
- Ensure that all staff participate in the performance management process, classroom observations and reflect on their performance

Focus Area 2

SOCIAL AND EMOTIONAL HEALTH (Relationships)

- Explicitly teach social and emotional health using effective teaching and learning programs
- Develop a safe, supportive and positive school community
- Acknowledge, reward and reinforce positive behaviour
- Investigate reasons for poor attendance and follow up with concerns
- Consistently implement Behaviour Management and Risk Management plans using common language and shared understanding across the school
- Teach skills to foster and promote independence in everyday situations
- Consolidate an understanding of values and taking responsibility for one's own behaviour
- Teach 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
- Provide ongoing and effective communication with parents and carers
- Create new and strengthen established partnerships with local government, community and external agencies

