

Riverton Primary Campus Education Support Centre

An Independent Public School



RIVERTON
EDUCATION
SUPPORT CENTRE

INDEPENDENT PUBLIC SCHOOL

Business Plan 2020 - 2022

Riverton Education Support Centre

Our School Vision

Riverton Education Support Centre is part of the Riverton Primary Campus which is an inclusive community where students work collaboratively in a rich learning environment to achieve their academic, social and emotional potential.



Purpose

We aim to foster an environment that is inclusive for all at our School.

We believe in providing opportunities for all students to access all areas of the curriculum.

Strategic Directions

Success for Every Student
Excellence in Learning & Learning
Positive Healthy School Community



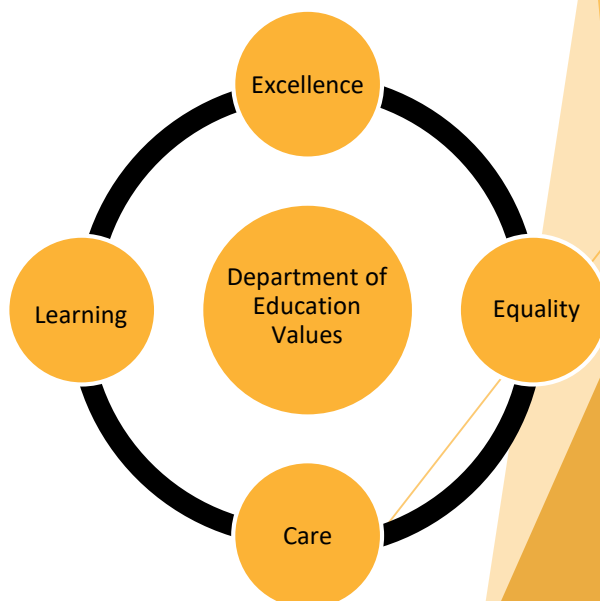
Riverton Education Support Centre

Our Values

Our School Values provide a strong foundation for building social responsibility and a sense of belonging through collaboration between student, family, school and the wider community.

The ethos of our school is embedded in our values of Inclusion, Innovation, Excellence, Collaboration and Positivity .

Our values link closely with those of the Department of Education



Strategic Directions

In collaboration with our School Board and Staff, we review our business plan as a working document . This assists us in clearly setting out our Strategic Directions;

- **Success for Every Student**
 - **Excellence in Teaching & Learning**
 - **Positive Healthy School Community**

We believe that these Strategic Directions are critical to the success of our students and our school. Integral to this process is what we offer in each of the priority areas, how we monitor our performance, and understand and learn from our performance in order to continuously improve.



Success for Every Student

- Provision of high quality learning experiences for students in their first years of schooling
 - Positive mental health for all students
- Implement a philosophy of acceptance, understanding and tolerance of all students

Excellence in Teaching & Learning

- Be a collaborative and dynamic Teaching Team
 - Be culturally responsive to Aboriginal Students
- Provision of and access to high quality learning experiences for all students

Positive Healthy School Community

- Facilitate and implement Positive School and Community Partnerships
- Work Pro-actively with parents, paraprofessionals & the wider community to develop a philosophy of tolerance, understanding and acceptance
 - Support students to develop resilience

Success for Every Student

Provision of high quality learning experiences for students in their first years of schooling

- Use Data and evidence to make valid judgements on Early Intervention strategies
- Individualized Early Intervention Programmes to meet the needs of all students
- Work with, and develop positive relationships with families, para- professionals and communities to provide students with the best start to learning
- Identify and prioritise the needs of all individual students for successful pathways
- Request an NQS audit

Key Performance Indicators

- Successful placement and inclusion of students moving within the Campus
- Parent survey to ascertain community perceptions
- Successful Outcome of NQS officiated by verifier
- Develop and implement individual pathways

Positive mental health for all students

- Develop Wellness policy
- Implement a comprehensive program for well being
- Develop an in-depth understanding of Mental Health and its impact upon students and staff performance

Key Performance Indicators

- Implement a student and staff wellness survey (2 PER YEAR)
- All staff to complete Be You – On line Mental Health program – 12 modules
- Implement a whole school social and emotional programme

Implement a philosophy of acceptance, understanding and tolerance of all students

- Implement a Whole Campus Policy on Inclusion
- Develop and Implement Inclusion programme

Key Performance Indicators

- Develop “Achieve Together” Film for Abilities Australia to showcase inclusion at the Campus
- Provide Professional Learning for Staff at the Campus on Inclusive Practices
- Teachers to complete integration checklist 2 x per year – indicating progress
- Implement Campus Survey on Inclusion

Excellence in Teaching & Learning

Be a collaborative and dynamic Teaching Team

- Increase consistency of good teaching practice through collaboration, classroom observation and feedback (Growth Coaching)
- Maintain a strong focus on explicit teaching
- Curriculum differentiation and adjustments are embedded in teaching
- Tracking of student progress is longitudinal and based on rigorous self – assessment that informs teaching practice

Key Performance Indicators

- Implement Writing Continuum across the centre
- Engage in Growth Coaching
- Improvement within the Australian Institute for Teaching & School Leadership Standards
- Track all student progress on a continuum for Literacy & Numeracy & STEM
- 85 % of outcomes are met on Individual Education Plans
- Implement whole school programmes for consistency

Be culturally responsive to Aboriginal Students

- Development and implementation of Reconciliation Action Plan
- Implement a culturally responsive classroom – staff to complete on –line
- Implement culturally appropriate programmes

Key Performance Indicators

- Students demonstrate understanding of indigenous culture
- Engage in Professional Learning of the Aboriginal Cultural Framework
- Engage in NAIDOC week as a Campus

Provision of and access to high quality learning experiences for all students

- Development and Implementation of Individual Education Plans
- Implement appropriate Literacy and Numeracy programmes for individuals
- Embed whole school approaches to the development and implementation of appropriate programmes across the centre
- Implement a consistent and valid collation of data across the centre (including Communication Matrix, Writing Continuum, IT Checklist)
- Facilitating a communication environment

Key Performance Indicators

- Students demonstrate progress by attaining 85 % outcomes in IEP
- Implementation of consistent programmes within all classrooms at the centre
- Implementation of consistent data collation

Positive Healthy School Community

Facilitate and Implement Positive School and Community Partnerships

- Work pro-actively with local community groups to facilitate inclusion for our students
- Engage in Positive Schools Conference
- Continued development of pro-active communication protocols within the local community

Key Performance Indicators

- Attendance of students at community based activities
- Implementation of pro-active communication protocols with parents & local community
- 85 % positive feedback from Parent Survey

Support students to develop resilience

- Implement Protective Behaviour & Zones of Regulation Programs
- Collaborate with other agencies to strengthen educational, emotional and social outcomes for all students
- Staff maintain positive, respectful relationships with students, parents and each other as part of a caring learning environment that support staff well being
- Students physical capacity improves during the year (beep tests, checklists, class records)

Key Performance Indicators

- Students engage and use the language of zones of regulation
- Students improve their physical fitness during the year
- Participation in wellness week mainstream activities

Work Pro-actively with parents, paraprofessionals & the wider community to develop a philosophy of tolerance, understanding and acceptance

- Partnerships with parents and students support clear improvement outcomes and planning for learning
- Parents are presented with clear information on their child's progress
- Provide parent workshops on a range of programmes used at the school

• **Key Performance Indicators**

- Attendance by parents at school functions is above 80 %
- Positive and Verbal and written feedback from parent survey
- Attendance and involvement of para- professionals student's reviews



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