

# GEOGRAPHE EDUCATION SUPPORT CENTRE

2020 - 2023 business plan





## OUR SCHOOL

Geographe Education Support Centre is a welcoming, safe and well-resourced school where parents feel confident enrolling their children. We have well-prepared, supported, highly capable and empowered teachers and education assistants in every classroom. The students in our school know their teachers and education assistants believe they can succeed. Our staff members hold themselves, individually and collectively, responsible for student success and learning.

Each student at Geographe Education Support Centre succeeds by maximising their strengths and building on their interests and aspirations. Every member of our staff succeeds by working collaboratively, sharing responsibility for delivering challenging, high-quality, aligned, coherent instruction in each classroom, and providing supports to students that reflect the intricacies of the school community. Our school succeeds by not only providing opportunities for all students but ensuring equitable outcomes by closing learning gaps and meeting each student's needs.



## OUR VISION

Geographe Education Support Centre believes in the value of connectedness. We want our school to be a part of a connected community where everyone is valued for the contribution they can make.

## OUR MISSION

Geographe Education Support Centre will create opportunities for academic and personal success to ensure all of our students are future ready and connected to their community. We take pride in delivering a curriculum that is consistent with current best practice for students with special educational needs. Evidence-based programs ensure students learn and achieve to their full potential and are ultimately successful. We achieve growth and strength through partnerships and connections with our learners, their communities and the world.

## OUR COMMITMENT TO STUDENTS, STAFF AND PARENTS

1. We will teach our students with an inclusive, student-centred approach where the success of our students is clearly at the core of everything we do.
1. We will work collaboratively and cohesively as a connected community to give our students the opportunities that they need to be successful. When schools, families and the broader community work together to develop positive connections, students succeed and flourish.
1. We will foster a culture of mutual respect and support in which students and staff feel safe, motivated and empowered to communicate, create and learn.
1. We will teach our students using successful evidence-based programmes and practices.

## OUR PLAN FOR SUCCESS

The Strategic Plan contains two primary focus areas and targeted goals and strategies essential for achieving success for all. The strategic focus areas are:

### Focus 1:

Safe, Inclusive, Caring and Connected Learning Environments that Facilitate Student Success

### Focus 2:

High Quality Connected Teaching that Leads to Student Success



## Focus 1: Safe, Inclusive, Caring and Connected Learning Environments that Facilitate Student Success

Learning is a social, collaborative undertaking that happens in a classroom community. Developing positive and respectful relationships forms the basis for building strong classroom communities. An integral part of building these relationships lies in getting to know the backgrounds, talents, needs and aspirations of your students. Parents and families are integral members of the school community and partners in their child's learning. Open and respectful relationships between staff, students, parents and families are essential for full support of each student. We actively seek community partnerships to enhance the opportunities and outcomes for our students.

### Goals

- 1.1 Positive Behaviour Support and Positive Education programs and principles that meet the sensory and social needs of all students are evident in all areas of the school

### Success Indicators - 2021

- Tools for measuring sensory needs of students are identified and assessed for suitability of implementation and reliability of results
- Tools for measuring social needs of students are identified and assessed for suitability of implementation and reliability of results
- Combined Positive Education Committee and Positive Behaviour Support committees are well established and operating effectively in the school
- All students have a Ready to Learn Plan

### Success Indicators - 2022

- Every student in our school has a sensory profile that is used to form the basis for decisions made regarding individual activities and programs
- Every student in our school has a social skills profile that is used to form the basis for decisions made regarding individual activities and programs
- Positive Education and Behaviour Support Committee has developed an operational plan for the continued implementation and evaluation of positive education lessons, programs and initiative for both students and staff

### Success Indicators - 2023

- Positive Behaviour Support is embedded in every aspect of our school operations
- Positive Education principles and programs are embedded in every aspect of our school operations
- Every student enrolling in our school has a sensory profile prepared within 3 months of enrolment that is used to form the basis for decisions made regarding individual activities and programs
- Every student enrolling in our school has a social skills profile developed within 3 months of enrolment that is used to form the basis for decisions made regarding individual activities and programs





## Focus 1: Safe, Inclusive, Caring and Connected Learning Environments that Facilitate Student Success

### Goals

- 1.2 The capacity of staff to self-reflect on their contribution to school culture and climate is developed

### Success Indicators - 2021

- School Culture survey shows increasingly positive results when compared to the previous year
- An appropriate self-reflection tool for education assistants is identified
- Professional learning sought and implemented targeting self-reflection skills for all staff

### Success Indicators - 2022

- School Culture survey shows increasingly positive results when compared to the previous year
- Education assistants (EAs) trial and review the self-reflection tool.
- Upskilling teachers on how to lead our EAs to be self-reflective
- EAs to spend time with their class teacher for self-reflection
- Evaluate in the third year whether staff self-reflection skills have improved or changed

### Success Indicators - 2023

- School Culture survey shows increasingly positive results when compared to the previous year
- Education assistants use the self-reflection tool to identify areas for further professional growth and development
- Evaluate the use of self-reflection tools for both teachers and EAs – did they assist staff to identify areas for growth
- There is a sustained culture of capacity building of staff evident across the whole school





## Focus 1: Safe, Inclusive, Caring and Connected Learning Environments that Facilitate Student Success

### Goals

1.3 Every community partner will have a sense of connectedness to student learning and take responsibility to further enhance dynamic partnerships with the school, ensuring that every student succeeds and flourishes

1.4 Classrooms (where practicable) reflect best practice in technology, design and layout.

### Success Indicators - 2021

- Incremental increase in parents and community attending meetings and PL designed to develop the partnership between school, family and external agencies
- Transition planning tool suitable to school needs is identified
- A survey of parents is conducted to determine the effectiveness of the transition process from school to post-school life

- Existing sensory equipment and environments audited
- Classroom layouts and learning environments audited for existing furniture and equipment
- All classes in school have visuals supporting whole school programs
- Research conducted on best-practice 21st century learning environments and equipment
- Plan to purchase new equipment, furniture and resources reflective of best-practice developed

### Success Indicators - 2022

- Incremental increase in parents and community attending meetings and PL designed to develop the partnership between school, family and external agencies and the positive impact this has on student outcomes
- 50% of parents requested school input in the NDIS planning process
- All year 11 and 12 students have a transition plan
- Parent survey indicates the effectiveness of the transition process

- Updated sensory equipment purchased for both campuses
- Classroom furniture and equipment trials based on research are conducted to determine the impact on student engagement and results

### Success Indicators - 2023

- Incremental increase in parents and carers utilising the school community hub and the support and resources provided
- Increased satisfaction with the relationship between school and home will be evident in surveys and feedback
- All year 10, 11 and 12 students have a transition plan
- 90% of year 12 parents engaged in the transition process including requesting school assistance with NDIS planning
- Across the school, 70% of parents requested school input in the NDIS planning process

- Updated sensory equipment purchased for both campuses
- Classrooms are set up with furniture and equipment that suits the needs of the current cohort
- Students have a variety of different learning spaces to work in that suit their needs
- Student school culture survey reflects the fact that the students have appropriate learning spaces that result in increased engagement





## Focus 1: Safe, Inclusive, Caring and Connected Learning Environments that Facilitate Student Success

### Major Strategies

- Combined Positive Behaviour Support (PBS) and Positive Education Committee develop lessons and programs
- Development of sensory curriculum and spaces
- Development of attendance and engagement plans
- Regular communication with parents through a variety of media – communication books, Connect, Facebook, Coffee Club and Learning Journeys
- Class and staff meetings
- Performance Development cycle
- Professional learning regarding giving and receiving feedback
- School culture survey
- Research and implement (where practicable) 21st century learning environments
- Periodic Service Reviews (PSR)
- Staff capabilities are developed through meaningful conversations, current practices and research about how to promote parent and community participation in school activities
- Parent capabilities are developed through a sense of connectedness and trust within the school, with open, authentic dialogue about their child, family needs and well-being
- Strengthen parent knowledge of networks and services to be able to support the education and well-being of their child and family
- Research and development of a functional transition planning tool

### Resources

- Time for collaboration and connectedness across the two campuses
- PBS lessons, programs and rewards.
- Behaviour data collection system that is easy to use
- Positive Education lessons and programs.
- Sensory curriculum and appropriate resources and equipment
- Professional learning
- Attendance Toolkit
- Aboriginal Cultural Standards Framework
- Mental Health and Well-Being initiatives
- PATHS Program

### Evaluation Methods

- Behaviour data collected, graphed and analysed
- Functional behaviour analysis (FBA) done for identified students
- Attendance data is analysed
- Engagement of students analysed by short surveys and review of anecdotal records
- Surveys – class based, whole school based and National School Opinion Survey (NSOS)
- Class Periodic Service Reviews (PSR)
- Regular focussed review group sessions/ meetings with project leaders to monitor milestone progress

### Timelines

- Data analysis and comparison at the end of each term
- FBA done at point of need
- Attendance data is analysed at the end of each month
- Engagement plans analysed as necessary in conjunction with the attendance data analysis
- NSOS once a year
- PSR at the end of each month
- School culture survey once a year
- Performance development cycle for all staff each year
- Weekly class meetings
- ICT usage reviewed annually
- Parent surveys conducted each term to gauge sentiment and involvement
- Surveys of external stake holders (therapists and work placement providers) conducted each year





## Focus 2: High Quality Connected Teaching that Leads to Student Success

Differentiated classroom learning happens when teachers and education assistants understand that classes are made up of individuals and that effective teaching is personalised according to the various needs of students. Effective teachers plan ways to respond to the needs and interests of their students. Successful learning happens when students are empowered to be confident, resilient learners supported in an environment that promotes cognitive, social, emotional and physical well-being.

### Goals

- 2.1 Develop a shared view of effective pedagogy that is reflective of data collection and analysis and is evident in every classroom

### Success Indicators - 2021

- Data was collected, analysed and formed the basis for decision making
- ABLES assessments completed at the beginning of the year and updated over the year
- Teachers analysed data as a team to develop skills
- Teachers participated in professional learning associated with developing moderation skills
- NCCD data collected – teachers learnt about what NCCD data is and how to make decisions
- School-wide programs were reviewed to determine if they are still meeting the needs of the current cohort
- A pre-work experience program was written to address teaching of skills that the students will need in years 11 and 12
- Compliance with National Quality Standard to ensure National Benchmarks for Early Childhood Education are met

### Success Indicators - 2022

- Data was collected, analysed and formed the basis for decision making
- ABLES assessments completed
- Teachers analysed their class data
- Assessment data was moderated to ensure that IEP goals reflected the identified areas of need based on the assessments undertaken
- NCCD data was collected and moderated as a team
- Pre-work experience program embedded in the curriculum in years 7 to 10
- A school based work experience program was developed for those students who do not yet have the capacity to attend an offsite work experience placement
- Compliance with National Quality Standard to ensure National Benchmarks for Early Childhood Education are met

### Success Indicators - 2023

- NCCD Moderation Team is established, data is collected and moderated
- Year 11 and 12 students enrolled in WPL demonstrated the prerequisite skills prior to finishing year 10
- School based work experience program embedded for identified students
- Successful external audit of National Quality Standards for early Childhood Education
- A clear progression of trackable data from one year to the next for each student in literacy and numeracy is evident
- There is consistent judgement when assessing students in literacy and numeracy
- Authentic and accurate data is collated and presented for use by the school community in future pedagogical planning





## Focus 2: High Quality Connected Teaching that Leads to Student Success

### Goals

- 2.2 All students have access to a communication system that is appropriate to their individual and developmental needs

### Success Indicators - 2021

- ROCC assessment completed for AAC students
- Appropriate communication systems are identified for students and are accessible within classrooms
- All staff are upskilled with regard to communication systems being utilised through online learning opportunities – e.g.: Project Core
- Communication plan proformas are developed to support AAC across the school environment

### Success Indicators - 2022

- ROCC assessment completed for AAC students – data comparison to 2021 – analysis and statement of recommendations prepared
- Communication Committee is formed to extend communication opportunities throughout all learning environments e.g.: signs in playgrounds, courtyards using core words and PODD contexts – operational plan based on communication plan implementation
- Communication Plans are put into place by class staff for each student accessing an AAC system within the school
- Speech Therapists are involved in case conferencing to develop communication plans for individual students

### Success Indicators - 2023

- ROCC assessment completed for AAC students – data comparison to 2022 analysis and statement of recommendations prepared
- Communication Committee develops a transition communication plan for students moving from one class to another – summary of Communication Plan
- Communication Plans are embedded in student planning. Therapists and Family carers are involved in communication planning and have a role in delivery of strategies related to plan
- There are improved student communication skills (expressive and receptive) in all verbal and non-verbal students



## Focus 2: High Quality Connected Teaching that Leads to Student Success

### Goals

- 2.3 Connected teaching practices that are reflective of best practice are evident across the whole school



- 2.4 Professional learning is reflective of whole school, individual students and staff needs

### Success Indicators - 2021

- All members of staff know what is expected of them
- All members of staff feel they are a valued member of the team
- Teachers worked together to develop lesson plans
- All members of staff shared success stories
- All members of staff were happy to work together to solve problems collaboratively on their campus
- Teacher and Education Assistant leaders were identified and professionally developed
- Agreed whole school approach teaching is reflected in the school operational planning
- Professional learning is reflective of the whole school pedagogy

- Develop and implement a Professional Learning Community that is focussed on continuous improvement by linking the learning needs of the students with the professional learning and practice of teachers and education assistants
- Professional learning is linked to the School Plan and Department of Education Strategic Directions for Public Schools 2020-2024

### Success Indicators - 2022

- Everyone knows what is expected of them
- Teachers worked together to develop programs of work and projects
- Teachers joined forces to co-teach classes
- All members of staff sought feedback from their colleagues on their practice
- All members of staff feel confident to ask for help
- There is an obvious connection between teaching and learning – teachers plan what they expect the student outcome to be: "We're going to learn \_\_\_ and because we've learned \_\_\_ we expect to see students improving in \_\_\_ ways."

- The Professional Learning Community identifies the need for particular professional learning amongst the staff based on student needs and results
- The Professional Learning Community develops a two-year plan of professional learning to meet the needs of staff

### Success Indicators - 2023

- The practice of collaborating in planning is embedded in the teaching practices of all members of staff
- The connection between teaching and learning is embedded in the practices of all members of staff
- There is a reduction in between class variability. There is consistent classroom practice across all learning environments
- Teachers and EAs demonstrate professional responsibility for improving their practice in order to improve student outcomes

- Targeted professional learning has resulted in improvements to teaching practices and student outcomes



## Focus 2: High Quality Connected Teaching that Leads to Student Success

### Major Strategies

- Diagnostic and formative assessments used to establish the learning goals
- Evidence based whole school teaching and learning strategies are embedded across the school
- Collaborative and connected planning between classes
- Whole school literacy, numeracy and communication plans are developed.
- Staff supported to become proficient with a range of augmentative and alternate devices used by students
- Collaboration with therapists to ensure communication opportunities are embedded for students with complex communication needs
- Teachers reflect on their practice using AITSL or SSTUWA self-reflection tool and classroom observation
- EAs reflect on their practice through regular discussions with the teacher, using an observation and reflection tool, and the performance development cycle
- Teachers and EAs are encouraged to participate in professional courses that align with school priorities and goals

### Resources

- WA Curriculum
- Whole school literacy, numeracy and communication plans
- Roadmap of Communicative Competence (ROCC) assessment tool
- Augmentative and alternative communication devices/aids
- Standardised tests
- ABLESWA testing
- Diana Rigg literacy resources used in K-10 classes
- Paul Swan numeracy resources used in K-10 classes
- Relevant professional learning
- PP On-Entry Assessment
- Aboriginal Cultural Standards Framework
- Provision of low-tech communication supports throughout the school to support student communication in all contexts
- Time for collaborative planning and programming
- AITSL videos demonstrating best practice are reviewed at teacher and EA meetings
- Weekly class team meetings
- Online PL offered by DOE and external providers

### Evaluation Methods

- Behaviour data collected, graphed and analysed
- Attendance data is analysed
- Engagement of students analysed by short surveys and review of anecdotal records.
- Assessment schedule using standardised tests
- Regular informal testing at point of need.
- Regular focussed review group sessions/ meetings with project leaders to monitor milestone progress

### Timelines

- Regular testing using both informal and/ or formal tests to determine if it is appropriate to move on with the program
- Data analysis and comparison at the end of each term
- Attendance data is analysed at the end of each month
- Engagement plans analysed as necessary in conjunction with the attendance data analysis
- Review of student progress at the end of each reporting cycle
- Review of PL needs for all staff conducted each term







## GEOGRAPHE EDUCATION SUPPORT CENTRE

Lot 153 Clydebank Avenue, Busselton, WA 6280

☎ (08) 9751 7803

🌐 [gesc.wa.edu.au](http://gesc.wa.edu.au)

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