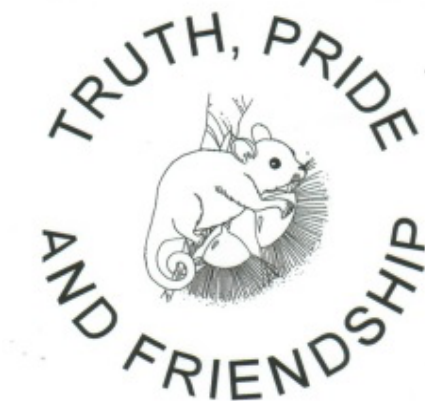


## Riverside Education Support School Strategic Plan 2020-2022

### Operational Application 2021



This document outlines the strategies and resources employed in 2020 to work toward the achievement of the improvement targets outlined in the Riverside Education Support Centre Strategic Plan 2020 - 2022. This plan responds to student and community needs as identified by parent survey, students and staff. It addresses policy requirements and departmental strategic directions applied to our school context. The document has three focus areas/improvement targets for this planning period, linked to value statements, strategies and key overseeing staff. The contents have been workshopped with staff and refined by administration to ensure they meet the needs of the students and school community and are in line with the requirements of the department. Staff have elaborated on the strategies to include resourcing, evaluation measures and timeframes in this operational planning document.

#### **2020 – 2022 Focus Areas:**

1. Success for students
2. Connection, communication and collaboration
3. Safe and inclusive learning environment

Value statements are derived from 'Classroom First Strategy', 2018 School Annual Report, 2019 School Survey Recommendations, and planning collaboration sessions)

**NOTE: Outcomes have been limited due to COVID restrictions during 2020.**

Value	Strategies/Resources	Update 2021
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## Focus 1 – Success for students

Value - Play based learning is a valuable and effective approach in early years' education		
1.1 Inclusion of play based learning information to parents at the start of the year, via the website, in the newsletter and at IEP meetings.	Create draft of information to be given at start of year to K-2 parents at the start of 2021. Share relevant information from professional learning with staff at communication meeting/teacher meeting.	Professional Learning shared with staff and parents. Board has been informed. Article in newsletter to parents. Information yet to be developed for enrolment packs.
1.2 Play based learning strategies included in K – 2 class planning	Source and enrol relevant early childhood staff in play based therapy language professional learning.	Professional Learning undertaken. Implemented strategies included in Daily Work Plans and student IEPs.
Value - Students show academic progress in all areas of the curriculum		
1.3 Whole school assessment data (including IEP's, PM's, Diana Rigg) demonstrates longitudinal student progress.	PLD, PM and ABLES assessments pass between classes PLD, PM and ABLES assessments completed each term.	Actively utilised assessment tools include PM reading, Diana Rigg, Maths assessment tool, MIS protective behaviours. IEP progress captured using SEN. Ongoing.
1.4 All students will have IEP outcomes pertaining to skills in key word sign language beginning Semester 1 2020.	Specialist teacher to ascertain students' level of understanding in keyword sign at the start of each semester. SMART goals to be set for each student in semester 1 and 2.	IEP goals have been developed for keyword signing and conveying progress to parents. Ongoing collaborative development by staff.
Value - Students have meaningful access to a variety of up to date technologies and engage in creative, entrepreneurial and critical thinking		
1.5 Specialist science program to incorporate topic of design technology.	Specialist teacher to include design technology outcomes in semester one IEP's.	Partially achieved. Timetabling is presently an issue.
1.6 Develop a list of basic I.T. skills including computers and tablets.	Locate superseded I.T. checklist for review and distribution in 2021.	An IT committee has been formed. Draft skills lists are in development for launch 2022.
1.7 Each class to complete a class project in critical thinking in 2020, creativity in 2021 and entrepreneurship in 2022 (including through design/make/appraise, coding, STEM)	Support teacher to co-ordinate term 4 critical thinking activity across the school.	Awaiting feedback and summary

## Focus 2 - Connection, communication and collaboration

Value - Continuity of approach is evident across the all classes		
2.1 Revise and redistribute Whole School Approach documents in Literacy, Numeracy and Health and Well-being.	Teacher meetings to be held to review existing documents and discuss updates / alterations.) Defer to 2021  (Updated documents to be distributed to all staff and placed on school Connect Community.) Defer to 2021	Documents distributed. Ongoing review.

Value	Strategies/Resources	Update 2021
2.2 Investigate and select an evidence based whole school maths program that contains curriculum links, to replace current the Mathematics MIS document.	Form committee to begin reviewing resources. Distribute Leda maths tracking tool for trial.	Leda tool revised and improved for Riverside, now implemented as RESC Maths Tracking Tool.
2.3 Investigate and decide whether to implement a standardised test for mathematics (including Sandwell Early Numeracy test - Malibu adaptation, ABLESWA)	Trial ABLESWA maths tool in all classes.	ABLESWA has been added to the Maths Tracking Tool.
2.4 Conduct staff moderating sessions around lesson examples of adaptations to the curriculum and wording of IEP goal writing.	Glen and Bev conduct observations of classrooms and provide feedback. Conduct early close sessions each semester prior to IEP's being due to discuss curriculum adaptations and outcome writing.	Ongoing. Each year group meet twice per term to collaborate on goals and activities to support learning outcomes.
2.5 Hold individual parent meetings Semester 1 and individual or class meetings Semester 2.	Meeting expectations made explicit by administration through induction process, email or at meetings.	IEP meetings made available to all families. Ongoing.
<b>Value - Parents/carers, staff and students are well informed of activities undertaken at school</b>		
2.6 Specialist teachers to provide a one-page introduction and program overview for parent meetings.	Specialist teachers to prepare statements (deferred to 2021).	Information presented to parents through school newsletter in 2021.
2.7 Investigate the effectiveness of using a social media account, for whole school parent communication, through the marketing committee.	Investigate legalities of social media accounts and how this could be done via Connect. Investigate the amount of staffing required to maintain the page.	Research suggests benefits do not outweigh energy to maintain a Facebook page. Time allocation is required if project is to be implemented.
2.8 Schedule annual classroom learning mornings to invite parent participation in addition to learning journey.	<i>(Session dates set at start of each year for a numeracy and literacy session in each class.)</i> Defer to 2021 <i>(Feedback form created for parents.)</i> Defer to 2021	Maths Day scheduled for Term 3.
2.9 Use department policies and procedures to inform and streamline school processes and guidelines.	Additional time/days for organisational management specialist to complete the following; <ul style="list-style-type: none"> <li>Organise and communicate to staff document filing in the administration server</li> <li>Revise current policy and procedural documents to have a uniform format</li> </ul> Draft a school review schedule that outlines when we analyse school planning, processes and data	File Management System workshop completed. Ongoing projects include revised enrolment procedures and literacy policy.
2.10 Each class creates an explicit document on classroom conduct and expectations.	Dedicated early close session to outline expectation documents.	For Education Assistants – in place for all classrooms.
<b>Value - Staff support each other and work collaboratively</b>		
2.11 Staff are given opportunities to improve whole school planning in areas such as Curriculum, Child	(Projects discussed at teacher meetings Invitations to join/make committees	Formation of Curriculum Committee. Curriculum implementation improvements are In progress.

Value	Strategies/Resources	Update 2021
safe organisations and Communication. Projects to be reviewed annually.	Projects to have clear goals, written plans and review dates. Access to PD for teachers and EA's. Defer to 2021	
2.12 Aspirant staff provide professional support as part of the Peer/Graduate mentoring program.	Aspirant staff will provide professional support as part of the mentoring program through weekly sessions titled Curriculum Support. During these sessions, new members of staff will be provided with assistance in areas that they feel necessary whether that be managing behaviours, programming, reporting etc.  Aspirant staff will be available to new members of staff when they need assistance outside of these weekly sessions.  Riverside ESC will need to cover two DOTT sessions for both the aspirant and new member of staff a week.  One new staff member will be allocated Curriculum Support per term.	Opportunities provided and acted upon by interested staff. Aspirants invited to participate in WAESPAA sessions.
2.13 Formalising staff induction processes for new staff and staff commencing employment through the year.	Conduct induction session prior to start of school year.	Checklists created.
2.14 Support beginning teachers through <ul style="list-style-type: none"> <li>access to PL in areas of need</li> <li>completion of graduate units</li> <li>provision of a staff mentor</li> </ul>	Assign new members of staff with a mentor at Riverside ESC. Mentors are experienced teachers who will provide new members of staff with support in their first year of teaching at Riverside ESC.  Riverside ESC will allocate the same DOTT periods for new members of staff and their mentors. (Mentors may need to make additional time outside of allocated DOTT sessions to support new teachers.)	Staff mentors allocated and activities commenced.

### Focus 3 - Safe and inclusive learning environment

Value - Aboriginal culture is prominent in formal and informal occasions		
3.1 Staff and students to develop an Acknowledgement of Country to be included at the beginning of WHAS (What's happening at school) assemblies.	Re-watch acknowledgement of country on YouTube. Give out suggested format to classes. Add to WHAS assembly outline Liaise with Ashlee Otway about PALS grant for gate signage to acknowledge Noongar country.	Now included in mainstream assemblies.
3.2 Staff to create a statement to reflect expected school culture in relation to the Aboriginal Cultural Standards Framework to be included in staff handbook.	Two early close sessions viewing <b>In my blood it runs</b> PL and completing a reflection sheet on how to apply what we've learnt.  One early close session sharing impact of action list in each class.	To be included in Staff Induction booklet.

Value	Strategies/Resources	Update 2021
3.3 Ensure all staff up to date with Aboriginal Cultural Appreciation Online Professional Learning.	Master list kept in office. Tara to email out reminders to staff who are yet to complete PL.	Staff have completed online learning. New staff to complete as required.
<b>Value - We are a child safe organisation</b>		
3.4 Complete Child Safe Organisation Self-Assessment tool with staff and continue to implement improvement strategies.	Comply with all COVID recommendations as they are released. Upskill staff of proper Team Teach strategies with and without physical intervention. Regularly clarify the completion of AIR and Positive handling reports.	Not completed.
3.5 Incorporate individualised communication strategies (including AAC) for students with identified communication support needs.	Tamarra to coordinate the updating Whole school communication record. Glen and Alicia to arrange PODD training on a school development day. Glen to coordinate provision of PODD books for all students requiring them. Glen to demonstrate PODD strategies at whole school communication meetings. All staff to practice using PODD books when instructing students.	PODD books and AAC devices in use. PODD familiarisation sessions are in process (after-school staff workshops)
3.6 Revise Protective Behaviours MIS to include outcomes in cyber safety.	Ailsa to make a draft list of possible outcomes for inclusion.	Document being revised for implementation in 2022.