

2022-2024 Business Plan

Empowering today for tomorrow





O'Connor Education Support Centre is located in the City of Kalgoorlie-Boulder and provides education opportunities for children with special needs from Kindergarten to Year 6. We create a caring and supportive environment that supports the academic, physical, emotional and social development of children with disabilities in Kalgoorlie- Boulder, Kambalda and Coolgardie.

At O'Connor Education Support Centre, we support our students to grow and develop the skills they need to function independently in the community.

Our special needs trained Teachers and Education Assistants create individual programs designed to suit each child, with input from parents and therapists. Each classroom has a Teacher and several Education Assistants so that each child can receive the attention and support they need.

We have many links with the wider community and the disability sector in Kalgoorlie and our School Council also has community and disability sector representatives. O'Connor Education Support Centre shares a site with O'Connor Primary School. Some facilities are shared and ESC students attend mainstream lessons for some specialist classes.



Our Vision

*All our students be all
they can be*

Our Beliefs

All students are capable of progress and deserve to be challenged

All staff seek to grow as professionals to give our students the best chance of academic, social and emotional success

All stakeholders – families, staff, therapists, support agencies – work together toward the same goals for our students



Engage & Empower



Intent

To ensure that all learning pathways are available to our students through engagement and provision of a stimulating and challenging curriculum



What do we want to achieve?	How will we achieve it?	How do we measure it?
1. All students have access to and use a variety of Augmentative Alternative Communication (AAC) systems to communicate	Increase the use of aided language across the school Support students using a personalised augmentative and alternative communication system (e.g. AAC: PODD book, language boards, electronic communication).	By 2024 all staff will have a PODD book for school and will use it at all times of the day to support communication.
		Appoint Communication Coordinator
	Engage in Indigo for targeted support with AAC, including	Create communication data wall to interrogate progress which will result in increased communication with students.
	Utilise aided language strategies through the use of both low and high tech devices	Using the ROCC assessment the school will achieve 50% transitional level of estimated communicative competency in all students by 2024.
	Identify students who require communication support and connect families with therapy providers to engage in AAC support.	Continue to build strong partnerships with therapy providers to ensure continuity and cohesiveness of plans. Provide space for therapists to be able to conduct Individual sessions on school site.
2. Consistent student engagement across all classrooms	Embed whole school practices in literacy, numeracy and communication to promote low variation teaching	Develop a pedagogical framework
	Use SEN Planning Profile to track IEP goals and attainment	All students to show progress in all Assessments - Letters and Sounds, Maths, Pat Math and Foundational Skills Assessments by 2024
	New staff will have a clear understanding of the school and its processes.	Create and implement Teacher and Education Assistant Induction Programs.
3. Connect with students at their level of learning and extend to reach beyond	Individual assessments inform planning and validation of IEP	Students will achieve 75% of IEP targets in English and Mathematics by 2024



Active & Inclusive



Intent

To build and foster resilience and wellbeing in a safe inclusive environment



What do we want to achieve?	How will we achieve it?	How do we measure it?
1. O'Connor School staff (ESC and PS) engage in genuine two-way communication to build positive inclusion as one school	Integrate a two-way policy with OPS and K-13 providers to enhance opportunities to engage in mainstream environments.	A 'commitment to inclusion' document to be created between OPS and OESC and agreed upon by administration to ensure the schools are continuing their commitment to inclusion.
		OESC Staff representative to attend wellbeing meetings with OPS
		Commit to further inclusion by dissolving ESC races at Athletics days and students competing in their age appropriate peer races
		All ESC students will be sitting with their OPS buddy class by the end of 2023 at assembly.
2. A common language reinforcing being safe and understanding wellbeing is developed, used and understood by staff	Embed a robust Protective Behaviours program	Appoint Protective Behaviours Leader and provide teaching and planning time to implement the Protective Behaviours Program endorsed by Department of WA Education.
	Ensure whole school consistent implementation of the Zones of Regulation	Commit to the 2 year Positive Behaviour Schools Program with SSEN B and continue to implement Zones of Regulation under their guidance
		100% of staff maintain Team Teach accreditation on a two year cycle
	Whole staff training in Functional Behaviour Analysis to understand and meet the function of challenging behaviours	Staff will engage in one PD per year on FBA -conducted by School Psychologist.



Collective Responsibility



Intent

To create genuine collaboration between students, staff, families, agencies and community



What do we want to achieve?	How will we achieve it?	How do we measure it?
1. Strengthen relationships with families and carers for the benefit of the students education	Provide opportunities for parents to come together	Provide opportunities for both parents/carers to engage in an informal catch up at school to build a social network and share stories. Morning Team for Mums Sausage Sizzle for Dads
		Create a robust Attendance Plan that focuses on positive reinforcement and targeted individual attendance goals
		Increase Family Survey results by 5% from previous year.
		Develop and Implement a Reconciliation Action Plan and continue to review and update
		Have an OESC Staff representative on Primary School NAIDOC Committee
		Maintain or Increase 85% attendance rate year on year
		Increase regular attendance to above 50% by 2024
2. Connect with the wider community to ensure we are supported as the only Primary ESC	Network with other Education Support Centres/Schools across WA	Join the ESC Goldfields Network and meet once a term
		Teaching staff to travel to Perth and visit Education Support Centres to connect, observe, reflect and implement strategies learnt through the visit.
	Increase engagement mechanisms to reach our community	Develop a solid connection with Eastern Goldfields Education Support Centre through developing a comprehensive transition plan including shared goals for Literacy and Numeracy to ensure continuity across the schools. Sign up to Seesaw Purchase class mobile phones to increase communication with parents Review website



High Performance



Intent

To embed consistent whole school practice that is data driven and delivered by highly competent staff



What do we want to achieve?	How will we achieve it?	How do we measure it?
1. Whole School Pedagogy will be implemented across the school	Use evidence based assessments to track students progress.	Implementation of Foundational Skills assessment across the school
		Every student will progress in Foundational Skills, Letters and Sounds and Maths Assessment year on year.
	Induction process for all staff to include explicit training, modelling and support to teach and assess using the whole school approaches.	Develop all staff professional learning plan aligned to whole school priority areas
		Create an induction and onboarding procedure including a handbook for all staff when they commence.
		Allocate half a day within the first 4 weeks of contract to carry out the induction.
2. Staff are continuously supported to grow, learn and lead	Staff collaboratively develop and are accountable for their teaching with support from each other and administration inline with the departments expectations of teaching quality	Create a Teaching Pedagogy framework to ensure continuity and streamlining of the assess, plan, implement and report cycle.
		Teaching staff to attend PD that reflects their professional goals and the vision of the school
		School to apply for Leading Cultures of Teaching Excellence Program
		Provide time for Collaborative planning for Junior and Senior Teaching staff to ensure continuity across the school for planning, assessment and reporting.
		Development of a successful and continuous Performance Growth model including peer observation, coaching that reflects the AITSL standards for teachers and the JDF for EA's.