

Triennial School Plan 2018 – 2020

MISSION STATEMENT

Our aim is to use a multi-disciplinary approach in providing a supportive environment to develop students' social, academic, emotional and physical potential and to enable them to participate as valued and active members of society.

ETHOS AND AIMS

The Roseworth Education Support Centre acknowledges the *Strategies Plan for Public Schools 2016 to 2018, Progressing Classroom First* and each year, the *Focus* documents. The Centre has used these documents to provide a broad, underlying framework for its whole school planning.

As a school the Centre is committed to: -

1. Provision of education opportunities relevant to all students supported by rigorous, coordinated and authentic assessment strategies.
2. Promotion of student dignity, independence and self esteem, whilst challenging them to develop their potential in academic, social, emotional and physical spheres.
3. Provision of an environment in which the safety and dignity of all individuals is respected.
4. Valuing and supporting the involvement of parents, carers and the wider community in pursuit of educational growth of students and in the development of an ongoing learning community in which all can participate.
5. Valuing and supporting all staff members, acknowledging individual and group contributions to educational opportunities and assist in their professional and personal growth.

	Roseworth ESC strategies
Success for all students	IEPs, Protective Behaviours, explicit values teaching, The Australian Curriculum, 'ABLEWA' and SENAT, First Steps, K – 12 Syllabus, Technologies – iPads, Zones of Regulation programme, sensory preferences.
Sound teaching	The Australian Curriculum, identify individual needs, match child's learning style, individual longitudinal data collection, sensory toolboxes in classrooms.
Distinctive schools	Safe learning environment, supportive staff, Bullying policy, Managing Student Behaviour Policy, Interagency protocols, Detailed Attendance data (Integris),
Practical support for teachers and support staff	Supportive leadership team, professional learning opportunities, stable staff, mentoring new staff, collaborative learning and sharing of information.
Meaningful accountability	Student Performance Data Collection files, IEP reports, School reviews, annual report, staff performance management
Increasing public confidence	Newsletters, Parent meetings, RESC webpage, RESC Facebook page, Schools Online, 'Connect', Child Protection, Staff Code of Conduct, Working With Children Checks, Police Clearances.

After the review of the 2017 Operational Plan, the 2018 component of this plan will be replaced with a new Triennial Plan (2018 – 2020).

The previous plan did not cater for the new demographic of the Centre, which includes 70% of students now being Early Childhood. Therefore the main focus of this Triennial Plan is Early Childhood.

The following 6 priorities (School Focus Areas) have been targeted, and will be reviewed annually and at the end of 2020.

Priorities	Targets	Evaluation
<p>LANGUAGE DEVELOPMENT</p> <p>(ENGLISH)</p> <p>BRIGANCE</p>	<p>COMMUNICATION</p> <p>D1 RECEPTIVE LANGUAGE</p> <p>D2 EXPRESSIVE LANGUAGE</p> <p>D6 FOLLOWS VERBAL DIRECTIONS</p> <p>D5 KNOWS PERSONAL INFORMATION</p> <p>D3 GENERAL SPEECH AND LANGUAGE DEVELOPMENT</p>	<p>IED III (Brigance Yellow) assessments to be recorded on the Excel spread sheet which is stored in Individual Student files on server.</p> <p>CIDS II (Brigance Green – Maths/English) assessments completed online and stored in Individual Student files on server.</p> <p>**Results to be collated for presentation at Operational Plan Review of 2019 – allowing 2 years to gather valid data**</p> <p>Blue Files – work samples</p> <p>Waddington – pre and post data in Reading & Spelling</p>

<p>FUNCTIONAL MATHEMATICS</p> <p>BRIGANCE</p>	<p>F1 NUMBER CONCEPTS</p> <p>F4 IDENTIFY SHAPES</p> <p>F5 SORTS OBJECTS</p> <p>F9 READS NUMERALS</p> <p>D9 IDENTIFIES COLOURS</p> <p>F18 KNOWS AUSTRALIAN MONEY</p> <p>F19 UNDERSTANDS TIME & READS A CLOCK</p>	<p>IED III (Brigance Yellow) assessments to be recorded on the Excel spread sheet which is stored in Individual Student files on server.</p> <p>CIDS II (Brigance Green – Maths/English) assessments completed online and stored in Individual Student files on server.</p> <p>**Results to be collated for presentation at Operational Plan Review of 2019 – allowing 2 years to gather valid data**</p>
<p>PHYSICAL DEVELOPMENT</p> <p>BRIGANCE</p>	<p>GROSS MOTOR SKILLS</p> <p>FINE MOTOR SKILLS</p>	<p>Complete Brigance assessment Tool Term 1</p> <p>**Results to be collated for presentation at Operational Plan Review of 2019 – allowing 2 years to gather valid data**</p>

SOCIAL AND EMOTIONAL DEVELOPMENT	ZONES OF REGULATION	Develop checklist for basic understandings and knowledge of self-regulation.
DAILY LIVING	G1 FEEDING/EATING G2/3 DRESSING/UNDRESSING G6 TOILETING G7 BATHING G8 GROOMING G10 KNOWS WHAT COMMUNITY HELPERS DO G11 KNOWS WHERE TO GO FOR SERVICES	IED III (Brigance Yellow) assessments to be recorded on the Excel spread sheet which is stored in Individual Student files on server. **Results to be collated for presentation at Operational Plan Review of 2019 – allowing 2 years to gather valid data**
LONGITUDINAL DATA GATHERING	The teaching staff will use Brigance as the main method of assessment to track student longitudinal data. All students will be assessed using Brigance IED III (Yellow). Students identified above (Australian Curriculum) Foundation level will be assessed in English and Mathematics using CIBS II (Green). Data will be gathered over 2 years to identify areas for future planning.	