



# **Esperance Education Support Centre**

## **School Plan**

**Young people, empowered by choice, participating in and contributing to their community**

# Our Vision

Young people, empowered by choice, participating in and contributing to their community

# Our Mission

We work in partnership with our community to empower our students with the skills necessary to live productive and fulfilling lives, through an individually focused and supportive curriculum.



# Our Values

## **Respect**

We work to create an environment where people feel valued

## **Personal Responsibility**

We create a supportive environment where individuals take responsibility for their choices, actions and behaviours

## **Integrity**

We value and encourage honesty, trustworthiness and transparency

## **Inclusion**

We value the right and opportunity to participate in and contribute to our school and the local community

## **Teamwork**

We work collaboratively to achieve our goals



# Esperance Education Support Centre

***Esperance Education Support Centre is a specialist secondary school for students with additional learning needs. Our rigorous learning programs cater for the individual needs of our students. Our school prides itself on its diverse curriculum consisting of accredited academic and holistic programs. We work in close partnership with Esperance Senior High School and the wider Esperance community to achieve student outcomes. We value, respect and welcome all students, and understand that behaviour is a form of communication.***

The Esperance Education Support Centre is a secondary school catering for students with intellectual disability or Autism Spectrum Disorder with higher educational need. A program is also offered to students with an imputed cognitive disability at the discretion of the principal.

Our school vision is 'young people, empowered by choice, participating in and contributing to their community' and this vision is reflected across our school curriculum. The curriculum is guided by the Individual Education Plans and Individual Transition Plans of our students. These plans are negotiated by teaching staff with parents and carers, and in the case of the transition plans, with students.

Our diverse and purposeful learning programs are referenced to formal curriculum through ABLEWA, The K-10 Curriculum, Special Education Needs Assessment Tool, ASDAN Modules and Preliminary Courses of Study. Our rigorous academic program is complimented by holistic programs including community access, work experience, swimming, drumming, therapy horses, independent living skills, social and emotional programs, camps and excursions. These programs are carefully selected and developed to ensure our students gain the academic, personal, social, independent and work related skills they require to be young people, empowered by choice, participating in and contributing their community.

Our behaviour management beliefs and practices are strong, clearly articulated and positive. We view behaviour as a form of communication and as a teaching point.

Our relationship with our partner school, Esperance Senior High School, allows our students to benefit from an inclusive education. Our students have access to many mainstream classes, enjoying a differentiated curriculum well supported by Education Support Centre staff. We enjoy strong interagency and community support to assist in the achievement of outcomes and, like a classroom, the community is considered a valuable place in which to learn and demonstrate outcomes.



# Features and Facilities

***Our students enjoy an inclusive environment on a shared campus with our partners – Esperance Senior High School, South Regional TAFE and Esperance Residential College.***

***Our facilities include four purposeful and flexible classrooms, an Independent Living Centre, two private bathrooms, sensory spaces, recovery spaces and a sensory garden.***

Esperance Education Support Centre is co-located with Esperance Senior High School, South Regional TAFE and the Esperance Residential College. Our school community enjoys a close working relationship with its campus partners and our curriculum is enhanced through their support, as we enhance theirs’.

The principal and administration staff are housed in a shared administrative building with Esperance Senior High School administrators.

The Education Support Centre building (ESC) hosts two large classrooms, an outdoor area for sensory breaks, a private recovery space, a kitchenette, a teaching and learning laundry / bathroom and a large staff preparation area. Many of our school community events, such as our Family Christmas Party, are held in this building.

‘Room 16’ is on the second storey of the south wing. It is set up in the style of an office, to create an ‘adult’ learning environment for our senior school students.

The Multipurpose Room (MPR) is a large classroom with a kitchenette, sensory space and adjoining transportable bathroom suitable for use by students using wheelchairs and requiring hoisting.

The Independent Living Centre (ILC) caters for the teaching of independent living skills such as employability skills, budgeting, cooking, laundry skills and sewing.

The sensory garden is a large garden space located in the ‘Demo Block’ of the senior high school. The students and staff of the Education Support Centre have created this incredible space with support from Esperance Senior High School and South Regional TAFE students and staff. The garden’s development was also supported by community partners including the Shire of Esperance, Southern Ports and Bunnings. The garden supports not only cooking programs, but provides a space for students to meet sensory needs, to gather with the school community, to relax, connect and to learn.



## Key Focus Areas

Community	Quality Teaching
Student Achievement	School Culture



# Community

**At Esperance Education Support Centre, our vision is ‘young people, empowered by choice, participating in and contributing to their community’. Our curriculum is driven by this vision – community settings are viewed as classrooms, community members are viewed as teachers.**

## Aims

Students are provided with an opportunity to demonstrate educational outcomes in community settings.

Students are linked to agencies that can support their engagement in the community and their transition to adult life.

Students in Years 9 – 13 engage in career education.

Students in Years 10 – 13 engage in a work placement.

Students experience a greater breadth of work placements in Year 10 than in senior school years.

Students convert work experience to paid work in the year they transition from school to adult life.



# Quality Teaching

**Our staff are committed to life-long learning, continuous improvement, ongoing reflection and personal goal-setting. We work within a highly collaborative and supportive team of professionals. We value feedback from our colleagues and we seek to learn from one another.**

## Aims

Teaching staff engage in a Performance Management Process referenced to AITSL standards and Growth Coaching strategies.

Education Assistants engage in a Performance Management Process linked to the Competency Framework for Education Assistants (Special Needs).

Teaching staff engage in classroom observation and feedback, linked to the research and implementation of teaching and learning strategies and skills.

In annual audits, teaching staff provide evidence of

- A curriculum linked to the community
- A curriculum driven by Individual Education Plans and Individual Transition Plans
- A differentiated curriculum, including means of communication within the classroom and community
- A curriculum linked to whole school curriculum continuums

Principals articulate links between Leadership Institute initiatives and School Improvement to the school community in the Annual Report.





# Student Achievement

**At the Esperance Education Support Centre, we believe in the ability of each and every student to achieve great things. High student achievement derive from high expectations and personal accountability. Our staff work in consultation with parents and carers to set individual learning goals in the Individual Education and Transition Plans of students.**

## Aims

Students attend school regularly.

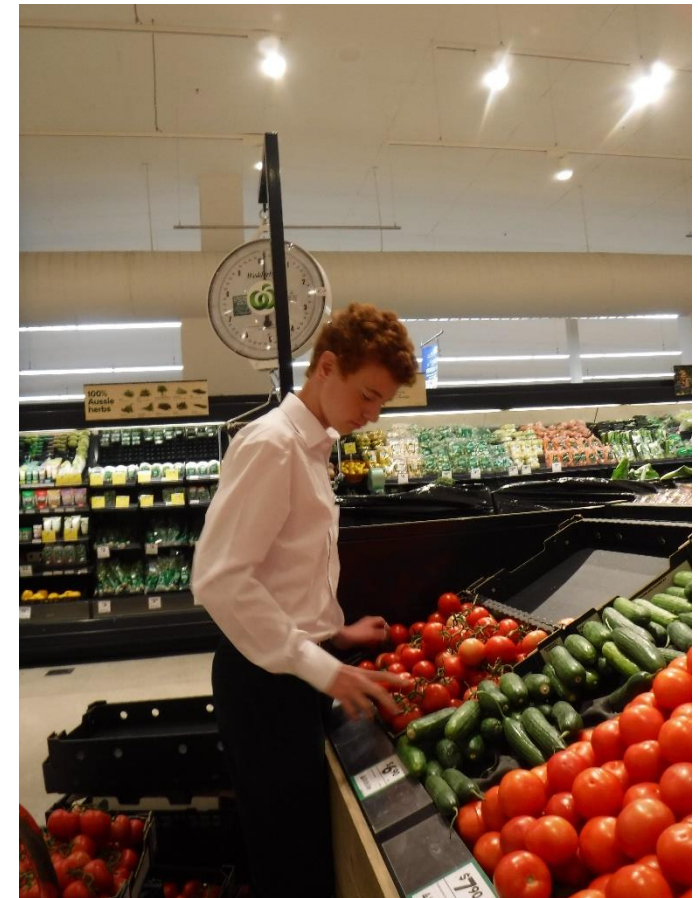
Individual Education and Transition Plan goals are achieved at a 'No Help' level.

Students in Years 7 to 10 demonstrate progress against ABLEWA levels within a school year.

Students achieve at least one ASDAN qualification within a school year.

Former students are engaged in paid work two years after graduation.

Former students are receiving community support two years after graduation.



# School Culture

**The Esperance Education Support Centre prides itself on its positive school culture. All behaviour is viewed as communication and as an opportunity to learn. Love and Logic, Team Teach and Positive Behaviour Supports provide us with the framework to preserve our school culture and support our students to be responsible and kind school community members. Our school is highly inclusive. We value distributed leadership and input into decision making from our students, parents, council, community partners and staff.**

## Aims

All staff are trained in the use of Love and Logic.

Staff demonstrate their use of Love and Logic in school surveys.

Students demonstrate their progress against the achievement of ABLEWA goals in the area of Personal and Social Capability within the school year.

Staff are trained in Team Teach.

Staff demonstrate their use of Team Teach strategies in school surveys.

Online Incident Notification System reports related to behavioural escalation will describe the use of Love and Logic and / or Team Teach.

Staff, students, parents and carers provide feedback to the school in the National School Opinion Surveys. The school averages a score above 4 (out of a possible 5) in analysis of the surveys.

Families of Aboriginal students will provide feedback to the school on inclusive practices in reference to the Aboriginal Cultural Standards Framework.







