



Joondalup
Education Support Centre
Independent Public School

Learning for Life

Joondalup Education Support Centre
Business Plan 2023-2025



Learning for Life

Our vision is to equip students with the skills necessary to deal with the many unique challenges they will face in society. Our students will achieve to the best of their individual abilities, in all aspects of their development.

Our Mission

Joondalup Education Support Centre provides a positive teaching and learning environment that supports students to acquire, develop and extend their individual academic, creative, physical, social and emotional skills that will enable them to become active participants within the wider community.

About Joondalup Education Support Centre

Joondalup Education Support Centre (Joondalup ESC) is a modern, innovative, Independent Public School specialising in the education of students with special needs. Recognised as WA Primary School of the Year 2021, we provide an inclusive and caring environment that challenges students to develop academically, socially, emotionally and physically. Opened in 1993 for 16 students, Joondalup ESC has developed and remained responsive and proactive to the needs of the community. Our school now has over 120 enrolments and has custom built facilities designed by specialised teams. We have purpose-built many areas of the school including a STEM room, two sensory rooms, multiple playgrounds, and we are continually refurbishing toilets, classrooms, play areas and shared spaces.

We share a campus with Joondalup Primary School, working collaboratively to foster progressive and authentic learning experiences for all students.

Our Business Plan for 2023-2025 has four focus areas:

1. The Most Viable Curriculum
2. Collaboration
3. Shared Language
4. Attendance

These focus areas are inter-related and have students, staff and the community at the core. Our school community has set targets relating to each focus area with milestones which indicate strategies we will use to meet these targets.

Individual, cohort and whole-school targets are set for attendance, numeracy and literacy. The school has clear expectations about student achievement based on contextual information and school-based assessment data.



Focus Area One: Most Viable Curriculum

Every classroom, every student, every day is at the forefront of our core work. Every student has a clear pathway to a successful future. At Joondalup ESC we work together with families and students to ensure;

- Resilient, healthy students - Mental health and emotional wellbeing
- Active and engaged students - Physical health, wellbeing and communication
- Progressing students - Academic growth
- Regular attendance for all students

Joondalup ESC staff are committed to seeing every student learn and thrive through evidence-based teaching for point in time learning. We thoroughly examine the curriculum and ensure the most salient outcomes become focus points when needed for each individual student, in response to their individual learning needs.

Our team scrutinises the WA Curriculum, and a Developmental Continuum of Personal and Social Capabilities to identify each child's most successful learning pathway. The complexity of each individual student requires a multi-disciplinary, wrap around approach which we know accelerates student learning and personal growth for life readiness. Supporting this learning is a dedicated AAC (Augmentative and Alternative Communication) focus that supplements student engagement.

Provide every student with a pathway to a successful future.

Foundational Skills

The Foundational Skills program consists of 30 developmentally sequenced, pre-curriculum learning skills, which are essential to building students' early literacy and numeracy skills. This program is used for students who require additional support to access the curriculum and do not currently use the school numeracy or literacy assessments. This program supports students in their pre-curriculum learning by outlining a clear progression of IEP goals, and comprehensive sequence of learning, to ensure all students gain mastery over these skills. Once a student has achieved 70% of these skills, they will be supported to progress to the whole school numeracy and literacy assessments, and standard curriculum.

Numeracy

Assessment level	Curriculum grade link	Average student improvement each year
Group 1 Foundational Skills	ABLEWA A/B	5%
Group 2 Pre-Foundation level	ABLEWA C/D	15%
Group 3 Foundation level	Pre-Primary	15%
Group 4 Year One level	Year One	15%
Group 5 Year Two level	Year Two	15%

Literacy

Literacy at Joondalup ESC is multi-faceted, with a focus on providing all students with essential core knowledge and strong foundations to become successful communicators, readers and writers. We follow a structured, coordinated, whole school approach to the teaching of literacy skills. Our evidence-based literacy approach has been derived from a combination of research and best practice and is supplemented by high quality programs such as Talk for Writing and the Multi-Lit programs which are aligned to our teaching and learning programs. Student progress is scaffolded and supported by strategies that provide students alternate ways to demonstrate their understanding. Our teachers follow a sequential program to plan and teach literacy skills starting from a pre-curriculum level. We continue to refine our literacy approach as an ongoing priority.

Targets

Students will be assessed using whole school assessments to inform an explicit teaching and learning program. The foundational skills, InitialLit and PLD assessments will be utilised to inform teaching, measure progress and determine next steps in students learning. This will be reviewed as part of a continual improvement cycle. Talk for Writing will continue to be a priority as it rolls into the second year of implementation. Our current writing moderation and judgements tool, an adapted version of a developmental writing scale created by the literacy team at Joondalup ESC, will be aligned to the BrightPath tool to assess and inform planning.



Milestones

- Teachers know what to teach and how to plan for each individual student and their point in time needs, through the support of professional learning communities.
- Targeted whole school assessments are validated, and this data is used to inform our individual, class and whole school teaching and review cycle to improve student achievement.
- Formalised whole school self-reflection and review procedures inform areas of success and improvement, which are interrogated and discussed, with the information being used to further whole school continuous improvement.

Focus Area Two: Collaboration

At Joondalup ESC we believe that collaboration is one of the key drivers that determines success. Our students' pathways to success are often complex, and dependent on good communication, collaboration and a shared vision, with many people working together.

Our school has a focus on developing the whole child and engages with students, parents, staff and the community to meet the individual and unique needs of every child.

Through continuing to build a culture that promotes learning, collaboration, and a shared vision our specialist learning team employs effective evidence-based practices to strengthen relationships with parents, community groups and allied services.

Targets

Through collaborative self-assessment and an explicit improvement agenda we will articulate strategies to deliver education of the highest standard, prioritising student achievement, health and wellbeing.

Milestones

Targeted plans on the following school priorities will be designed and implemented through professional collaboration teams:

- Collaboration strategy with therapists and families to ensure therapy value adds to the student's education and developmental wellbeing.
- Ensuring every student has a successful pathway at Joondalup ESC, our school Psychologists collaborate with parents and staff to support foundational skills for learning.
- Building relationships and understanding to be culturally responsive through the implementation of the Aboriginal Cultural Standards Framework and Reconciliation Action Plan with a specific focus on Relationships and Learning Environment.



Focus Area Three: Shared Language

An indicator of success is having confidence all team members have a shared vision and are working collectively toward the same goal. All staff use the same language, and leverage expertise and support. By developing a shared language and a culture of improvement we can continue to learn, share expertise, build capacity and be ever responsive to student and school needs.

Joondalup ESC has a focus on shared responsibility for the education of all Joondalup students. A shared language and shared vision are the cornerstones which underpin this.

Targets

Professional collaboration groups work together with families and the community to ensure one consistent narrative when describing assessment, education, attendance and approaches at Joondalup ESC.

Milestones

- All staff members working collaboratively towards a shared vision and direction for our students, families, school and community.
- Professional collaboration teams build and sustain relationships with staff, families and the community to ensure our what, how and why at Joondalup ESC is communicated clearly through a shared language and shared understanding.
- Curriculum and Assessment delivery are moderated with ongoing training provided by, with, and for staff, to ensure that the delivery of assessments and curriculum is consistent.
- Aboriginal and Torres Strait Islander perspectives are embedded in teaching and learning programs, AAC supports and campus events.





Focus Area Four: Attendance

We know that students who attend school every day have more opportunity to learn and build resilience preparing them for school and beyond. We also know that many of our students have medical appointments, therapy, anxieties and conditions which can make coming to school every day difficult.

Joondalup ESC believe every day matters and work together with families to overcome the challenges that can make attending every day difficult.

Targets

Student attendance data will meet state and like school averages demonstrating improvement in attendance each year, and consistent attendance averages, for students with avoidable absences.

Time is maximised for face-to-face education for every single student, creating strategies to keep connected for those with unavoidable absences, such as crucial therapy appointments, and those with ongoing absences from school.

Milestones

- Students identified as moderately at risk for avoidable reasons have an attendance plan, including support strategies to improve attendance.
- Students identified as severely at risk for avoidable reasons have an attendance plan, including support strategies to improve attendance, and are case managed.
- Students who are identified as having 'at risk attendance' for unavoidable reasons have a personal support plan, including strategies to stay connected to learning and to continue learning when not at school, e.g. digital platforms or robotic connections.
- Staff, families and support services receive ongoing opportunities to engage and collaborate together to maximise student attendance for each individual student.

Partner with families, communities and agencies to support the educational engagement of every student



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