

School plan 2018-2020

Broderick Gillawarna School 5529



School background 2018–2020

School vision statement

Broderick Gillawarna School respects the individual needs of all students and is committed to working collaboratively with staff, parents and the wider community to enhance the learning experience. The school prioritises the development of independent living skills to provide students with the necessary tools to become active and engaged members of the community.

Parents and Caregivers are supported by staff to develop learning priorities for each student to enhance both their communication and social skill development and provide opportunities for continued growth once the school experience is complete.

Broderick Gillawarna School actively promotes student independence and programs are developed to allow for maximum participation across the school to support engagement and improvement in learning outcomes. The learning is connected to post school option programs to empower students to become respected and valued members of the community.

Broderick Gillawarna School respects and reflects all cultural backgrounds and the individual needs of all students. The school supports and inspires students to develop a love of learning, to become responsible, considerate and creative citizens and to reach their full potential.

School context

Broderick Gillawarna School is located in the high multicultural area of Revesby in South West Sydney. The student population draws from a wide area with the majority of students travelling to and from school by special transport provided by the government. The school provides quality education for students from Kindergarten to Year 12 with moderate to severe intellectual disabilities, including Autism, physical disabilities, mental health, visual or hearing impairments.

The school actively celebrates the progress and achievements of all students and has high expectation in learning, student engagement in a meaningful and relevant curriculum. Each student has personalised learning plans developed collaboratively with parents, staff and support professionals to enable them to be successful learners.

Within the innovative, engaging and supportive learning environments, students participate in a broad range of learning experiences, both within the school grounds and externally such as work experience, travel training and community sporting programs. We believe in supporting students to achieve their full potential and to ensure all students have the capacity to lead successful, rewarding lives.

School planning process

Broderick Gillawarna School sought the opinions of parents, staff, students, and the community about the school and future direction and priorities. This includes aspects of learning programs and expectations, support for students and families, with clear communication methods.

The consultation includes: surveys, meetings, conversations, focus group reflection and feedback, collaborative professional dialogue, formal meetings and program evaluation.

Three strategic directions have been defined for 2018–2020 as the basis for a shared commitment for future developments as we build the capacity of students, staff and community as life-long learners.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Student Focused Learning and
Engagement

Purpose:

To provide purposeful learning opportunities that connect to student achievement through the use of authentic data collection measuring student development. Staff and parents contribute to establishing learning outcomes in numeracy, literacy and life skills that prepare students as lifelong learners.

STRATEGIC DIRECTION 2

Data Driven Teaching

Purpose:

To provide staff with prospects to engage in professional development and analysis of their own teaching practice. Through collaborative practice with School Leadership staff are encouraged to enhance their professional practice, developing personal goals that are aligned to the School Plan and supported with authentic student assessments that measure accurately student learning.

STRATEGIC DIRECTION 3

Positive Partners in Learning

Purpose:

To enhance parent, caregiver and community participation to connect as 'Partners in Learning'. The school vision is shared across community members to enhance engagement and connect all stakeholders to the school and its' purpose. The school community actively participates to support and drive school wide expectations of achievement and celebration.

Strategic Direction 1: Student Focused Learning and Engagement

Purpose	People	Processes	Practices and Products										
To provide purposeful learning opportunities that connect to student achievement through the use of authentic data collection measuring student development. Staff and parents contribute to establishing learning outcomes in numeracy, literacy and life skills that prepare students as lifelong learners.	Students Students: actively engage in their learning, accessing the full curriculum regardless of ability. Students are supported to engage in agreed learning outcomes that promote generalisation of skills and self-regulation of behaviour. Using contextual decision making skills, students are able to enhance their own learning requirements.	Literacy: Develop and implement a whole school approach to the delivery of literacy programs specific to the needs of each student. This program is supported and validated using consistent and accurate data collection methods.	Practices The school wide employment of individualised communication systems that enhance and support student learning.										
Improvement Measures	Staff Staff: enhance their capabilities through collaboration of staff, engaging in specific professional development aligning with the teaching standards, strategic directions and Professional development plans. Staff utilise their professional knowledge to engage in school based programs, supporting behaviour management, self-regulation and communication. Staff are expected to engage in regular assessment of student work to assist in ascertaining student learning outcome goals.	Numeracy: Develop and implement a whole school approach to the delivery of Numeracy programs specific to the needs of each student. This program is supported and validated using consistent and accurate data collection methods.	A school wide implementation of work schedule systems that can be differentiated across all curriculum areas.										
Every student has access to an individualised mode of communication to support learning.		Student Wellbeing: Establish a whole school program that is accessible to all students regardless of their factor of need. Students are actively engaged in a variety of positive learning environments.	Implementation of a sustained and consistent system for collecting student assessment data.										
Increased level of achievement of students in Literacy skills and outcomes		Evaluation Plan <table><tr><td>Injury Plan assessment data</td><td>Student</td></tr><tr><td>PECS data</td><td>Anecdotal notes</td></tr><tr><td>TEACCH data</td><td>School surveys</td></tr><tr><td>Student reports</td><td>Parent surveys</td></tr><tr><td>Parent focus groups</td><td></td></tr></table>	Injury Plan assessment data	Student	PECS data	Anecdotal notes	TEACCH data	School surveys	Student reports	Parent surveys	Parent focus groups		Whole school implementation of consistent expectations of behaviour in line with Positive Behaviour for Learning (PBL) standards.
Injury Plan assessment data			Student										
PECS data			Anecdotal notes										
TEACCH data	School surveys												
Student reports	Parent surveys												
Parent focus groups													
Increased level of achievement of students in numeracy skills and outcomes.		Products Students are able to access individualised communication models to remain engaged and on task in all learning environments.											
Increased awareness of whole school positive behaviour for learning values.	Parents/Carers Parents/ Carers: are to become engaged and active members of the school community and assist in supporting school based programs and initiatives. Parents/ Carers will, along with the school, develop a partnership based on mutual respect with clear and concise guidelines to enhance the home/school partnership. Parents/ Caregivers will actively engage in the decision making process.		Students increase their independence in all learning environments to encourage appropriate on task behaviours.										
A greater proportion of students accessing life skills and community outreach experiences in meaningful learning contexts.	Leaders Leaders: Adopt a coordinated approach to		Students are receiving meaningful and targeted teaching and learning experiences based on assessment data.										
			Students receive explicit instruction and expectations of standards of safe behaviour to promote positive learning environments.										

Strategic Direction 1: Student Focused Learning and Engagement

People

providing staff and the school community with the required professional learning to support school wide programs. Leaders are expected to enhance the skills of all staff and provide consistent communication in the implementation of school wide approaches.

Strategic Direction 2: Data Driven Teaching

Purpose

To provide staff with prospects to engage in professional development and analysis of their own teaching practice. Through collaborative practice with School Leadership staff are encouraged to enhance their professional practice, developing personal goals that are aligned to the School Plan and supported with authentic student assessments that measure accurately student learning.

Improvement Measures

All staff complete their Professional Development Plan and make suggested changes according to feedback from their supervisors.

Every student has had formative assessment conducted on their academic achievement used to form future teaching directions.

All teachers are compliant with NESA requirements and mandatory programming standards.

Every student has some form of work schedule and communication model to support, enhance and maintain their learning within the classroom.

People

Students

Students as a whole school focus will be constantly involved in targeted strategies to meet their own learning outcomes, on task with reduced staff support, meet their personal learning needs and find activities meaningful in their application within the classroom.

Staff

Staff make informed responses to student learning and engagement, supported by accurate assessment data collection and the use of TEACCH, PECS and PBL. Collaborative planning meetings, interactions and project development impact positively on how staff teach and set realistic goals and hold high expectations of student growth and development.

Parents/Carers

Parents and Carers are informed of strategies, programs and teaching methodologies designed and used to enhance student development. Parents and Caregivers endorse these strategies through parent meetings and engaging in school based opportunities for their own personal learning.

Leaders

Leaders: The Leadership of Broderick Gillawarna School are committed to the development of their staff's skills, research based professional learning and the promotion of effective teaching strategies. The Executive team focus on best practice demonstrated within both the teaching and learning environments of the classroom,

Processes

Professional Development: Develop, implement and refine a comprehensive research based professional development focus that provides staff to assess their own practice, enact change in learning environments and support their fellow colleagues

Student Assessment: Implementation and maintenance of school wide culture of assessment using accurate and authentic data collection. This supports the execution and refinement of the school plan, whilst enhancing student outcomes.

Collaborative Teaching and Learning: Develop belief that all staff can have the opportunity to lead, contribute and support teams focused on student engagement and learning outcomes. Collaborative teams are committed to the growth of student skills and abilities are measured with regular and consistent data collection methods.

Evaluation Plan

Injury Data

TEACCH data

Student reports

Student assessment data

Anecdotal comments

Professional Development Plans

Schools Online (NESA, ROSA, HSC data)

Classroom programs

Supervisor Observation and feedback

Practices and Products

Practices

Practice: Implementation of detailed Professional Development Plan Schedules that provide clear expectations and standards to be met by all staff within Broderick Gillawarna School

Practice: Whole school implementation of data collection techniques to record, assess and prepare future teaching directions.

Practice: Compliance measures introduced, aligned to current programming schedules and maintained through mentoring and support from school leadership

Practice: Implementation of work schedule teaching strategies that enhance, develop and further student learning outcomes and independence.

Products

Product: Staff are more engaged in their own career focused development, aware of school wide objectives and displaying higher professional standards

Product: Authentic and accurate data collated and presented for use by the school community in future pedagogical planning.

Product: Programming and reporting procedures that meet the required NESA and NSW Curriculum guidelines used by all teaching staff of Broderick Gillawarna School.

Product: Students are more engaged in personal work tasks and teachers are more

Strategic Direction 2: Data Driven Teaching

People

playground and local community.

Processes

forms
Parent Survey
Parent Focus Group

Practices and Products

efficient in meeting the needs of all students.

Strategic Direction 3: Positive Partners in Learning

Purpose

To enhance parent, caregiver and community participation to connect as 'Partners in Learning'. The school vision is shared across community members to enhance engagement and connect all stakeholders to the school and its' purpose. The school community actively participates to support and drive school wide expectations of achievement and celebration.

Improvement Measures

100% of parents will engage in some form of discussion regarding their child's education

50% of parents will engage with a focus group or survey to support improved school and community communication

People

Students

Students generalise skills and abilities to other environments and extend existing ones with opportunities facilitated by the school and home. Students are supported to engage in school based and community programs supported by parents, volunteers and other community members.

Staff

Staff engage with the Learning and Support team to better inform parents of behaviour management systems, proformas and school rules to drive open communication between home/ school. Behaviour support plans are developed collegially with parents to inform of expected behaviour and improve engagement in learning outcomes and appropriate community participation.

Leaders

The Leadership team encourage and guide teacher, parent and Caregiver communication for accurate and effective support of student behaviour and interventions. Leaders facilitate workshops to enhance parent knowledge and skills required to support student communication and behaviour. Leaders develop and implement opportunities for parents and caregivers to participate in volunteer and community based cooking programs and excursions to enhance the school community through socialisation and peer support.

Parents/Carers

Parents and Carers engage in

Processes

Connection: Continue and enhance consistent and regular communication with the wider community through parent meetings, newsletters, surveys, focus groups and workshops. Introduction of volunteer program to support parents and caregivers in working in the school utilising skills to make resources.

Community Kitchens program to promote school based projects including cooking, gardening, excursions, coffee mornings and relaxation activities such as Tai-chee and remedial massage.

Support: Align parent and caregiver need to workshop opportunities that promote a positive school culture of support, inclusive of NDIS, therapy, communication and behaviour management strategies.

Evaluation Plan

Parent survey

Focus group survey

Student injury data

Parent/ teacher meetings

Parent workshop attendance

Practices and Products

Practices

The school wide employment of parent focus groups that support accurate reflections of school performance.

The adaptation of processes that provides the school community appropriate feedback to support the school plan.

The engagement of parents and community in school based workshops that enhance student learning outcomes and home/ school relationships.

Products

Parents are able to access regular and timely information through a number of resources available to the school community, P&C and School Council.

Parents are offered opportunities to provide consistent feedback about their school through a variety of data driven resources.

Parents and caregivers receive explicit information and instruction to support engagement in the learning process of their child.

Strategic Direction 3: Positive Partners in Learning

People

conversations about their child with staff and the Leadership team to enhance student support and a sense of community for all stakeholders. Parents and Caregivers provide and are provided with regular feedback to the school to facilitate home/ school communication through surveys, communication books, newsletters and meetings. Parents and caregivers engage in whole school community events to celebrate school and student achievement and enhance positive parent and caregiver relationships.