

School plan 2018-2020

Bullimbal School 5569



School background 2018–2020

School vision statement

At Bullimbal School the staff believe that we are here to make a difference for our students by maximising their learning potential in an enriched learning environment.

Our supportive learning team enhances the quality of our students' lives through encouraging independence, achievement and excellence, as they become valued members of society.

The families and carers of our students are supported and encouraged to actively contribute to their children's education demonstrating a commitment to lifelong learning.

School context

Bullimbal School is located in Tamworth. The student population draws from a wide area of Tamworth, Manilla, Nundle and Quirindi, with the majority of students travelling to and from school using the Assisted School Travel Program. The school provides quality education for students from Kindergarten to Year 12 with moderate or severe intellectual disabilities, including autism, physical disabilities, mental health, visual or hearing impairments. Currently there are 49 students across 7 classes.

The school was relocated in 2010, incorporating modern, specialised assistive technologies and state-of-the-art facilities including a heated indoor hydrotherapy pool, sensory garden, multi-sensory learning space and film studio. The school has a well-resourced and engaging playground environment including bike track, play equipment, sand pit, vegetable garden and a range of inclusive and purposeful learning spaces.

The school continues to be recognised for its achievements in the integration of technology into teaching and learning. The school provides assistance and guidance to all schools in the New England geographical area through the on-going implementation of its Assessment Toolbox for Learning and Support (ATLaS) project. Other major focuses for Bullimbal are the incorporation of Augmentative and Alternative Communication (AAC) systems and inclusive Literacy programs for all students through the Four Blocks to Literacy program.

School planning process

Staff, students, parents and the broader school community were consulted extensively in the development of the School Plan 2018–2020.

The work of Simon Senek and his concept of The Golden Circle was used to guide the development of our plan commencing from the inside out, focussing first on Purpose and 'why' before moving to defining 'how' and 'what' will be achieved.

Consultation with parents, students and teachers about the school in the current context and with respect to future goals and aspirations was undertaken over an extensive period beginning in 2017.

The school collected evidence and opinions of key stakeholders within our school community to help understand current school strengths and areas for improvement, as well as identifying key future goals and opportunities. The review was conducted using a range of strategies including: parent consultation at P&C meetings; one-to-one parent conversations; formal parent, student and teacher surveys; whole staff and small group professional learning and planning sessions; and a reflection on current data from a range of sources. Consultation, reflection and analysis of available data and trends assisted our school community in identifying our key vision and supporting school goals.

As a result the following three strategic directions will be the focus of school improvement 2018–2020:

- Effective Teaching and Learning;
- Professional Learning and Expertise;
- School Community Wellbeing.

School strategic directions 2018–2020



Purpose:

Highly effective Teaching and Learning programs are informed by research-driven methods and specialised assessment to meet individual learning goals in the areas of Literacy and Communication.

Purpose:

To guide and plan Professional Learning pathways for teaching and support staff, to build their capacity to deliver quality teaching, learning and wellbeing programs.

Purpose:

At Bullimbal School we recognise the importance of Wellbeing as a foundation for learning. The school actively shapes wellbeing through focussed interventions in the areas of Choice, Achievement, Positive Relationships, Enjoyment, Personal Growth and Development, Health and Safety.

Strategic Direction 1: Effective Teaching & Learning

Purpose

Highly effective Teaching and Learning programs are informed by research-driven methods and specialised assessment to meet individual learning goals in the areas of Literacy and Communication.

Improvement Measures

The extent to which Literacy and Communication Teaching and Learning programs are driven by assessment has increased as measured by feedback from collegial observations and implementation of highly individualised Teaching and Learning programs.

The extent to which individual Literacy and Communication learning goals are being met has increased as measured by 80% of students meeting their goals identified in their Personalised Learning and Support Plan.

People

Leaders

Leaders will:

- develop the policy, practices and processes surrounding assessment of Literacy and Communication;
- facilitate the administration of consistent and timely assessment in Literacy and Communication;
- guiding the data analysis process to inform Teaching and Learning programs.

Staff

Staff will:

- learn how to confidently and accurately use the Assessment Framework for Literacy and Communication with a focus on applying consistent Teacher judgment;
- analyse assessment data for the purpose of goal setting and development of appropriate Teaching and Learning programs;
- report on student performance aligned with students' Personalised Learning and Support Goals.

Parents/Carers

Parents/Carers will:

- understand the purpose of highly specialised assessments in the areas of Literacy and Communication and receive feedback on their child's performance;
- collaborate with staff and community

Processes

Research, develop and implement an Assessment Framework for Communication & Literacy that supports learning in all curricular and extra curricular areas.

Evaluation Plan

Progress towards the achievement of this Strategic Direction will be measured against milestones on a regular basis. This evaluation will be conducted by the Effective Teaching & Learning Team, twice per term. Evaluation strategies include: The School Excellence Framework; Parent, Staff and Student surveys; staff Performance and Development Plans; classroom and playground observations and assessment against students' Personalised Learning and Support Plan goals.

Practices and Products

Practices

Analyse the data from Communication & Literacy assessments in order to identify strengths and areas for improvement.

Use data analysis in Communication & Literacy to inform the development of highly specialised Personalised Learning and Support Goals and Teaching and Learning Programs.

Staff will confidently and accurately perform assessments in Communication & Literacy as outlined in the procedures of the school-developed assessment framework.

Consultation and engagement with research and industry experts to inform development of Framework, aligned with current Best Practice.

Products

Strategic use of an Assessment Framework for the evaluation of Communication & Literacy to support curriculum delivery across all Key Learning Areas.

Each student has highly individualised Learning Goals developed in the area of Communication & Literacy.

Students achieving their Communication & Literacy Personalised Learning and Support Plan Goals.

Strategic Direction 1: Effective Teaching & Learning

People
partners in the formation of Personalised Learning and Support goals.
Community Partners
Community Partners in the form of External Service Providers will:
<ul style="list-style-type: none">• collaborate with staff and parents/carers in order to develop agreed goals during their school-based therapy sessions;• be informed of school-developed Literacy and Communication goals and use this information to guide the development of therapy-based goals.

Strategic Direction 2: Professional Learning & Expertise

Purpose

To guide and plan Professional Learning pathways for teaching and support staff, to build their capacity to deliver quality teaching, learning and wellbeing programs.

Improvement Measures

Develop a policy and set of procedures that guides teaching and support staff through the PDP process to identify appropriate Professional Learning opportunities linked to the school plan and professional aspirations. This will reflect the dynamic complex needs of the student population .

Improved staff capacity through access to Professional Learning opportunities that are linked to their PDP goals and the school plan. Increase in skill, knowledge and confidence of all staff to deliver quality teaching, learning and wellbeing programs.

People

Leaders

Leaders will:

- facilitate the development of policy and procedures relating to the Performance and Development process;
- facilitate the observations of teaching practice using the NSW Quality Teaching Model;
- facilitate Staff supervision meetings and the completion of Performance and Development Plans linked to school priorities.

Staff

Staff will:

- learn how to confidently and accurately use the NSW Quality Teaching Model to conduct observations;
- demonstrate understanding of their role and responsibilities in the development of Performance and Development Plans;
- identify and participate in Professional Learning opportunities linked to the School Plan;
- actively contribute to supervision meetings, reflect on and respond to feedback;
- demonstrate change in practice as a result of Professional Learning and document the effect of Professional Learning in their class programs.

Parents/Carers

Parents/Carers will:

Processes

Policy and Procedures

Consultation with all staff to develop Professional Learning policy and procedures to ensure comprehensive planning and delivery informed by individual and school Professional Learning goals.

Evaluation of Teaching Practice & Professional Development

The NSW Quality Teaching Model will inform explicit teaching practices that build student learning engagement and achievement and inform the direction of Professional Learning.

Evaluation Plan

Progress towards the achievement of this Strategic Direction will be measured against milestones on a regular basis. This evaluation will be conducted by the Professional Learning and Expertise Team, twice per term. Evaluation strategies include: assessment against The School Excellence Framework and Melbourne Declaration objectives; administration of Parent, Staff and Student surveys; achievement of staff Professional Development Plans; and engagement in classroom and playground observations.

Practices and Products

Practices

Staff will confidently identify appropriate Professional Learning to meet the needs of students with increasingly complex and challenging needs linked to the School Plan and professional aspirations.

Staff will apply new knowledge derived from Professional Learning, focussing on the NSW Quality Teaching Model. This will increase skill, knowledge and confidence when delivering quality teaching, learning and wellbeing programs.

Products

All staff members have completed a Performance and Development Plan that identifies Professional Learning linked to the school plan and professional aspirations, that is reflective of, and responsive to, the complexity and changing needs of the student population.

A set of school-based procedures will guide the development, implementation and evaluation of Professional Learning.

All staff are able to confidently and consistently reflect on and evaluate teaching practice using the NSW Quality Teaching Model.

Teachers will develop deep knowledge of the Professional Teaching Standards to inform continual improvement of teaching practice.

Strategic Direction 2: Professional Learning & Expertise

People <ul style="list-style-type: none">• be informed of Professional Learning that staff undertake and understand the positive effect of this learning on student outcomes.
Community Partners Community Partners including External Service Providers will: <ul style="list-style-type: none">• collaborate to inform priority areas of the current School Plan;• be offered involvement in Professional Learning opportunities as appropriate to better support our students and families.
Students Students will: <ul style="list-style-type: none">• demonstrate greater achievement and application of Personalised Learning and Support Plan goals, reflecting enhanced teaching practice.

Strategic Direction 3: School Community Wellbeing

Purpose

At Bullimbal School we recognise the importance of Wellbeing as a foundation for learning. The school actively shapes wellbeing through focussed interventions in the areas of Choice, Achievement, Positive Relationships, Enjoyment, Personal Growth and Development, Health and Safety.

Improvement Measures

A sustained improvement in Whole-school performance in the area of wellbeing as evidenced by data analysis of the Wellbeing Self-Assessment for Schools and School Excellence Framework (Wellbeing Domain).

Individual student health and wellbeing is improved as measured in the domains of the Wellbeing Framework for Schools, including Choice, Achievement, Positive Relationships, Enjoyment, Personal Growth and Development, Health and Safety, and the School Excellence Framework (Wellbeing Domain).

People

Leaders

Leaders will:

- facilitate the implementation of a range of wellbeing initiatives, incorporating findings from relevant research, guided by the Wellbeing Framework, Departmental Policies and Procedures.

Staff

Staff will:

- demonstrate improved physiological and emotional wellbeing;
- successfully implement a range of targeted wellbeing initiatives;
- actively contribute to the positive wellbeing of other staff, students, parents/carers.

Students

Students will:

- demonstrate improved physiological and emotional wellbeing;
- will identify aspects of their schooling that contribute to their individual wellbeing and actively participate in goal-setting in this area.

Parents/Carers

Parents/Carers will:

- have improved wellbeing as a result of participation in a range of wellbeing initiatives;
- will identify aspects of their child's schooling that contribute to their

Processes

Wellbeing Programs

Design and implementation of a strategic and planned approach to wellbeing, based on current research and data analysis, to support productive relationships and learning for students, staff and families.

Evaluation Plan

Whole-school assessment of this strategic direction will be measured using the Wellbeing Self-Assessment Tool for Schools as part of the Wellbeing Framework.

Individual student wellbeing will be assessed and reported on using a range of instruments that monitor aspects of wellbeing.

Survey and discussions with Parents, Students and Staff will indicate growth in the areas of Choice, Achievement, Positive Relationships, Enjoyment, Personal Growth and Development, Health and Safety.

Practices and Products

Practices

A range of programs are implemented to support Student, Staff and Parent/Carer wellbeing through focussed interventions in the areas of Choice, Achievement, Positive Relationships, Enjoyment, Personal Growth and Development, Health and Safety.

Whole-school and individual approaches to wellbeing and engagement are monitored and refined through collecting, analysing and using data from a range of sources.

Products

There is a school-wide, collective responsibility for student learning and success, which is shared by parents/carers and students.

Positive, respectful relationships are evident and widespread among Students, Staff, Parents/Carers and promote wellbeing to ensure optimum conditions for students learning across the whole school. (SEFv2 L-W)

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers (SEFv2 L-W).

Strategic Direction 3: School Community Wellbeing

People
individual wellbeing and active participation in goal-setting for them.
Community Partners
Community Partners will:
<ul style="list-style-type: none">• provide expertise in various wellbeing domains to inform and/or implement wellbeing initiatives of the school;• contribute to the setting of whole-school and individual goal setting for wellbeing initiatives being delivered to the school community.