



School plan 2018-2020

Mainsbridge School 5630



School background 2018–2020

School vision statement

Providing exceptional and empowered special education, driving student learning through purposeful, self-reflective, holistic practice.

School context

Mainsbridge School is a Department of Education school, located in Liverpool, 36 kilometres south west of Sydney and is part of the Liverpool Network of schools. The school site is historic with the original 130 year old residence, housing the school's administration office. The Department of Education commenced using this site as a special school 51 years ago.

Our school caters for students from Kindergarten to Year 12 with moderate and severe intellectual disabilities and their associated needs. Students need to have a confirmed disability and are offered a place at Mainsbridge School following a placement panel process. Enrolment trends have remained consistent over the last 5 years with the average enrolment being 108 students across 17 classes.

Students live in the surrounding areas of Liverpool, Fairfield, Wattle Grove, Cabramatta, Macquarie Fields, Hoxton Park and Kemps Creek. Eighty-four per cent access Assisted School transport (AST).

High quality data driven educational programs are provided for students based on New South Wales Education Standards Authority (NESA). The school has a curriculum focus incorporating the Australian Curriculum and strength in areas of alternative and augmentative communication (AAC) and the use of ICT and emerging technologies. In addition all students have a Personalised Learning Plan, (PLP) which has been developed in collaboration with parents and carers.

Throughout the school specialised spaces have been designed to cater for the specific learning needs of our students. These include a gross motor room, multisensory room, an iPad laboratory, music room and a living skills room.

The school population consists of 80% of English as an additional language dialect (EALD) with the most common languages being Vietnamese and Arabic.

School planning process

Mainsbridge School Planning Journey –

Mainsbridge School began the school planning cycle by reviewing the vision statement with staff and community. It was evident that the values and beliefs within the vision remained accurate, however refining the language and length would enable further levels of engagement throughout the school and community.

School executive participated in several professional development opportunities lead by the Centre for Education Statistics and Evaluation (CESE). These sessions focused on evaluative thinking and reflective practice designed in particularly for special school settings.

School evaluation meetings were conducted collaboratively, involving participation opportunities for all staff and community. Executive collated feedback and applied design tools such as logic modeling to drive and support the planning process of our

new school plan. Further workshops focused on strategic directions and major improvement projects in reflection of our school evaluation.

The next stages of school planning were undertaken by the school executive to finalise the strategic directions. In refining the directions consideration was given to the ways in which the school would develop further in the delivery of high quality, well informed special education for its students. After additional collaboration with staff, strategic directions were developed.

This lead the executive to establishing purposes, processes, products and practices. These elements explicitly demonstrate the links between our school vision, strategic directions and our improvement measures.

Milestones and targets were designed to provide the plan with a systematic method and a future focused delivery, ensuring school improvement over the next three years.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Effective wellbeing across the school community.

Purpose:

Mainsbridge School values holistic education. Improved wellbeing of students, staff and community builds a strong foundation where quality teaching and learning optimises student achievement.

STRATEGIC DIRECTION 2

Driving quality teaching and learning to enable effective student communication.

Purpose:

Mainsbridge School believes empowering students through individualised communication systems will develop independent and flexible learners. It is our priority to build student capacity to communicate functionally beyond their years at school and into the wider community.

STRATEGIC DIRECTION 3

Successful transition to new school site, focusing on innovation.

Purpose:

Mainsbridge students find change incredibly challenging. Providing gradual, predictable and individualised transition strategies will ensure our students are supported and prepared for our new location of Warwick Farm.

Strategic planning for major transitions require a collaborative approach that involve the whole school community. Developing an identity in our new community involves establishing new relationships with neighbouring schools and community groups.

Driving a positive school culture focusing on new opportunities will impact greatly on successful student transitions. Well prepared, confident teachers demonstrating and managing collaborative, flexible learning spaces, new practices, programs and routines will be evident.

Strategic Direction 1: Effective wellbeing across the school community.

Purpose

Mainsbridge School values holistic education. Improved wellbeing of students, staff and community builds a strong foundation where quality teaching and learning optimises student achievement.

Improvement Measures

Increased collaborative planning amongst teachers driving and sustaining new programs.

Decrease in the proportion of negative student incidents recorded in Sentral.

People

Leaders

Executive staff adopts a collegial approach to mentoring teachers with an expectation to further develop quality teaching and learning.

Leaders

Comprehensive Teacher Professional Learning delivered to executive staff to align skills with current mentoring strategies.

Staff

Build skills to self assess, utilising the Australian Teaching Standards with a focus on student learning opportunities and recognising the need for possible change.

Staff

Comprehensive Teacher Professional Learning delivered to upskill staff in elements of the Wellbeing Program such as, fitness, general health, behavioural analysis and staff resilience.

Processes

Implement a **Mentoring Program** focusing on successful collegial communication regarding quality teaching and learning.

Expand the **Integrated Wellbeing Program** to increase teacher participation and sustainability of the initiatives below that comprise of the Wellbeing Program.

HEALTH

- Cardio Clinic with Exercise Physiologist (Gym)
- Dietician Clinic
- Multidiscipline Health Clinic

BEHAVIOUR

- Positive Behaviour for Learning (PBL)
- Behaviour Support Team (BST)

Evaluation Plan

Progress towards improvement measure 1 will be evaluated through mentoring rounds, teaching programs, new programs initiated and continued programs sustained, feedback, Professional development plans.

Progress towards improvement measure 2 will be evaluated through analysis of school based data from Sentral/Wellbeing, student observations and engagement.

Practices and Products

Practices

Teachers develop and participate in a mentoring program based on shared expertise and the Australian Teaching Standards.

Staff and community continue and expand the Integrated Wellbeing Program.

Products

Teachers demonstrating expertise, knowledge and progression through the Accreditation process. New school initiatives developed collaboratively.

Effective wellbeing across the school community enabling student engagement and success.

Strategic Direction 2: Driving quality teaching and learning to enable effective student communication.

Purpose

Mainsbridge School believes empowering students through individualised communication systems will develop independent and flexible learners. It is our priority to build student capacity to communicate functionally beyond their years at school and into the wider community.

Improvement Measures

Classroom staff demonstrate increased skills and confidence in implementing strategies to develop independent student communication.

Increase student independent communication skills.

People

Community Partners

Develop an understanding and a shared mindset that all students can communicate. They demonstrate support for school by embedding common practices across all environments.

Staff

Comprehensive Teacher Professional Learning delivered across multiple methods of augmentative communication to increase skills in delivery to students on an individual level.

Leaders

Leaders have thorough knowledge and skill in mentoring and coaching process to support the implementation of communication and tracking systems.

Processes

Establish a Communication Focus Group to;

Develop and implement a professional learning module that supports opportunities for staff to refine and extend communication skills and delivery.

Teacher Professional Learning Focuses

- PECS – Picture Exchange Communication System
- Communication Apps – Proloquo2go
- Key Word Sign
- Assistive Technology – Eye Gaze, switch access.
- Behavioural Analysis

Communication Focus Group to;

Develop an assessment and tracking system to provide information regarding student communication development.

Evaluation Plan

Progress towards improvement measure 1 will be evaluated through mentoring rounds, teaching programs, feedback and Professional Development Plans.

Progress towards improvement measure 2 will be measured through evaluation and tracking of communication programs, data collection and analysis and monitoring conducted by the Leadership Team and the Communication Focus Group.

Practices and Products

Practices

School programs promoting opportunities for independent communication throughout the school setting and into the community.

Teachers use consistent judgement and data to access and record student development in communication.

Products

Students have a functional means of communication that is effective and efficient across communication partners and environments.

A consistent and school wide tracking system for students' movement towards functional communication.

Strategic Direction 3: Successful transition to new school site, focusing on innovation.

Purpose

Mainsbridge students find change incredibly challenging. Providing gradual, predictable and individualised transition strategies will ensure our students are supported and prepared for our new location of Warwick Farm.

Strategic planning for major transitions require a collaborative approach that involve the whole school community. Developing an identity in our new community involves establishing new relationships with neighbouring schools and community groups.

Driving a positive school culture focusing on new opportunities will impact greatly on successful student transitions. Well prepared, confident teachers demonstrating and managing collaborative, flexible learning spaces, new practices, programs and routines will be evident.

Improvement Measures

Increase the amount of teachers demonstrating collaborative teaching, utilising a future focused approach.

Decrease in the proportion of negative student incidents recorded in Sentra/Well-Being.

People

Leaders

Support and guide the research teams to establish a foundation for future collaborative programming

Staff

Professional learning to identify and enhance current practise, skills and knowledge with an emphasis on a collaborative approach.

Staff

Opportunities to discuss, plan and identify priorities for transition based on student needs.

Students

Build skills and capabilities to manage challenges that impact learning in a new environment.

Parents/Carers

Clear communication and information exchange to support transition to new site.

Processes

Research Team

Draw on research and expertise to deliver high quality professional learning module in collaborative teaching and teaching within flexible learning spaces.

Student transition Plan

Develop and implement a transition plan to support student needs for successful transition.

Evaluation Plan

Progress towards improvement measure 1 will be evaluated through mentoring rounds, teaching programs, feedback and Professional Development Plans.

Progress towards improvement measure 2 will be evaluated by data analysis, student outcome achievements, community feedback and student observation.

Practices and Products

Practices

Teachers develop and engage in professional learning focusing on collaborative teaching and flexible learning, to maximise students opportunities for success.

Students participate in a transition plan focusing on new practices and routines aligned with the new school site.

Products

Well prepared confident teachers demonstrating and managing new practices programs and routines on the new site.

Students ready to learn, successfully engaging in curriculum outcomes in new school.