

School plan 2018-2020

Mary Brooksbank School 5721



School background 2018–2020

School vision statement

To provide a quality education built on partnerships, which will lead to independence, acceptance and equality for all.

School context

Mary Brooksbank School is part of the Department of Education Campbelltown Principals Network.

The school offers educational programs for 85 students with moderate or severe intellectual, physical and associated disabilities who are aged between four and eighteen years. We have 13 classes. Students are typically drawn from a large geographic area within the Campbelltown and Macarthur areas. Students come from a variety of cultural and socio economic backgrounds. Enrolments are determined by regional panel placement. The school is divided into Junior, Middle and Senior Schools with programs reflecting a personalised approach based on the K–6 Syllabus and the 7–12 Life Skills Syllabus. We have a strong community reputation for quality programs and provision of educational services.

We have a vision for excellence in education for all students as diverse learners. We will achieve this through clear directions, quality professional learning, state of the art communication technologies, meaningful curriculum aligned to individualised needs and quality teaching.

We value students, teachers, parents and the wider community as partners in learning, including the Community of Schools we have formed with Passfield Park and Beverley Park Schools. We value environments that support and promote quality teaching and learning. We value innovation and inspiration that impacts on quality learning for unique learners. We look forward to strong growth and school improvement.

School planning process

This School Plan was produced in consultation with school staff, parents and the wider community.

The school vision statement was discussed and determined that it was still representative of the school's ideals and ethos.

Staff were given the opportunity, prior to any discussion about the new school plan, to express their ideas and thoughts about what they felt the school needed to focus on over the next three years and why these ideas were important to them. Staff put their ideas down under three broad areas:

- Staff
- Students
- Community

At several subsequent professional learning sessions, supported by Principal, School Leadership, staff selected their top three priorities under the renamed Strategic Directions:

- Whole School Wellbeing
- Partnerships, Collaboration and Relationships
- Learning and Engagement

Parents formed part of the general discussions around the direction of the Plan, however the greatest input from families will come when milestones are planned for the Strategic Directions, especially so for the partnerships, Collaboration and Relationships Strategic Direction.

The Community of Schools Assistant Principals and Principals met in term 4 of 2017 to establish the focus of this collegial group over the next three years and decided on Wellbeing. This will sit under Strategic Direction 1.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Whole School Wellbeing

Purpose:

Changes made to the physical environment conducive to the wellbeing of the students, staff and whole school (atmosphere)

Develop a whole school approach to student wellbeing encompassing trauma informed practises

Promote staff positivity and mindset... (students, school and role expectations)



STRATEGIC DIRECTION 2

Learning and Engagement

Purpose:

Enhance opportunities to cater for the abilities of all students

Involve the whole school community through music and drama

Develop the capacity of staff to meet the needs of students



STRATEGIC DIRECTION 3

Partnerships, Collaboration and Relationships

Purpose:

Use and share the skills and resources of the school community

Maximise community and family involvement in the school to deepen partnerships

Strategic Direction 1: Whole School Wellbeing

Purpose

Changes made to the physical environment conducive to the wellbeing of the students, staff and whole school (atmosphere)

Develop a whole school approach to student wellbeing encompassing trauma informed practises

Promote staff positivity and mindset... (students, school and role expectations)

Improvement Measures

Staff Health:

Increase in staff satisfaction, enjoyment and productivity

Physical Environment:

Equal access for the whole school community to all areas of the school

Student Wellbeing:

Increase in positive behaviours and wellbeing for all students

People

Students

- Increase engagement in activities that work towards better health

Staff

- Engage in PL regarding wellbeing
- Identify current level of health including students at risk or effected by trauma
- Recognise, plan and articulate appropriate coping strategies to encourage better health
- Evaluate and reflect on strategies implemented

Parents/Carers

- Increased opportunity for involvement in their child's wellbeing

Community Partners

- Develop community partnerships that support the delivery of tailored programs

Leaders

- Develop and model a strong commitment to meeting the needs of our students
- Collaborative planning and consulting with professional learning communities to build teacher capacity

Processes

Student Wellbeing:

Implement a whole school integrated approach to student wellbeing in which students can connect succeed and thrive

Staff Health:

Utilise effective strategies to improve staff wellbeing to promote staff satisfaction, enjoyment and productivity

Physical Environment:

Redesign the physical appearance of the school to promote wellbeing and create an inclusive environment for the whole school community

Evaluation Plan

All data will be analysed collaboratively:

- Suspension data
- Behaviour incident reports
- Observations
- Surveys
- Visual data
- Wellbeing assessment tools

Practices and Products

Practices

Student Wellbeing:

The systems based approach to student wellbeing addresses the needs of all students

Staff consistently using agreed upon strategies to promote student wellbeing

Staff Health:

All staff are engaging in strategies to encourage better health

Physical Environment:

Identify and respond to staff, community and student needs

Products

Student Wellbeing:

All students are using a program that improves on the current level of wellbeing with the aim to increase positive student behaviour

Staff Health:

An increase in staff productivity and willingness to take on responsibilities outside of their role

Physical Environment:

An inclusive environment that enables increased wellbeing

Strategic Direction 2: Learning and Engagement

<p>Purpose</p> <p>Enhance opportunities to cater for the abilities of all students</p> <p>Involve the whole school community through music and drama</p> <p>Develop the capacity of staff to meet the needs of students</p>
<p>Improvement Measures</p> <p>Opportunities for students:</p> <p>Increased opportunities for students to participate in meaningful and diverse learning experiences</p> <p>Music and Drama:</p> <p>An increase in student participation in a range of music and drama programmes</p> <p>Capacity of Staff:</p> <p>Increase capacity of less experienced staff to meet the needs of our students</p>

<p>People</p> <p>Students</p> <ul style="list-style-type: none"> • Increased level of participation across all learning experiences
<p>Staff</p> <ul style="list-style-type: none"> • Engage in professional learning • Recognise, plan, create and implement a range of learning opportunities • Evaluate and reflect on strategies implemented
<p>Parents/Carers</p> <ul style="list-style-type: none"> • Participate in decision making • Support the implementation of programmes
<p>Community Partners</p> <ul style="list-style-type: none"> • Develop community partnerships that support the delivery of tailored programs
<p>Leaders</p> <ul style="list-style-type: none"> • Develop and model a strong commitment to meeting the needs of our students • Collaborative planning and consulting with relevant stakeholders

<p>Processes</p> <p>Opportunities for all students</p> <p>A whole school approach that supports the diverse learning needs of all students and promotes equitable access to the curriculum</p> <p>Music and Drama:</p> <p>Use the expertise of the whole school community to design, plan and implement a range of music and drama learning opportunities</p> <p>Capacity of Staff:</p> <p>Implement a systemic approach to upskill, support and mentor less experienced staff to build their capacity to meet the needs of students</p> <p>Evaluation Plan</p> <p>All data will be analysed collaboratively:</p> <ul style="list-style-type: none"> • Suspension data • Behaviour incident reports • Observations • Surveys • Visual data • Wellbeing assessment tools

<p>Practices and Products</p> <p>Practices</p> <p>Opportunities for students:</p> <p>Create a range of suitable resources, programs and items to support the implementation of equitable access to the curriculum</p> <p>Music and Drama:</p> <p>Using the skills and resources of school staff and/or the wider school community to deliver programs that increase student participation in music and drama</p> <p>Capacity of Staff:</p> <p>Using appropriate expertise to mentor and support staff to increase their capacity to meet the needs of our students</p> <p>Products</p> <p>Opportunities for students:</p> <p>A set of resources that supports the diverse learning needs of all students and promotes equitable access to the curriculum</p> <p>improves on the current level of wellbeing with the aim to increase positive student behaviour</p> <p>Music and Drama:</p> <p>Increased student participation in a range of music and drama programmes</p>

Strategic Direction 2: Learning and Engagement

Practices and Products

Capacity of Staff:

A greater number of staff better equipped and capable of meeting the needs of our students

Strategic Direction 3: Partnerships, Collaboration and Relationships

Purpose	People	Processes	Practices and Products
<p>Use and share the skills and resources of the school community</p> <p>Maximise community and family involvement in the school to deepen partnerships</p>	<p>Students</p> <ul style="list-style-type: none"> • Increased access to a range of diverse experiences 	<p>Skills and Resources:</p> <p>Implement a school wide system for managing and sharing resources and skills</p>	<p>Practices</p>
<p>Improvement Measures</p>	<p>Staff</p> <ul style="list-style-type: none"> • Actively contribute to the system that enables the sharing of resources • Evaluate and reflect on the implemented system • Recognise, plan, create and implement a range of opportunities for families and community to participate 	<p>Community and Family Involvement:</p> <p>Create an inclusive environment in which enables families and the community to actively engage and participate in the school</p>	<p>Skills and Resources:</p> <p>A systems based approach to sharing skills and resources is used school wide</p>
<p>Skills and Resources</p> <p>Manageable and workable system for sharing resources and skills</p>	<p>Parents/Carers</p> <ul style="list-style-type: none"> • Participate in opportunities provided by the school • Share their skills and expertise • Provide constructive feedback to the improve and increase opportunities 	<p>Evaluation Plan</p> <p>All data will be analysed collaboratively:</p> <ul style="list-style-type: none"> • Surveys • Data • Anecdotal evidence • Focus groups 	<p>Community and Family Involvement:</p> <p>The school consistently provides opportunities for family and community engagement and contribution</p>
<p>Community and Family Involvement</p> <p>Increase in number of opportunities for family and community engagement and participation school wide</p>	<p>Community Partners</p> <ul style="list-style-type: none"> • Support the provision for opportunities across the whole school community <p>Leaders</p> <ul style="list-style-type: none"> • Develop and model a strong commitment to meeting the needs of our whole school community • Collaborative planning and consulting with relevant stakeholders 		<p>Products</p> <p>Skills and Resources:</p> <p>A realistic, manageable and workable system in which resources and documentation of skills are stored and shared</p>
			<p>Community and Family Involvement:</p> <p>The opportunity for families and the community to actively engage and contribute to the whole school</p>