

School plan 2018-2020

Budawang School 5749



School background 2018–2020

School vision statement

Budawang School strives to challenge every student to meet their potential through high quality individualised educational opportunities in an engaging, well equipped, specialist setting. We aim to work in multidisciplinary teams to meet the high expectations we have for our students. Upon graduating from our school students will have had the experiences, learned the skills and made the connections they need to maximise their opportunities to be active, respected citizens in the local community and lifelong learners.

School context

Budawang is a School for Specific Purposes that caters for students with moderate to severe intellectual disabilities from 4–20 years of age living in the Batemans Bay to Sanctuary Point areas. We have 5 classes and our experienced staff members provide quality individual learning programs within a supportive and engaging classroom environment. Budawang School has a range of specialist facilities that cater for the needs of our students. We have easy access to our local community and our students make regular use of community facilities.

School planning process

The School Planning process has included collaborative discussions with the whole staff, students, parents, carers and special interest groups including the AECG, volunteers and therapists. Information was collected via focus groups, surveys and brainstorming sessions.

School strategic directions 2018–2020

**Purpose:**

Our purpose is to create an environment where there will be more highly skilled teachers capable of implementing quality curriculum based teaching and learning programs with an increase in teaching and learning activities which specifically use alternative communication methods to ensure increased participation and understanding from all our students.

**Purpose:**

Our purpose is to provide an educational setting that promotes and supports improved well-being for all. This maximizes the potential of the members of our school community to connect, succeed and thrive.

Strategic Direction 1: Quality teaching and learning

Purpose

Our purpose is to create an environment where there will be more highly skilled teachers capable of implementing quality curriculum based teaching and learning programs with an increase in teaching and learning activities which specifically use alternative communication methods to ensure increased participation and understanding from all our students.

Improvement Measures

There will be an increase in the quantity and quality of staff collaboration in order to deliver high quality curriculum leading to improved student performance.

There will be a valued system of collecting, analysing and using data to inform practice.

Staff PDPs reflect willingness to take on leadership roles.

People

Staff

Maintain accurate records of student achievement and store it in a centrally accessible location.

They use this information in setting goals and planning for the students future learning.

Work collaboratively to ensure they are improving their practice and therefore the outcomes for their students.

Students

Will have access to individual learning plans based on assessment and evidence based practice.

Leaders

Will establish and improve processes which build the capacity of the staff to engage in evidence based conversations about improved teaching practice and outcomes for students.

Leaders will establish roles and practices to encourage leadership in all staff members.

Parents/Carers

Will be able to see in an easily accessible format the progress that their child makes and how this is used to inform future goals.

Processes

Student Assessment and Monitoring

To develop systems that will increase the capacity of staff to use assessment across the school to promote consistent and comparable student learning and monitor progress. (Std 5)

A Culture of Continuous Improvement

Develop, implement and embed processes and practices to ensure a school culture of continuous improvement in teaching performance and student outcomes. (Std 6/ leadership)

Evaluation Plan

Staff survey to measure staff confidence and competence in using alternative communication systems both before and after professional development.

Observational rounds will indicate an increase in student participation in communication based activities.

Analysis of checklists and other school based data will indicate increase in communications skills for our students using AAC – videos, work samples and anecdotal records.

Meeting minutes will indicate that increase in stake holders engaged in Professional Development.

Practices and Products

Practices

Student Assessment and Monitoring

Staff will use a school-wide system of data collection and storage procedures that ensure the regular collection, storage and distribution of data to effectively inform student programming and reporting.

A Culture of Continuous Improvement

Staff will engage in collaborative practices to ensure that there is ongoing performance improvement throughout the school.

A Culture of Continuous Improvement

Staff engage in the process of school improvement through taking on leadership roles.

Products

Student Assessment and Monitoring

Assessment data is reflected in student and classroom programs, as well as embedded in student individual outcomes, and is used in reporting as evidence of growth.

Toward a Culture of Continuous Improvement

Teachers demonstrate collaborative practices which improve student outcomes.

Strategic Direction 2: Wellbeing

Purpose

Our purpose is to provide an educational setting that promotes and supports improved well-being for all. This maximizes the potential of the members of our school community to connect, succeed and thrive.

Improvement Measures

There will be an increase in the understanding and use of individualised communication systems by students, staff and the wider school community.

There will be an increase in the capacity of students to self regulate their behaviour.

There will be an improvement in the school wide response to serious incidents.

People

Parents/Carers

Parents will have the opportunity to participate in learning experiences that further their knowledge of networks/programs or current research that will empower them to help their child at home.

Students

Students will have access to quality individualised communication as needed to maximise their potential to meaningfully interact with their environment and people in it.

Students participate in programs that assist them to better self regulate their behaviour and emotions.

Staff

Staff will develop the skills they need to effectively teach their students expressive and receptive communication.

Staff will provide a structured program for teaching positive behaviours to the students.

Staff will engage with the formal and informal processes available to them in order to proactively manage difficult situations, debrief and access collegial support.

Processes

A planned approach to well-being

Strengthen and make new relationships with our community partners through developing a planned approach to whole school well-being program that supports all students so they can connect, succeed and thrive.

A school culture of well-being

Align and build on our systems to ensure a school culture that values safety and wellbeing.

Evaluation Plan

Evaluate how effectively the staff are using the school wide incident identification, management and reporting system.

Meeting minutes from Learning and Support Teams will indicate that the school is using a collaborative approach to problem solving.

Collect evidence of staff interaction with specialists in order to ensure they are able to give all their students a voice.

Collect evidence that all our student have an individualised voice.

Collect evidence of community participation in alternative communication learning experiences.

Have our school community complete before and after surveys indicating their

Practices and Products

Practices

A planned approach to well-being

All staff draw on research and consult with specialists to provide every student with an appropriate voice that is understood by the community.

A school culture of well-being

Develop and align systems that all staff will use in identifying, responding to and managing behaviour issues as they arise.

Products

A planned approach to well-being

There is evidence that we have built the capacity of staff and the wider school community to select, teach and appropriately respond to individualised communication systems.

A school culture of well-being

We have a formalised framework for teaching and managing expected behaviours based on the Department of Education Wellbeing Framework.

A school culture of well-being

Evidence of staff working collaboratively to ensure effective Learning and Support Communities.

Strategic Direction 2: Wellbeing

Processes

level of understanding of different AAC methods.

Collect evidence of our students using their individual voices at school and in the community.

Use the inbuilt evaluation tools in the PBL program.