

# School plan 2018-2020

## George Bass School 5767



# School background 2018–2020

## School vision statement

At George Bass School we provide innovative, quality learning programs that cater for each student's individual needs and celebrate their achievements. We are committed to supporting students through partnerships with our diverse community.

## School context

George Bass School is a School for Specific Purposes that caters for students from Kindergarten to Year 12 with moderate to severe intellectual disabilities and complex needs. George Bass School provides innovative, quality learning programs that cater for each student's individual needs and celebrates their achievements. This is assisted through innovative technology, highly dedicated staff and quality teaching practices across the whole school. We offer remarkable learning opportunities through programs which include community access, hydrotherapy, individual communication programs and integration. We maintain strong links with families, external agencies and paraprofessionals such as physiotherapists, occupational therapists and speech therapists to ensure a collaborative sharing of information and strategies in relation to a student's needs. George Bass School is committed to supporting students through partnerships with the diverse community which links closely to the school motto 'Support, Community, Independence'.

## School planning process

As a whole school, during a teacher professional learning session staff collectively brainstormed ideas to develop a shared vision statement that best represented George Bass School. Staff discussed the language that they would be proud to hear representing the school. Staff used this language to work collaboratively on writing three different vision statements for the school. These vision statements were presented to community members, parents and carers over two communication meetings and were shared during P&C meetings. They were given the opportunity to vote for the vision statement that they believed best represented the school.

This statement has been used as the basis for the three strategic directions for this School Plan. George Bass staff have worked together to discuss the purpose, people and processes around each of the three strategic directions.

Ongoing consultation with staff, community members, parents and caregivers has occurred throughout the whole planning process to ensure that the plan is the result of close collaboration.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Differentiation

**Purpose:**

The purpose of Strategic Direction 1 is to support staff to develop and to implement high quality and consistent teaching programs which focus on high expectations of student performance and enriched learning experiences and which show a high level of differentiation across all Key Learning Area for all students throughout the school.



## STRATEGIC DIRECTION 2 Assessment

**Purpose:**

The purpose of Strategic Direction 2 is to develop school wide consistent systems for assessing students in Literacy and Numeracy, to support consistent teacher judgement by developing and assessment criteria and to use this trackable data to plan for future teaching and learning programs.



## STRATEGIC DIRECTION 3 Community

**Purpose:**

The purpose of Strategic Direction 3 is to provide enhanced opportunities for community participation, collaboration and engagement in student learning by

# Strategic Direction 1: Differentiation

## Purpose

The purpose of Strategic Direction 1 is to support staff to develop and to implement high quality and consistent teaching programs which focus on high expectations of student performance and enriched learning experiences and which show a high level of differentiation across all Key Learning Area for all students throughout the school.

## Improvement Measures

Established high quality literacy programs across the school which demonstrate differentiation

Established high quality numeracy programs across the school which demonstrate differentiation

Demonstrated differentiated lesson implementation is of high quality

## People

### Staff

Build whole staff skill in evaluation, reflection and understanding of differentiation

### Staff

Enhanced educator ability to cater for individual students through professional development and support.

### Staff

Build a shared understanding and expectations of what a high quality program development and implementation are through discussions and shared comparisons

### People

## Processes

Consistent programming proformas which are based on ongoing evaluation and reflection are implemented by all educators school-wide

High quality programs are evident school-wide based on whole staff understanding of specific and measurable

A whole school understanding of the individual educational needs of all students is reflected through the delivery of curriculum-based content in a differentiated manner.

## Evaluation Plan

High quality and a consistent programming approach will be evident across the school, with clear expectations for teachers and which strongly focus on differentiated program development and implementation.

## Practices and Products

### Practices

Explicitly defined differentiation is an expectation in all class programs

Using a criteria to determine what high quality instruction looks like

A consistent program proforma is developed that allows for regular reflection that informs future practice.

### Products

Teachers are delivering curriculum based content in a differentiated manner based on all individuals student's strengths and needs.

Teacher's are implementing high quality lessons based on ongoing adjustments to learning programs from their reflections

High quality criteria is evident in teaching and learning programs

# Strategic Direction 2: Assessment

## Purpose

The purpose of Strategic Direction 2 is to develop school wide consistent systems for assessing students in Literacy and Numeracy, to support consistent teacher judgement by developing and assessment criteria and to use this trackable data to plan for future teaching and learning programs.

## Improvement Measures

Educator judgement of student performance and learning is more consistent across the school.

Student assessment is used to measure the effectiveness of numeracy programs.

Student assessment is used to measure the effectiveness of literacy programs.

## People

### Leaders

Professional Learning to ensure all educators are confident in using rubrics for assessing student performance.

### Leaders

Develop staff knowledge around the importance of ongoing assessment /data entry and tracking.

### Staff

Build teacher judgements through professional dialogue and professional learning.

## Processes

All educators will regularly assess student performance in literacy and numeracy to support differentiation, program development and reporting

A successful digital assessment tool is used to track student performance in literacy and numeracy demonstrating clear progression from one year to the next

.All educators have a sound understanding of the use of the rubrics to consistently assess student performance in literacy and numeracy

## Evaluation Plan

An assessment criteria and platform will exist within the school for Literacy and Numeracy which is based on consistent teacher judgement and which can track student performance.

## Practices and Products

### Practices

Develop a digital platform for assessment in literacy and numeracy.

Develop rubrics for assessing student performance in literacy and numeracy.

Develop professional guidelines to outline expectations of assessing.

### Products

A clear progression of trackable data from one year to the next for each student in literacy and numeracy.

Consistent teacher judgement when assessing students in literacy and numeracy.

Use of professional guidelines to ensure regular and ongoing data collection and assessment throughout the year.

# Strategic Direction 3: Community

## Purpose

The purpose of Strategic Direction 3 is to provide enhanced opportunities for community participation, collaboration and engagement in student learning by

## Improvement Measures

Educator judgement of student performance and learning is more consistent across the school.

Student assessment is used to measure the effectiveness of numeracy programs.

Student assessment is used to measure the effectiveness of literacy programs.

## People

### Staff

Build staff awareness of appropriate community based programs linked to authentic learning experiences

### Parents/Carers

Develop parent/community awareness of an online communication system.

### Parents/Carers

Communicate to family/community engagement to the entire school community.

## Processes

Staff access the community resource to enhance student learning based on authentic community experiences and the curriculum.

Families and communities are utilising online communication systems to have an increased awareness of school programs

Families and communities regularly involved in supporting school programs by following clear guidelines in accordance with a school engagement policy

## Evaluation Plan

An online communication system will exist within the school, to accompany the systems that already exist in order to better communicate with families. There will be an increased opportunity for families to be involved in school events and to support the educational programs of students.

## Practices and Products

### Practices

Develop a bank of community based resources to support student programs and student learning.

Develop a policy to outline the practices of family involvement in school programs.

Establish a system for communication with parents, families and the community using an online forum.

### Products

Students access a wide range of community resources based on learning experiences linked to their educational programs.

Parents and families have an increased awareness of school programs by using school communication systems.

Family and school awareness of opportunities for family involvement in school programs.