

Strategic Improvement Plan 2021-2024

Budawang School 5749



School vision and context

School vision statement

At Budawang School, every student is known, valued and cared for. A culture of high expectations for our students drives quality teaching and learning programs. Through positive, engaging and relevant learning experiences, our students develop the skills they need to transition to a rewarding life in their community.

The school community is student centered, future focused and works collaboratively to embrace innovation to ensure positive growth and student improvement(attainment).

School context

Budawang School is located in Ulladulla on the South Coast approximately 3 hour from Sydney. The school provides educational programs for students from K-12 with an intellectual disability in the moderate to severe range, often with additional co-morbid disabilities. The school currently has five classes, with a total enrolment of 31 students. All students have individualised learning and support plans that are designed in consultation with parents and support agencies.

Budawang School offers opportunities for therapy support, integration and transition to post-school life. School priorities include literacy, numeracy, student wellbeing programs, independent living skills, assistive and supportive technology and communication.

Budawang has 20% of students who identify as Aboriginal.

Our areas of focus for the next four years are improvement in student outcomes through quality teaching and tracking of student progress through assessment.

Our other area for focus is a planned approach for wellbeing and growing wellbeing and professional practice.

In 2023, Budawang will relocate to new purpose built facility in the neighboring township of Milton. The school will expand to seven classes, including state of the art facilities such as a hydrotherapy pool, passive and active sensory rooms, life skills and horticulture area.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy, numeracy and social skills, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2024

Student assessment and tracking

- 100% of students will have their literacy, numeracy and social/emotional skills progress data recorded on Sentral (School based electronic data base) four times per year.
- 100% of students achieve the expected improvement goals as outlined in their PLSP's (Personalised Learning and Support Plan).

Target year: 2024

Improved student outcomes through quality teaching practices and learning programs

- 100% of literacy, numeracy and social skills teaching and learning programs will demonstrate the use of the teaching and learning cycle.
- All teaching and learning programs follow the whole school scope and sequence across all curriculum areas.
- All Teaching and Learning programs will be NESA compliant.

Initiatives

Student Assessment and Tracking

- Establishing a Community of Practice (COP) to design relevant, appropriate tracking tools and assessment scopes.
- Develop whole school systems to monitor and track student progress..
- Develop a culture that values the use of data to monitor and track student progress and to inform future practice.

Improved Student Outcomes through Quality Teaching practices and learning programs

- Building teacher capacity to provide quality teaching and learning programs using evidence based practice.
- Developing consistent and sequential curriculum provision across the school that is compliant with NESA requirements.

Success criteria for this strategic direction

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement
- All teachers are using a schoolwide assessment tool to track student improvement in numeracy, literacy and social/emotional learning.
- All PLSP's (Personalised Learning and Support Plans) are Specific, Measurable, Attainable, Relevant and Timely.
- All staff are engaging with embedded processes, including sentral, for collecting, collating and analysing student progress data across the school.
- Teachers have received professional learning and are using formative and summative assessment to inform teaching and learning programs.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in literacy, numeracy and social skills?

Data:

Data sources may include:

- Internal assessment, e.g. TBD
- Surveys
- Teacher programs and timetables
- Whole school scope and sequence
- Observation
- Student PLSP Data
- Student voice
- Interview

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Document Analysis
- Integrated online data system.

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications:

The findings of the analysis will inform:

- Future directions and budget allocation

Strategic Direction 2: Student Wellbeing

Purpose

There will be a planned approach to developing whole school wellbeing processes and practices to support high levels of wellbeing, regulation and engagement, which ensures that all our students are able to connect, succeed and thrive.

Improvement measures

Target year: 2024

A planned approach for Wellbeing (Systems and Processes)

- The evidence supports in the element of Wellbeing of the School Excellence Framework that the school is at the excelling level.
- All staff engage with Sentral to collect student wellbeing data and information.
- 100% of teachers are using the process for collecting, collating and analysing wellbeing data across the school to inform their teaching and learning practices.
- 100% of student will have an individual wellbeing goal with a 90% achievement rate annually.
- 90% of Aboriginal individual cultural goals will be achieved annually.

Target year: 2024

Growing Wellbeing Professional Practice

- 100% of staff explicitly demonstrate the ways in which they are applying the principles of school identified student wellbeing practices and the impact on student wellbeing.
- 100% of students access a personalised system that supports regulation.
- 50% decrease in student incidences of major physical aggression across the school.

Initiatives

A planned approach for Wellbeing (Systems and Processes)

Review, refine, evaluate and embed the processes and systems that have been introduced to support wellbeing across the school. This will be achieved through:

- Strategically resourcing key school personnel and professional learning throughout the school to promote a healthy and safe learning environment.
- Building stronger connection to Aboriginal histories and culture.

Growing Wellbeing Professional Practice

Build staff capacity to plan and deliver high quality support to facilitate student wellbeing. This will be achieved through:

- High impact professional learning (HIPL).
- Opportunities for staff to share new learning and share best practice.
- Opportunities to observe practice and programs from other schools.

Success criteria for this strategic direction

- The school has implemented evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.
- There is a school-wide collective responsibility for student wellbeing, which is shared with parents and students.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school
- Staff are engaged in research-based practices.
- There are observable changes in language and actions when staff interact with students.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of staff capacity to support student wellbeing?

Data:

Data sources may include:

- Internal assessment
- Surveys
- Observation
- Student PLSP Data
- Student voice
- Interview
- Document analysis
- Integrated online data system.

Strategic Direction 2: Student Wellbeing

Evaluation plan for this strategic direction

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications:

The findings of the analysis will inform:

* Future directions and budget allocation

Strategic Direction 3: SD 3

Purpose

Improvement measures

Target year: 2024

Target year: 2024

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction