

School plan 2018-2020

Bates Drive School 5647



School background 2018–2020

School vision statement

To provide exceptional learning opportunities for all. Bates Drive School has established a school brand of providing exceptional learning opportunities for students with special needs.

To ensure we capture these qualities we provide a safe and caring learning environment, fostering mutual respect and prepare our students to achieve personal success in all areas. We support students in their development and families in their endeavours to gain the highest quality of educational experiences for their child/children.

To achieve this we will

- Promote a commitment to life-long learning through professional learning opportunities for all staff.
- Provide a quality education for all students through a relevant, challenging curriculum which develops knowledge, values, skills and attitudes.
- Cater for the diverse personal learning needs of all students through differentiated programs.
- Demonstrates genuine and caring concern for children and their welfare in supporting their development.
- Promote a respect for the rights of others and themselves through values education.
- Provide quality resources and programs consistent with the changing dynamics of the world especially in this technological age.

School context

Bates Drive School is a dynamic special school that clearly exemplifies a quality learning environment where students are respected and given every opportunity to achieve their personal best. Bates Drive School is located in Kareela, a suburb of the Sutherland Shire and services the learning and welfare needs of up to 70 students between the ages of 5 to 18 years. The school provides an inclusive learning and teaching environment for students who have complex disabilities and function in the moderate to severe range of intellectual development, often coupled with autism, a physical disability or challenging behaviours.

SCHOOL PURPOSE.

The school currently enrolls students from the Sutherland Shire and St George region. The dedicated and experienced staff are committed to providing a safe and caring learning environment that:

- Builds foundations for lifelong learning.
- Recognises, values and celebrates differences.
- Promotes a school that is free from racism, bullying and discrimination.

SCHOOL STAFF:

The school staff consists of 30 personnel comprising principal, school executive, classroom teachers, and school learning support officers, casual teachers, administrative staff and a general assistant. The staff are a very dynamic team who work collaboratively to ensure that all students receive quality education in a quality environment. The school strongly supports the values of public education.

School planning process

The school plan was developed through consultation with the community and staff. The Melbourne Declaration of Learning was used as a foundation for focussing the consultation process.

• During 2017 two formal surveys were conducted. Tell Them From Me and The Schoolbag survey. The surveys sought the opinions of parents, carers and teachers about the school. The results were used to guide the consultation process. This has been an ongoing process to date.

• Whole school discussions and information sessions were held to analyse current school practices and processes. Programs were reviewed and changed where necessary.

• The current school vision statement was discussed and retained. Staff believe that the vision statement clearly defines the school's ethos and mission in one powerful statement.

• Parents and carers were given opportunities to participate in discussions about future planning for the school and students. This occurred during P&C meetings during Term 4, 2017 and will continue in Term 1, 2018.

• School Strategic Directions were developed over a period of time with staff involvement and participation in the naming of them. The 2018–2020 School plan has slight modifications in the terminology used to describe the strategic Directions. Two directions have a different emphasis with the direct input from the new Principal. This is due to a major new four year initiative that has resulted in the re naming of the Strategic Directions. During the process all staff met periodically and were consulted on the progress and contents. Teachers were asked to reflect, comment and make constructive suggestions during this phase.

• This information was then presented at a whole school staff meeting and P&C meeting for confirmation and agreement.

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School context

School planning process

- Peter Banks (PSL) provided support and direction during the development of the School Plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Learners

Purpose:

Building Student Capacity

To support student learning experiences which result in increased engagement and participation that leads to the achievement of personalised outcomes.

High quality learning environments are dynamic and differentiated, student centred and foster a sense of belonging where all students are valued and catered for.

STRATEGIC DIRECTION 2 Dynamic Leaders

Purpose:

Building Staff Capacity

To provide a high standard of education through the combination of curriculum resources, ICT and assistive technologies, teaching and learning programs that inspires every student and teacher to excel and reach their full potential.

Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning.

STRATEGIC DIRECTION 3 Transformational Links

Purpose:

Building Community Capacity

To build stronger relationships as an educational community with purposeful and engaging projects and programs which cater for the complex learning needs of students in partnership with community members.

Strategic Direction 1: Quality Learners

Purpose	People	Processes	Practices and Products
<p>Building Student Capacity</p> <p>To support student learning experiences which result in increased engagement and participation that leads to the achievement of personalised outcomes.</p> <p>High quality learning environments are dynamic and differentiated, student centred and foster a sense of belonging where all students are valued and catered for.</p>	<p>Students</p> <p>Demonstrate increased and improved engagement and participation in personalised learning programs to meet their individualised goals</p>	<p>Student Wellbeing</p> <p>Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.</p>	<p>Practices</p> <p>Staff collaboratively develop consistent practises, informed by research and data to engage all students emotionally, behaviourally and cognitively. Which is underpinned by targeted professional learning.</p>
<p>Improvement Measures</p> <p>Students baseline data from The SENSORY Matters project indicates more time engaged in learning activities.</p> <p>Decrease in the number of negative classroom and playground incidents.</p> <p>Occupational Therapy practises and zones of regulation are embedded in Personalised Learning Plans.</p> <p>Students will demonstrate growth in SWANS (Students With Additional Needs) assessment from a current band or movement within the band in general capabilities of literacy, language, and personal and social capability.</p>	<p>Staff</p> <p>Cater for individual learning needs of each student through the provision of differentiated teaching and learning programs and the effective use of assessment tools in line with the School Excellence Framework.</p>	<p>Empowered learners</p> <p>Provide high calibre learning experiences that allow for differentiation and meets the needs of students at different levels of achievement. including adjustments to support social and emotional learning.</p>	<p>Occupational therapists identify the nature of the sensory difficulty and remediate it so that the student can return to a balanced and optimal level of processing and engage in learning.</p>
	<p>Leaders</p> <p>Establish structures and processes to recognise ,address and observe students individual learning needs.</p>	<p>Data analysis and feedback.</p> <p>The SENSORY Matters project.</p> <p>Research based evidence from academic partner University of Technology Sydney leads the collaborative consultation between the therapist, teacher and parent to enable effective classroom and home interventions</p>	<p>Products</p> <p>Student are more sensory balanced and are able to engage, learn and participate due to OT interventions in collaboration with teaching and support staff.</p>
	<p>Community Partners</p> <p>Parents/cares/community.</p> <p>Participate in partnership with the school in PLPs, mid-year review, students' annual reviews and feedback on mid-year and end of year reports to enhance their understanding of their child's progress, and future directions.</p>	<p>Effectively communicate the value of accurate data.</p> <p>Collect and communicate data relating to each students individual progress towards their personal goals, as well as academic, social and emotional progress through Students With Additional Needs (SWANS) reports.</p>	<p>The school is an environment where all students are emotionally, behaviourally and cognitively engaged and connected to their learning.</p>
	<p>Community Partners</p> <p>The SENSORY Matters external project team consisting of University Of Technology Sydney and Therapy Consultancy Services.</p>	<p>Measures to help staff evaluate their effectiveness.</p> <p>Student data collected using PECS data forms to document student progression and assist in future development of individual PLP's.</p>	

Strategic Direction 1: Quality Learners

Processes

Evaluation Plan

The use of SWAN data to direct and influence the design of personalised learning plans PLP's as well as Teaching and Learning programs.

The SENSORY Matters project evaluated using the University of Technology Sydney feedback data and interim research papers.

Strategic Direction 2: Dynamic Leaders

Purpose	People	Processes	Practices and Products
<p>Building Staff Capacity</p> <p>To provide a high standard of education through the combination of curriculum resources, ICT and assistive technologies , teaching and learning programs that inspires every student and teacher to excel and reach their full potential.</p> <p>Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning.</p>	<p>Students</p> <p>Will demonstrate increased engagement and positive behaviours for learning in class and playground settings. Increased learning outcomes in students' personal learning plans and the development of personal and social capabilities related to SWANs assessments.</p> <p>Staff</p> <p>Undertake leadership roles within the school which reflect their range of interests and capabilities.</p> <p>Leaders</p> <p>Establish a professional learning community which is focused on continuous improvement of Teaching and Learning</p> <p>Parents/Carers</p> <p>Parents /cares and community organisations are given a genuine input into school programs and activities. Feedback is sort on school programs and external service providers working within the school.</p>	<p>Building Leadership Capacity</p> <p>Provision of leadership opportunities for individuals and groups to build capacity and share expertise in areas relevant to the schools Strategic Directions.</p> <p>Leadership Mentoring</p> <p>Leadership team are allocated aspiring leaders to individually mentor and provide ongoing professional learning on leadership and whole school planning.</p> <p>Curriculum implementation</p> <p>Quality Teaching–collegial support</p> <p>PDP's for non teaching staff–teachers as mentors driving meaningful conversations.</p> <p>Evaluation Plan</p> <p>PDP's for teaching and non–teaching staff aligned to school plan strategic directions.</p> <p>Adjusted units of work developed collaboratively.</p>	<p>Practices</p> <p>Staff, students and community members are supported to and provided with opportunities to undertake leadership roles within the school.</p> <p>Teachers act as mentors to facilitate the PDP process for SLSO and SASS staff.</p> <p>Culture of sharing expertise</p> <p>Culture of collaborative planning, observation and feedback.</p> <p>Products</p> <p>Aspiring leaders undertake professional development and leadership opportunities inline with their Professional Development Plans PDP'S.</p> <p>A school ethos which is professionally supportive, proactive and reinforces executives/ teacher/SLSO's capabilities exists within the school.</p> <p>Strong representation of staff willing to undertake leadership roles and produce ideas that reflect high levels of professional practice in line with the professional standards for teachers.</p> <p>Staff access shared units of work.</p>
Improvement Measures			
An increase in the number of teachers participating in leadership opportunities.			
100% of staff involved in on going professional learning and reflection, using the Australian Professional Standards for Teachers as reference.			
Teaching Staff PDP'S develop goals that incorporate leadership objectives.			

Strategic Direction 3: Transformational Links

Purpose

Building Community Capacity

To build stronger relationships as an educational community with purposeful and engaging projects and programs which cater for the complex learning needs of students in partnership with community members.

Improvement Measures

Professional learning sessions are shared and made accessible to an increased number of schools of students with multifarious needs.

Occupational Therapists/Staff/Parents are skilled in assessing individual students sensory needs in the Bates Drive School environment..

People

Students

Students will engage in positive and respectful relationships in a range of settings, including school, integration settings and the wider community.

Staff

Demonstrate consistent, high standards of schools educational practices across our consortium of special schools. Be actively involved in the delivery of professional learning across the consortium of special schools group professional learning sessions.

Leaders

Initiate new, and maintain current contact with community members and local schools and be committed to achieving optimal staff participation within our school and in the wider community.

Community Partners

Schools Plus The SENSORY matters project.

Occupational Therapists to refine/design sensory profiling and inform parents/carers about the program and schedule initial focus group meetings prior to commencing delivery in 2018.

Community Partners

University of Technology, Sydney.

Continue to foster and maintain the "Integration of Occupational therapy in Specialised School Settings" research

Processes

Understanding of the existing physical opportunities and constraints.

Conduct environmental inventories of classrooms and outdoor areas for resourcing implications. Research and purchase necessary equipment and resources. Ongoing.

Complementary Practice.

In consultation with Occupational Therapists/Staff/Parents identify structural changes required within the school and write integrated programs with specific observable learning objectives.

Develop therapy Programs for targeted classes

Building a strong sense of community.

To build communities of schools with both local schools and other Schools for Specific Purpose.

Evaluation Plan

Collaborative review between Teachers, Occupational therapists and Parents including a review of sensory profiling and other baseline data.

Analysis of data by University of Technology Sydney from Journals, focus groups and photographic evidence will produce evidence of Professional Development and Environmental impact.

Practices and Products

Practices

Teachers collaborate with Occupational Therapists in the collection of data through tools such as journals video recording and informal assessment data.

Positive relationships and the sharing of good practices established amongst Bates Drive School and other educational settings.

Teacher confidence in assessing sensory needs and development of integrated programs.

Products

Teaching and Learning programs have Occupational therapy embedded through co design with all stakeholders in The Sensory Matters project.

Research conducted by University of Technology Sydney on integration of Occupational Therapist in specialised settings.

Classrooms and learning areas reflect recognition of student learning needs.

Strategic Direction 3: Tranformational Links

People

study.