School plan 2015 – 2017

Budawang School 5749
### School vision statement

To provide a learning environment that caters to the educational needs of every one of our students so that they are equipped to enjoy friendship, health and a productive life during and after school.

### School context

Budawang School is located 2 kilometres north of the Ulladulla township. We currently have an enrolment of 28 students aged 4 to 20 years old. We provide opportunities for students to develop the social, numeracy and literacy skills essential for life in the 21st Century. We have the support of visiting therapists to promote this outcome. Our students benefit from a visually explicit, well-organised environment. They enjoy a range of activities that promote movement and inclusion in community based programs. Two buses enable access to community facilities, including the local pool, public library, nearby parks, local schools and shopping centres. We are exceptionally well resourced with a kitchen, library, 5 classrooms and 2 well-equipped playground areas. Each classroom has an interactive whiteboard and each student is issued their own ipad with apps that promote communication. We have wireless access throughout the school. Teachers are exceptionally well trained so that they can plan and implement learning experiences that are appropriately differentiated to meet the needs of each of the students in their class. The School Learning Support Officers are skilled in personal care, technological support and fluent in alternate communication modes. The local community is extremely supportive of our school demonstrated by the fact that we have a team of 28 volunteers who provide additional assistance throughout the week.

### School planning process

The planning process started in Term 4 2014 and all families and staff members were invited to contribute. The initial questions asked were:

- **Why would a family choose to send their child to our school?**
- **What works really well?**
- **What are we doing that we could do better?**
- **What are some new ideas that could work really well here?**
- **How should our money be spent?**

**Staff:** 13 out of 14 staff members contributed.

**Parents:** Initially 11 out of 25 families contributed. Once the initial responses were compiled the first round of feedback was sent out to families and staff and another 3 families responded, bringing our total up to 14 out of 25 families.

We noticed that there was not a specific reference to literacy, numeracy, excursions or reports in any of the responses. Each teacher was asked to contact each family in their class and ask if these aspects were important enough to them to include in the next 3 year School Plan. This brought our response rate from families up to 100%.

Our second round of feedback was sent out to families and staff and they were asked to prioritize responses in order of importance to them and nominate 3 strategic directions based on the information provided. The Principal then finalised the decision and wrote a draft of the vision statement based on the information provided. The 3rd round of feedback was provided - staff and families were asked to nominate how they could contribute to the implementation of the plan. The Principal compiled the information and made equitable decisions based on Professional Development Plans and provided the fourth round of feedback. This is ongoing.
Purpose:
Together we can inspire. We aim to promote the benefits of inclusion, diversity and differentiation in the wider community.

The people within our school and wider network are our most valuable resource. It is vital that knowledge, skills and strategies are shared in a friendly, systematic manner so that learning is maximised.

Purpose:
We aim to create a learning environment where staff members are able to adapt to change, reflect on personal performance and engaged in evidence based contemporary pedagogical practice. This learning environment will encourage leadership at all levels and will support the use of collaborative professional learning to stimulate student engagement and success.

Purpose:
Students who enjoy learning can look forward to a future of continuous learning.

We aim to work in partnership to design personalized Learning and Support Plans so that our students develop a skill set that equips them for life in the 21st century.
Strategic Direction 1: **Build positive partnerships between all members of the school community so that our students become successful learners.**

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Together we can inspire. We aim to promote the benefits of inclusion, diversity and differentiation in the wider community. The people within our school and wider network are our most valuable resource. It is vital that knowledge, skills and strategies are shared in a friendly, systematic manner so that learning is maximised.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong> will be engaged in a variety of school and community based activities where they will be able to demonstrate their ability to achieve success. <strong>Staff:</strong> Will engage with Professional Learning (PL) activities, families, and each other so that knowledge, skills and strategies are shared in a friendly, timely and systematic manner. <strong>Parents:</strong> Will share knowledge, skills and strategies with teachers and each other in a relaxed manner with due consideration given to times that are convenient to them. <strong>Community partners:</strong> will be invited to develop a regional network of special educators aimed at improving the learning outcomes for students with special educational needs on the South Coast. <strong>Leaders:</strong> Continually refer to the school plan to provide direction. Use networks and coaching to develop self and others. Use every form of communication at our disposal to promote the students of our school as successful learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong> will be engaged in a variety of school and community based activities where they will be able to demonstrate their ability to achieve success. <strong>Staff:</strong> Will engage with Professional Learning (PL) activities, families, and each other so that knowledge, skills and strategies are shared in a friendly, timely and systematic manner. <strong>Parents:</strong> Will share knowledge, skills and strategies with teachers and each other in a relaxed manner with due consideration given to times that are convenient to them. <strong>Community partners:</strong> will be invited to develop a regional network of special educators aimed at improving the learning outcomes for students with special educational needs on the South Coast. <strong>Leaders:</strong> Continually refer to the school plan to provide direction. Use networks and coaching to develop self and others. Use every form of communication at our disposal to promote the students of our school as successful learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Products:</strong></td>
</tr>
<tr>
<td>- Communication Plan (CP) registration and logs will provide evidence that contact has been made between school and home for every family at least every 2 weeks for the entire year.</td>
</tr>
<tr>
<td>- Individual Learning and Support Plan goals are met or exceeded for all students.</td>
</tr>
<tr>
<td>- Community awards will recognise at least 2 of our students in 2015</td>
</tr>
<tr>
<td>- Personalized functional analysis results indicate improvement during the year.</td>
</tr>
<tr>
<td>- The establishment of the School face book page and class blog will support positive partnerships.</td>
</tr>
<tr>
<td>- The establishment of the Aboriginal Committee will form a new conduit for parental involvement.</td>
</tr>
<tr>
<td>- The establishment of a regional network of special educators will enhance the exchange of knowledge, skills and strategies.</td>
</tr>
<tr>
<td><strong>Practices:</strong></td>
</tr>
<tr>
<td>- School based social gatherings will occur every term for families and staff during school hours organised by P&amp;C.</td>
</tr>
<tr>
<td>- Staff members will work as part of a network of other schools and agencies once each term after school hours or on School Development Day to develop ourselves and others so that learning is maximised.</td>
</tr>
</tbody>
</table>

**Improvement Measures**

- Communication Plan (CP) registration and logs will provide evidence that contact has been made between school and home for every family at least every 2 weeks for the entire year.
- Individual Learning and Support Plan goals are met or exceeded for all students.
**Strategic Direction 2:** Develop world class special education pedagogy and leadership so that our students are confident and creative individuals.

### Purpose
We aim to create a learning environment where staff members are able to adapt to change, reflect on personal performance and engaged in evidence based contemporary pedagogical practice. This learning environment will encourage leadership at all levels and will support the use of collaborative professional learning to stimulate student engagement and success.

### Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| **Students:** Will use KWS, PBS and P2G to support learning.  Staff: Will engage in collaborative PL so that they develop the skills needed to engage with the Key phases of the annual performance and development process, Australian Professional Standards for teaching, PBS, KWS, P2Go, 4 Blocks of Literacy and Growth Coaching.  Will be assisted to develop a Professional Learning Plan (PLP)  Will research the efficacy of strategies they use in the classroom, then gather information from families and collect data to see if the strategy improves student outcomes.  **Parents:** Will have the opportunity to develop their knowledge, skills and strategies so that they are active partners in the learning experiences of their children.  Will be provided with information about the types of PL that staff members are engaging with and will be invited to participate.  **Community partners:** Networks with other schools will be formed to promote sharing of knowledge, skills and strategies.  **Leaders:** Will work with staff and parents to develop a school wide assessment strategy.  Will engage with external networks and PL providers to ensure that the school is engaged with best practice.  Will form a system to support collaboration.  | **Allocate time for staff to work with leaders to develop their PLPs.**  **Allocate PL time for training in the Key phases of the annual performance and development process.**  **Develop a best practice school wide assessment strategy that enables efficient comparison and transfer of information.**  **Provide PL and monitoring so that staff members are fluent users of PBS, KWS, P2Go, 4 Blocks of Literacy and Growth Coaching.**  **Allocate time for teachers to collaborate, share, team teach assess and observe each other.**  **A Collaboration Agreement to be voluntarily completed by teachers to plan who they want to programme with, what lessons they want to observe and what lessons they are willing to present for observation by their colleagues.**  | **Products:**  Every teacher will have a Professional Development Plan by the end of Term 1.  A Learning and Support Team that meets the criteria for best practice based on the self-improvement matrix.  Test results of student and teacher knowledge of KWS, PBS, P2G will show improvement (Nov. 2014 compared with results of Nov. 2015).  A staff meeting time table of collaborative PL to indicate topics and times for professional sharing.  An observation and team teaching time table and feedback template.  Four out of 5 teachers will have met their responsibilities as defined by the Collaboration Agreement by December 2015.  Data base of Blue Class students’ Functional Analysis results  |}

Budawang School 5749  
Page 5  
Planning template – V2.0
**Strategic Direction 3: Create dynamic learning experiences leading to social competency and quality of life.**

### Purpose

Students who enjoy learning can look forward to a future of continuous learning. We aim to work in partnership to design personalized Learning and Support Plans so that our students develop a skill set that equips them for life in the 21st century.

### Improvement Measures

- A needs analysis of playgrounds, community settings and classrooms is completed by the end of Term 1 and is used to purchase resources to increase activity and engagement for 6 high support needs students by the end of Term 2.
- All students will attend and perform in 1 theatre production, 1 drama production and 1 musical production by the end of 2015.

### People

**Students:** Will be taught a range of skills in both school and community settings. Skills will have a physical, academic, technological and life skills emphasis.

**Staff:** Will be supported to deliver an active dynamic curriculum by engaging in PL that equips them to use volunteers effectively, to write risk assessments and to use quality teaching practices across a range of subjects and settings. Will develop leadership skills by helping to plan swimming and athletics carnivals, art shows, theatre and dance presentations.

**Parents:** Will be able to participate in lessons and activities with the goal of transferring these skills and strategies to the home environment.

**Community partners:** Volunteers will be provided to offer quality assistance to staff members by evaluating the existing volunteer program and making adjustments as identified.

**Schools in the Ulladulla Community of Schools will be invited to participate in special events.**

**Leaders:** Will monitor, organise and evaluate to ensure that all learning environments are safe, effective and engaging for all students. Will organise volunteers and extra staff members to ensure that activities as resources permit.

### Processes

- Conduct a needs analysis of the playground and classroom and purchase resources that promote safe, active and engaged learning.
- Create learning environments that enable students to develop communication skills through art, theatre, music, sport or dance.
- Develop a business enterprise that functions as a canteen once a week.
- Employed extra LSOs to assist with horse riding, swimming, technology and bike riding lessons.

**Evaluation plan:**

- We will know if the playground and classrooms are functioning successfully because there will be a reduction in incident reports.
- Student communication skills will improve when assessed verbally, using key word sign, proloquo2go and picture exchange cards.
- We will know if the canteen is successful if students can work harmoniously and productively as a team and if parents allow their students to use it.
- Teachers will know exactly what each student can do based on their Functional Analysis.

### Products and Practices

**Products:**

- A needs analysis of playgrounds, community settings and classrooms is completed by the end of Term 1 and is used to purchase resources to increase activity and engagement for 6 high support needs students by the end of Term 2.
- All students will attend and perform in 1 theatre production, 1 drama production and 1 musical production by the end of 2015.
- Swimming carnival run sheet
- Athletics carnival run sheet
- High quality Risk assessments
- A canteen business enterprise
- Horse riding, swimming, technology and bike riding programs are developed to maximise inclusion and differentiation.

**Practices:**

- Staff conduct a functional analysis is on each student.
- Each student will engage in horse riding, swimming, technology and bike riding lessons.
- A canteen will operate once each week.
- Students with high support needs take priority of attention.
- A swimming and sports carnival will be conducted once each year.
- Significant cultural events such as NAIDOC Week and Harmony Day will be celebrated.