School plan 2015 – 2017

Budawang School 5749

Strategic Direction 1
Building positive partnerships

Strategic Direction 2
Developing expert special education teaching and leadership

Strategic Direction 3
Creating dynamic learning experiences
At Budawang School each person will be treated as an individual, whole person. Staff members will work with therapists, coaches and other community members in a well organised, systematic way. Programs will cater for unique needs in a flexible manner. Everyone will feel free to express themselves in an energetic but dignified and respectful way as they develop and inspire trusting relationships. They will be actively and enthusiastically engaged in their own learning and supported to participate in meaningful lessons, activities and projects designed to maximise their achievements and unleash talent. (Strategic Direction 1)

You will observe the skilled use of technology, Key Word Sign and visual supports to deliver innovative, student centred lessons in a warm, caring, happy manner. Systems will be aligned so that students and staff members will achieve personal goals that enable them to lead socially rewarding, healthy, productive lives at school and beyond. Growth Coaching will be used to encourage people to unlock personal potential and maximise performance. (Direction 2)

It will be obvious upon visiting our school either digitally or in person, that both students and staff members enjoy the educational experience. The school will be bright, well resourced, innovative, safe, clean, and well maintained. Our purpose will be clearly stated and visible and there will be a range of dynamic learning experiences on offer that enables all students to engage at their level, in their time, in a manner that maximises their readiness for learning. (Strategic Direction 3)

Budawang is a School for Special Purposes located 2 kilometres north of the Ulladulla township. We currently have an enrolment of 30 students aged from 4 to 20 years of age. 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, 4 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 learning and 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 designed to meet the needs of each of the students in their class. The School Learning and Support Officers are skilled in personal care, technology support and fluent in alternative communication modes.

The local community is extremely supportive of our school. Our school is supported by the fact that we have a team of 28 volunteers who provide additional assistance throughout the week.

The planning process started in Term 4 2014 and all families and staff members contributed to the development of the 2014-2017 school plan. That plan was implemented and achievements for 2015 were measured and built upon to further develop the strategic directions for the 2016 phase of the Plan. All staff contributed and 18 out of 25 families provided suggestions for the 2016 School Plan.

The vision and purpose statements were adjusted to reflect learning that has taken place around Technology and Leadership during 2015.

The Draft Plan was issued to the School Community and we are currently waiting on feedback before we finalise the document for publication.
Purpose:

By mapping student access to therapists we can align systems and ensure that all students are able access the therapy they need.

By improving partnerships and aligning systems we can increase parents’ awareness of therapy and other available services and improve student access to these therapists and services.

Purpose:

By developing the digital skills of the whole school community we can improve communication, reduce our environmental footprint, save time and money, increase student engagement and improve student literacy and numeracy.

By using Growth Coaching as part of the professional development process, staff members are able to adapt to change, take innovative risks, reflect on personal performance, observe best practice and engage in evidence based teaching and leadership so that they maximise their performance in the classroom and beyond.

Purpose:

By providing a wide range of engaging activities originating in unique, meaningful, personalised programs, students are “ready for learning” more often. They gain the confidence to access their local community, attain life skills and develop interpersonal skills. They also sleep better, are healthier and learn to self-regulate their behaviour sooner.

By providing an environment where students enjoy learning, we create a future of continuous growth.
### Strategic Direction 1: Build positive partnerships between all members of the school community so that our students become successful learners

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<th>Processes</th>
<th>Products and Practices</th>
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<td><strong>Parents/Carers:</strong> provide information to the school about the therapy services they currently access - who, what, where, when and why. <strong>Therapist:</strong> Complete a survey upon starting to work with a student at our school detailing who they are seeing, who they are working for, what outcomes they are working towards, where they want to work with the student and when they will meet with the student. Work with teachers and parents/carers so that knowledge, skills and strategies are shared. <strong>Principal:</strong> Develop the survey for parents and therapists, collate the information and prepare visual representations of how the process will operate so that staff are informed and prepared to learn and share. Employ therapist to meet need. <strong>Teachers:</strong> will consult the visual representation of therapy, contact and work with the therapist to share knowledge, skills and strategies. <strong>Students:</strong> All students work with a therapist in a group or 1:1 session once each fortnight for 1 year. <strong>Principal:</strong> Send out survey to parents and carers about the therapy and services they are currently using or have used in the past.</td>
<td><strong>Develop a survey for parents/carers.</strong> Develop a survey for therapists. Send a survey to parents/carers on the services and therapist support that families are accessing. Provide a form for therapists to fill out upon entry to the school. Map current student access to therapy. Identify students are not accessing assistance. Employ therapists to enable all students to access the therapy required.</td>
<td><strong>Practice:</strong> Staff work with specialist services to provide an integrated program of support for students that meets identified learning and well being needs. <strong>A product:</strong> A visual representation of the students accessing external services at school including the name of the therapist, the name of the organisation brokering the therapy, what service they are providing, the time of the planned sessions and why the service is needed. <strong>A pamphlet informing parents and carers of the services available to them and how they can access these services.</strong> Ongoing access to speech, occupational music, art and physiotherapy.</td>
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### Improvement Measures

- All students will have ongoing access to speech, occupational music, art and physiotherapy. Parents/carers and staff members will provide a satisfaction rating of 8 out of 10 where 1 is the worst and 10 is the best.
- Staff will be better informed of therapists support for their students and are better able to work in partnership with the therapists. They will provide a satisfaction rating of 8 out of 10 where 1 is the worst and 10 is the best.
- Parents and carers will be better informed of the services available to them and how they can access these services. They will provide a ranking of 8 out of 10 where 1 is the worst and 10 is the best.
### Strategic Direction 2

Develop world class special education teaching and leadership so that our students have the skills they need for a happy, purposeful life.

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| By developing the digital skills of the whole school community we can improve communication, reduce our environmental footprint, save time and money, increase student engagement and improve student literacy and numeracy. | **Principal**: Will use Growth Coaching to collaborate with teachers and learning support officers to develop ongoing digital professional development.  
**Principal**: Will role model the acquisition of digital skills by using technology across a range of settings.  
**Principal**: Will collaborate with the Computer Support Coordinator to purchase and install hardware and software to support the digital evolution of the school.  
**Principal**: Will employ a Digital Technology Coach to support students on targeted projects.  
**Teachers**: will develop 1 Performance and Development Goal around improving their use of technology  
**Teachers**: Will bring their devices to school every day and use it to develop their performance and development goal.  
**Teachers**: will take innovative risks and share their findings with colleagues both formally and informally.  
**Teachers** will use digital technology to assess, program and implement literacy and numeracy lessons.  
**Assistant Principal**: Will lead the way with the development and implementation of the class webpage and support one other teacher in this process.  
**Assistant Principal**: Will lead the way by demonstrating how to use technology to assess, program and keep records. | Use Growth Coaching to underpin all decisions.  
Encourage staff to demonstrate and share new skills, apps, strategies.  
Use the Computer Support Coordinator to help make technical decisions and to make purchases.  
Use a Technology Coach to work with students for 1 day per week.  
Include Digital Technology as part of the Performance and Development Framework and refer to the Australian Professional Standards for Teachers.  
Encourage everyone to bring their devices every day.  
Discuss the balance between innovative risk taking and evidence based practice.  
Demonstrate to teachers how to use technology to assess, program and keep records.  
Encourage staff members to make technology accessible to students in all settings.  
Post newsletters, notes and other communications on face book and the website.  
Promote the website more to staff, students and parents.  
**Students**: will use digital technology across all settings to develop literacy, numeracy and recreational skills. | **Practice**: Staff use technology to inform and deliver personalised learning  
**Products**: Personalised learning programs are documented, monitored and reported to parents/carers through the use of technology  
A school wide infrastructure that enables reliable digital access at all times.  
A collaboratively developed Professional Development package that provides ongoing, regular, consistent digital technology training.  
The development of 2 class-based websites to promote student learning and parental engagement. |

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| A school wide infrastructure that enables reliable digital access at all times will score a ranking of 8 out of 10 where 1 is the worst and 10 is the best. (Staff)  
A collaboratively developed Professional Development package that provides ongoing, regular, consistent digital technology training that scores a ranking of 8 out of 10 where 1 is the worst and 10 is the best. (Staff)  
The development of 2 class-based websites to promote student learning and parental engagement that score a ranking of 8 out of 10 where 1 is the worst and 10 is the best. (Parents) | | |
**Strategic Direction 3: Create dynamic learning experiences leading to social competency and quality of life so that our students are active learners**

**Purpose**

By providing a wide range of engaging activities originating in unique, meaningful, personalised programs, students are “ready for learning” more often. They gain the confidence to access their local community, attain life skills and develop interpersonal skills. They also sleep better, are healthier and learn to self-regulate their behaviour sooner.

By providing an environment where students enjoy learning, we create a future of continuous growth.

**People**

- **Principal:** consult with staff members to develop a list of activities for use in planning meetings.
- **Teachers:** conduct Individual Education Planning in Weeks 1 & 2 or Term 1.
- **Teachers:** develop student timetables by end of Week 4.
- **Teachers:** develop class timetables by end of Week 4.
- **SLSO:** type up the timetables.
- **Teachers:** send timetables to Sam and Principal by Friday Week 4.
- **Teachers:** send timetables home and request a ranking by Week 5.
- **Principal:** consult with school community about which annual events will run in 2016.
- **Principal:** construct yearly calendar and distribute it.
- **Principal:** consult with staff members to identify 1 teacher to manage swimming resources and equipment, 1 to manage bike riding equipment and resources, 1 to manage, Art Therapy equipment and resources, 1 to manage Music Therapy Equipment and resources, Technology equipment and resources, and cooking equipment and resources.
- **Teachers:** the person responsible for each activity will conduct an audit at the beginning of each term to rank the equipment and resources of that activity.
- **Teachers:** the person responsible for each activity will distribute a survey at the beginning of each term to rank the equipment and resources of that activity.
- **Principal:** consult with staff, families and students regarding weekly activities that they want their child to participate in.

**Processes**

- Develop a list of activities that can be safely run, staffed and resourced.
- Consult with parents, carers and students regarding weekly activities that they want their child to participate in.
- Develop student timetables.
- Develop class timetables.
- Provide a copy of the timetables to the SAM and Principal by end of Week 4.

**Products and Practices**

**Practice**

- The effective and safe use of equipment promotes and extends student learning.
- Equipment and resources will be provided to support these programs in a safe and engaging way. Resources to support Programs will be ranked 9 out of 10 by staff members.
- All Risk Assessments to be completed for each out of school activity by Week 3 Term 1 2016.
- Equipment and resource audits conducted.
- Survey staff for equipment and resources
- Risk assessments completed and signed by all staff members

**Product**

- A timetable will be developed indicating what activities they will do each week. The timetable will be ranked 9 out of 10 by the parent/carer in terms of catering for the learning needs of that student.
- Yearly Calendar developed and published.
- Determine person in charge of each activity.
- Professional Learning Opportunities will improve staff capacity to deliver a variety of activities safely and skilfully.

**Improvement Measures**

Each student will have a timetable developed indicating what activities they will do each week. The timetable will be ranked 9 out of 10 by the parent/carer in terms of catering for the learning needs of that student.

Equipment and resources will be provided to support these programs in a safe and engaging way. Resources to support Programs will be ranked 9 out of 10 by staff members.

All Risk Assessments to be completed for each out of school activity by Week 3 Term 1 2016.