School plan 2015-2017

NSW GOVERNMENT | Education Public Schools

Bullimbal School 5569

INDEPENDENCE ACHIEVEMENT EXCELLENCE

BULLIMBAL SCHOOL

School vision statement

At Bullimbal School the staff believe that we are here to make a difference for our students by maximising their learning potential in an enriched learning environment.

Our supportive learning team enhances the quality of our students' lives through encouraging independence, achievement and excellence, as they become valued members of society.

The families and carers of our students will be supported and encouraged to actively contribute to their children's education demonstrating a commitment to lifelong learning.

School context

Bullimbal School is located in Tamworth. The student population draws from a wide area of Tamworth, Manilla, Nundle and Quirindi, with the majority of students travelling to and from school using the Assisted School Travel Program. The school provides quality education for students from Kindergarten to Year 12 with moderate or severe intellectual disabilities, including autism, physical disabilities, mental health, visual or hearing impairments. Currently there are 49 students across 7 classes.

The school was relocated in 2010, incorporating modern, specialised assistive technologies and state–of–the–art facilities including a heated indoor hydrotherapy pool, sensory garden, multi–sensory learning space and film studio. The school has a well–resourced and engaging playground environment including bike track, play equipment, sand pit, vegetable garden and a range of inclusive and purposeful learning spaces.

The school continues to be recognised for its achievements in the integration of technology into teaching and learning. The school provides assistance and guidance to all schools in the New England geographical area through the on–going implementation of its Assessment Toolbox for Learning and Support (ATLaS) project. Other major focuses for Bullimbal are the incorporation of Augmentative and Alternative Communication (AAC) systems and inclusive Literacy programs for all students through the Four Blocks to Literacy program.

School planning process

Staff, students, parents and the broader school community were consulted extensively in the development of the School Plan 2015–2017.

The work of Simon Senek and his concept of The Golden Circle was used to guide the development of our plan commencing from the inside out, focussing first on Purpose and 'why' before moving to defining 'how' and 'what' will be achieved.

Consultation with parents, students and teachers about the school in the current context and with respect to future goals and aspirations was undertaken over an extensive period beginning in 2014.

The school collected evidence and opinions of key stakeholders within our school community to help understand current school strengths and areas for improvement, as well as identifying key future goals and opportunities. The review was conducted using a range of strategies including: parent consultation at P&C meetings; one–to–one parent conversations; formal parent, student and teacher surveys; whole staff and small group professional learning and planning sessions; and a reflection on current data from a range of sources. Consultation, reflection and analysis of available data and trends assisted our school community in identifying our key vision and supporting school goals.

As a result the following three strategic directions will be the focus of school improvement 2015–2017:

- School Community;
- Student Profiling;
- Communication.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1
School Community

STRATEGIC DIRECTION 2
Student Profiling

STRATEGIC DIRECTION 3
Communication

Purpose:

Bullimbal's School environment and community and its specialised nature necessitate the development of ongoing and respectful relationships between staff, students, parents and carers and community members in order to achieve the best outcomes for our students. We will maintain and enhance existing relationships with parents, carers and the wider community in order to create an effective and welcoming learning environment for our students.

Purpose:

Highly individualised and specialised assessment of all students is required in order to fully support improved student outcomes in Life Skills, Curriculum and post school environments. Profiling of student performance across a number of areas enables better communication of student performance across settings and classes and allow for more targeted and effective personalised learning plans.

Purpose:

The ability to communicate is an essential skill for all students. At Bullimbal we recognise that all students communicate differently and may need a variety of supports to allow them to achieve our main goal of being able to communicate whatever they want, to whomever they want, whenever they want.

Strategic Direction 1: School Community

Purpose

Bullimbal's School environment and community and its specialised nature necessitate the development of ongoing and respectful relationships between staff, students,parents and carers and community members in order to achieve the best outcomes for our students. We will maintain and enhance existing relationships with parents, carers and the wider community in order to create an effective and welcoming learning environment for our students.

Improvement Measures

Highly individualised teaching and learning programs demonstrate adjustments derived from the combined knowledge of parents, staff and students, allowing all students to more effectively access all subject areas and school settings. This is evident in Planning and Review Meetings, Teaching Program Review Meetings and feedback and monitoring of the Professional Development Plan process of staff.

A measured increase in parent satisfaction in school communication processes, school purpose and the collaborative nature of highly individualised learning programs.

All students successfully transition to accessing support from the National Disability Insurance Scheme.

People

Students

Provision of inclusive and equitable educational opportunities to ensure active engagement in learning and participation in the school community and activities for all students.

Staff

Build emotional intelligence through developing a deep understanding of the complexities of parenting and parenting partnerships informed by Every StudentEvery School reform, Disability Standards for Education (2005) and DisabilityDiscrimination Act (1992)

Parents/Carers

Parents have been consulted to determine their needs and requirements for communication of school purposes, products, processes and practices. Extensive communication will ensure their ongoing understanding and commitment to their child's learning and the school's strategic directions.

Community Partners

External support agencies actively engage in opportunities with the school community to develop a broader understanding of the school, its students, and their goals.

Leaders

Establish administrative practices to provide explicit information about the school's functioning to promote ongoing improvement (School Excellence Framework,Leading: Management

Processes

Professional Learning

Staff:

Developing positive parent relationships

Performance and Development Framework and Plans through Coaching/Mentoring.

National Disability Insurance Scheme

Parents:

Extensive provision of information and training for parents in preparing and participating in the National Disability Insurance Scheme.

Communication of Purpose – School Communication & Promotion.

A comprehensive school communication and promotion plan developed to provide ongoing and up to date information about the school, its purpose and programs including a new brochure and information packages; social media, a website, newsletters, communication books and emails.

Quality Learning Environment

Establishment of an aesthetically pleasing, functional, and sustainable school environment incorporating a range of education programs including Stephanie Alexander Kitchen Garden Program, Bush Tucker Garden, Chicken House, outdoor learning space and school grounds and playground upgrades.

Evaluation Plan

Progress towards achievement of this

Practices and Products

Practices

Parent survey and focus groups gather information annually indicating increased satisfaction of communication processes and deeper knowledge of parent/carer role in student learning and engagement.

Record of parent participation demonstrate achievement of up to 90% involvement in individual Planning, Review and Transition Meetings.

Products

Highly individualised teaching and learning programs demonstrate adjustments derived from the combined knowledge of parents, staff and students, allowing all students to more effectively access all subject areas and school settings. This is evident in Planning and Review Meetings, Teaching Program Review Meetings and feedback and monitoring of the Professional Development Plan process of staff.

A measured increase in parent satisfaction in school communication processes, school purpose and the collaborative nature of highly individualised learning programs.

All students successfully transition to accessing support from the National Disability Insurance Scheme.

Strategic Direction 1: School Community

Improvement Measures	People	Processes	Practices and Products

People

Practices and Processes)

Processes

Strategic Direction will be measured against milestones on a regular basis. This evaluation will be conducted by the School Community Team, twice per term. Evaluation strategies include: The School Excellence Framework; parent, staff and student surveys; staff Performance and Development Plans; classroom and playground observations.

Strategic Direction 2: Student Profiling

Purpose

Highly individualised and specialised assessment of all students is required in order to fully support improved student outcomes in Life Skills, Curriculum and post school environments. Profiling of student performance across a number of areas enables better communication of student performance across settings and classes and allow for more targeted and effective personalised learning plans.

Improvement Measures

The number of students analysed using the school–developed Individual Student Profile has increased as evidenced by 100% of students having a completed Individualised Profile.

Available time for students to engage in learning tasks across the school day is maximised for all students through implementation of a school–developed Policy as evidenced by no student receiving non–school related external services for greater than 1hr per school week.

People

Students

Where appropriate, students are surveyed as to what information they would like a new teacher/ service provider to know about them before they transition.

Staff

Collating relevant information in a central place pertinent to each student.

Parents/Carers

Student profiles are developed in a collaborative partnership with parents.One of the key questions parents were asked was: When your child transitions from one class/setting to the next what information would you like their new teacher/service provider to know?

Community Partners

Through the collaborative partnership with the Itinerant Support Teacher Transition, post school services providers will be involved in the development of student profiles.Post school service providers to be surveyed as to what information would assist in the transition from school to post school.

Leaders

Support teachers to implement student profiling by providing appropriate resources, professional learning opportunities and time.

Processes

Profile development:

Development and Implementation of Bullimbal–specific Individual Student Profile to communicate academic, health and wellbeing information for the purpose of Personalised Learning and Support.

Policy development:

Development of Policy and Procedures to govern interaction and information exchange with external service providers including agencies associated with the National Disability Insurance Scheme.

Evaluation Plan

Progress towards achievement of this Strategic Direction will be measured against milestones on a regular basis. This evaluation will be conducted by the Student Profiling Team, twice per term. Evaluation strategies include: The School Excellence Framework; parent, staff and student surveys; staff Performance and Development Plans and supervision processes.

Practices and Products

Practices

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Transition connections (pre and post–school) are developed to ensure ongoing support for all students. The school actively collects and uses information to support students' successful transitions resulting in minimal disruption to

Each student has a comprehensive academic, health and wellbeing profile that is communicated and implemented by all staff to ensure that student's personalised learning and support needs are being met.

A Bullimbal–specific Policy and set of Procedures governs external agency interactions with students resulting in consistency in how students access external therapists during school hours and allowing the school monitor the educational impact of such involvement.

Products

The number of students analysed using the school–developed Individual Student Profile has increased as evidenced by 100% of students having a completed Individualised Profile.

Available time for students to engage in learning tasks across the school day is maximised for all students through implementation of a school–developed Policy as evidenced by no student receiving non–school related external services for greater than 1hr per school week.

Strategic Direction 3: Communication

Purpose

The ability to communicate is an essential skill for all students. At Bullimbal we recognise that all students communicate differently and may need a variety of supports to allow them to achieve our main goal of being able to communicate whatever they want, to whomever they want, whenever they want.

Improvement Measures

Student performance in Expressive and Receptive domains as identified by the Online Communication Matrix Profile indicates 10% or greater growth for all students.

Student performance in the Expressive and Receptive domains as identified by the Pragmatics Profile for Everyday Communication Skills indicates performance growth of 1 score point or more across at least 2 sub sections for all students

People

Students

Students will need to receive extensive modelling and instruction on the Alternative and Augmentative (AAC) system that has been identified as what is needed for that student to be able to communicate effectively.

Students will become responsible for and actively engaged in the use of their individualised and group communication systems.

Staff

Staff will need to develop a deep understanding and knowledge of communication systems and embrace a range of evidence based strategies and practices in their classrooms and ability to implement a variety of communication systems. The staff will need to recognise the importance of communication for all students.

All staff will need to receive professional development and ongoing support around the 2 main identified AAC systems that will be used in the school.

Parents/Carers

Parents will need to work in partnership with school staff to understand and implement communication systems across both home and school. Parents/carers will need to become familiar with the use of the AAC system that has been developed for their child and receive ongoing support.

Community Partners

Processes

Staff Professional Learning

All staff receive professional learning in Alternative and Augmentative Communication (AAC) Systems and will be using them throughout the school day in all settings.

Staff are familiar with the use of the AAC system and model to the student/s the use of the system.

Assessment

Staff identify the students in their class that do not have an effective communication system and assess which system would be the best for them to use.

Student performance in communication is assessed each Semester using the Online Communication Matrix Profile and Pragmatics Profile for Everyday Communication Skills, Expressive and Receptive Domains.

Policy Development

Development of a policy that will assist with giving knowledge and understanding about the current practices that are in place in the school in regards to the development of communication programs for students.

Evaluation Plan

Progress towards achievement of this Strategic Direction will be measured against milestones on a regular basis. This evaluation will be conducted by the Communication Team, twice per term. Evaluation strategies include: The School Excellence Framework; parent, staff and student surveys; staff Performance and

Practices and Products

Practices

Every student has a communication profile and tracking information process. Ongoing assessments on communicative ability from a set of standardised tests to determine the needs of each student and their progress.

Alternative and Augmentative Communication (AAC) will be fully implemented (as appropriate) throughout the school day in all settings. As a result, students will be immersed in the use of language and AAC and have every opportunity to learn to communicate.

All students will have a comprehensive communication system (School Excellence Framework, Learning and Teaching domains) and as a result students will have the tools to communicate whatever they want, to whomever they want, whenever they want.

Products

Student performance in Expressive and Receptive domains as identified by the Online Communication Matrix Profile indicates 10% or greater growth for all students.

Student performance in the Expressive and Receptive domains as identified by the Pragmatics Profile for Everyday Communication Skills indicates performance growth of 1 score point or more across at least 2 sub sections for all students

Strategic Direction 3: Communication

Improvement Measures	People	Processes	Practices and Products

People

Community Partners will provide expertise and provision of training in various communication systems and work in partnership with the school and parents.

Community Partners will also need to become familiar with the AAC system that the students are already using, and the AAC modelling and expertise that already exists in the classroom environment.

Leaders

Leaders will ensure that there is a focus on communication in supervision processes and provide quality professional learning to all staff.

Processes

Development Plans and supervision processes; classroom and playground observations.