



School plan 2015 – 2017



George Bass School

SCHOOL VISION STATEMENT

At George Bass School we provide innovative, quality learning programs that cater for students' individual needs and celebrate their achievements. We are committed to supporting students through partnerships within our diverse community.

SCHOOL CONTEXT

George Bass School is a newly established School for Specific Purposes that caters for students from Kindergarten to Year 12 with moderate to severe intellectual disabilities and complex needs. George Bass School provides innovative, quality learning programs that cater for student individual needs and celebrates their achievements. This is assisted through innovative technology, highly dedicated staff and quality teaching practices across the whole school. We offer remarkable learning opportunities through programs which include community access, hydrotherapy, individual communication programs and integration. We maintain strong links with families and external agencies which include Physiotherapists, Occupational Therapists and Speech Therapists to ensure a collaborative sharing of information and strategies in relation to student needs. George Bass School is committed to supporting students through partnerships within their diverse community which links closely to the school motto which is 'Support, Community, Independence'.

SCHOOL PLANNING PROCESS

As a whole school, during a teacher professional learning session staff collectively brainstormed ideas to develop a shared vision statement that best represented George Bass School. Staff discussed the language that they would be proud to hear representing the school. Staff used this language to work collaboratively to write three different vision statements for the school. These vision statements were presented to community members, parents and carers over two communication meetings and was shared during P&C meetings and they were given the opportunity to vote for the vision statement that they believed best represented the school.

This statement has been used as the basis for the three strategic directions for the school plan. George Bass staff have worked together to discuss the purpose, people and processes around each of the three strategic directions.

Ongoing consultation with staff, community members, parents and caregivers has occurred throughout the whole planning process to ensure that the plan is the result of close collaboration.



STRATEGIC DIRECTION 1

Implementation, Development and Support of Innovative, Quality Learning Programs to Promote Student Achievement.

George Bass School prides itself on being able to provide high quality education for all students as this is our core business. In doing this we aim to use best practice and provide innovative, engaging and cutting edge programs so that no stone goes unturned in meeting the learning needs of our students.

We will also continue to provide opportunities for our students to achieve to their full potential across each of the Key Learning Areas. This will enable our students to achieve their greatest results across the breadth of the curriculum. In doing this, it will continue to be important that as a strategy we ensure staff are kept informed of and up to date about current evidence based programs.

STRATEGIC DIRECTION 2

Developing Systems and Practices that Cater for Individual Student Learning Needs, Celebrate Achievement and Promote Wellbeing.

George Bass School caters for an extremely diverse cohort of students with a wide range of needs. In order to best meet these needs we must first acknowledge and assess to provide appropriate programs that meet the individual requirements of our students..

A part of meeting the needs of a diverse range of students such as ours requires that we provide systems that allow us to provide a safe learning and working environment for staff, students, families and the community. Meeting the complex learning needs of our students requires that we develop systems that best cater for and teach for wellbeing. This helps to create and maintain a positive school culture, sustain achievement and encourage ongoing high performance.

STRATEGIC DIRECTION 3

Building Sustainable Partnerships within our Diverse Community that Provide Opportunities that are Mutually Beneficial to the School, Students, Families and the Wider Community.

At any school, particularly a newer school such as George Bass School it is important to establish student identity and identity of the school itself within the community.

Any successful learning institution establishes future pathways for its students, whether that be to links post school, or to links that best support the learning needs of its students. The community forms a large part of any successful school in meeting student needs. It is imperative that we establish relationships and connections with families, our P&C and the wider community. We also aim to build communities by working with local schools and other Schools for Specific Purpose throughout the state.

Strategic direction 1: Implementation, Development and Support of Innovative, Quality Learning Programs to Promote Student Achievement

PURPOSE

Why do we need this particular strategic direction and why is it important?

To provide high quality education for all students.

To provide innovative, engaging and cutting edge programs.

To provide opportunities for our students to achieve their full potential across all Key Learning Areas.

To ensure that staff are kept informed of and up to date about current evidence based programs.

IMPROVEMENT MEASURE/S

Accelerated Literacy evidenced in class programs.

Student progression through personalised Literacy Framework indicators and goals through Accelerated Literacy programs.

Numeracy Framework evidenced in class programs.

Student progression through personalised Numeracy Framework indicators and goals.

Use of innovative technology evidenced in class programs.

Teacher evaluation of student engagement and success when engaged in lessons using innovative technology.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:

Explicitly teach students the skills required to be engaged and actively participate in all teaching and learning programs.

Staff:

Ongoing teacher professional learning, coaching and mentoring opportunities.

Classroom observation and modelling of lessons with provisions for follow up feedback and discussion.

Collaborative programming and planning.

Parents:

Keep parents informed of programs that are occurring throughout the school.

Provide specific information about how programs work and reasons for implementation.

Opportunities that exist include:

- Information sessions
- Parent/Teacher interviews

Community partners:

Provide opportunities for our community partners to become aware of the innovative programs being offered through:

- Information sessions
- Website
- Newsletters
- Professional development
- Collaborative planning
- Parents and Citizens' meetings.

Leaders:

Develop coaching and mentoring skills in current and aspiring school leaders.

Develop expertise in mentors to allow for effective scaffolding of teaching performance.

PROCESSES

How do we do it and how will we know?

School-wide effective implementation of quality Accelerated Literacy programs.
School-wide effective implementation of quality Numeracy Framework programs.
Innovative use of technology to enhance student engagement and participation in all Key Learning Areas.

Evaluation plan:

Supervision processes will allow for the collection of evidence to indicate the presence of Numeracy Framework programs, Accelerated Literacy programs and the use of innovative technology in programs.

Personalised Learning Plan tracking data will be gathered annually for each student in each KLA. Data from this tracking will be gathered to demonstrate student progress in numeracy and Accelerated Literacy programs.

Teacher evaluations will be gathered to assess the success of programs developed using innovative technology as a tool to increase student engagement and participation in all Key Learning Areas.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

Enhanced literacy knowledge and understanding of skills for all students using evidence based teaching practices and innovative delivery mechanisms.

Assessment data gained from the use of the Numeracy Framework to monitor achievements and gaps in student learning is used extensively to inform planning for individual students.

Classroom programs and practices incorporate the use of technology to achieve improved student engagement and participation.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

Innovative teaching practices based on the Accelerated Literacy Program adapted for individual student need.

Innovative teaching practices based on the Numeracy Framework that are derived from the effective assessment of student skills and knowledge in the area of Mathematics.

Teacher's practices are enhanced by the use of technology to maximise student engagement and participation in all learning experiences.

Strategic direction 2: Developing Systems and Practices that Cater for Individual Student Learning Needs, Celebrate Achievement and Promote Wellbeing

PURPOSE

Why do we need this particular strategic direction and why is it important?

To acknowledge and assess student individual needs to provide appropriate programs that meet those needs.

To provide a positive learning and working environment for staff, students, families and the community.

To create and maintain a positive school culture, sustain achievement and encourage ongoing high performance.

IMPROVEMENT MEASURE/S

Positive Behaviour for Learning program evidenced in behaviour support plans.

Consistent school-wide Positive Behaviour for Learning lesson implementation evidenced in class programs.

Individualised communication plans and goals are evidenced in class programs and Personalised Learning Plans.

Student progression through individualised communication goals is evidenced by the effective implementation of communication assessments.

Live Life Well@School, Crunch and Sip and George Bass Olympics sessions are evidenced in class programs.

Student progression through the Fundamental Movement Skills indicated in the George Bass Olympics Assessment tool.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:

Explicitly teach students the skills required to be engaged and actively participate in all teaching and learning programs.

Staff:

Ongoing teacher professional learning, coaching and mentoring opportunities.

Classroom observation and modelling of lessons with provisions for follow up feedback and discussion.

Collaborative programming and planning.

Parents:

Keep parents informed of programs that are occurring throughout the school.

Provide specific information about how programs work and reasons for implementation.

Opportunities that exist include:

- Information sessions
- Parent/Teacher interviews

Community partners:

Provide opportunities for our community partners to become aware of the innovative programs being offered through:

- Information sessions
- Website
- Newsletters
- Professional development
- Collaborative planning
- Parents and Citizens' meeting

Leaders:

Develop coaching and mentoring skills in current and aspiring school leaders.

Develop expertise in mentors to allow for effective scaffolding of teaching performance.

PROCESSES

How do we do it and how will we know?

School-wide effective and consistent implementation of a quality Positive Behaviour for Learning program to promote wellbeing and enhance opportunities for student learning.

School-wide effective implementation of individualised communication plans for all students based on a consistently applied communication assessment.

Promoting active participation in a health and wellbeing program to enhance student personal and physical development and healthy life choices.

Evaluation plan:

Behaviour support plans will be analysed as a part of supervision. Information will be gathered relating to the inclusion of PBL strategies and language.

Class programs will be analysed as a part of supervision. Information will be gathered relating to the inclusion of class PBL lessons.

Personalised Learning Plans will be analysed as a part of supervision. Information will be gathered relating to the inclusion of communication assessments, communication goals and plans for implementation.

Class programs will be analysed as a part of supervision. Information will be gathered relating to the inclusion of Live Life Well@School Crunch and Sip and George Bass Olympics programs.

Data will be gathered and analysed from the George Bass Olympics Assessment tool.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

Students who are self-aware, build positive relationships and actively contribute to the school, community and society in which they live.

Embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in the delivery of individualised communication systems to meet student needs.

A comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

Consistent school-wide Positive Behaviour for Learning lesson implementation.

Classroom observation, coaching and mentoring of effective practices in relation to student communication needs.

Focused lesson development and assessment of student personal development and healthy life choices.

Implementation of school wide PBL and WHS practices that ensure a safe learning and working environment is maintained.

Strategic direction 3: Building Sustainable Partnerships within our Diverse Community that Provide Opportunities that are Mutually Beneficial to the School, Students, Families and the Wider Community.

PURPOSE	PEOPLE	PROCESSES	PRODUCTS AND PRACTICES
<p>Why do we need this particular strategic direction and why is it important?</p> <p>To establish student identity and identity within the community.</p> <p>To establish future pathways for our students.</p> <p>To establish relationships and connections with families, Parents and Citizens and the wider community.</p> <p>To build communities of schools with both local schools and other Schools for Specific Purposes</p>	<p>How do we develop capabilities of our people to bring about transformation?</p> <p>Students:</p> <p>Explicitly teach students the skills required to be engaged and actively participate in all teaching and learning programs.</p> <p>Staff:</p> <p>Ongoing teacher professional learning, coaching and mentoring opportunities.</p> <p>Classroom observation and modelling of lessons with provisions for follow up feedback and discussion.</p> <p>Collaborative programming and planning.</p>	<p>How do we do it and how will we know?</p> <p>Provide delivery of Triple P Stepping Stones program annually to support families with children under the age of 12 to foster consistent approaches in social skills development across all environments.</p> <p>Establish integration and transition programs to provide opportunities for all students to engage in and make pathways to the wider community.</p> <p>Building sustainable partnerships within our diverse community by developing the school identity through a systemised approach that showcases school excellence.</p>	<p>What is achieved and how do we know?</p> <p>Products:</p> <p>Effective engagement with families that results in positive behaviour and communication outcomes for students. Feedback also indicates that the school is recognised as excellent and responsive by its community.</p> <p>Students are involved in partnerships between schools, less restrictive educational settings, post school options and the community to ensure continuity of learning.</p> <p>School leaders and expert teachers are providers of high quality strategies and programs in the provision of excellence in special education to support students and staff in a range of educational settings.</p>
<p>IMPROVEMENT MEASURE/S</p> <p>Professional development sessions to be made available to an increased number of schools of students with complex needs.</p> <p>Improved positive feedback from Links funded programs between transition school settings and George Bass School.</p> <p>Positive parent feedback from the Triple P Stepping Stones Program.</p> <p>Positive parent improvement and certification following the Triple P Stepping Stones program.</p>	<p>Parents:</p> <p>Keeping parents informed of programs that are occurring throughout the school.</p> <p>Providing specific information about how programs work and reasons for implementation through information sessions and parent teacher interviews.</p> <p>Opportunities that exist include:</p> <ul style="list-style-type: none"> Information sessions and parent/teacher interviews. <p>Community partners:</p> <p>Provide opportunities for our community partners to become aware of the innovative programs being offered through:</p> <ul style="list-style-type: none"> Information sessions Website and newsletters Professional development Collaborative planning Parents and Citizens' meetings <p>Leaders:</p> <p>Develop coaching and mentoring skills in current and aspiring school leaders.</p> <p>Develop expertise in mentors to allow for effective scaffolding of teaching performance.</p>	<p>Evaluation plan:</p> <p>Analysis of feedback from Links funded programs between transition and integration, school settings and George Bass School.</p> <p>Analysis of parent feedback from the Triple P Stepping Stones Program. Analysis of data from The Triple P Stepping Stones program pre and post intervention.</p> <p>Feedback provided from in school professional development sessions indicate positive outcomes.</p>	<p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p> <p>Practices:</p> <p>Positive relationships and the sharing of practices established between George Bass School and other educational settings.</p> <p>Positive relationships and learning fostered and maintained between George Bass School and our parent, community body.</p> <p>Regular and frequent participation by students and staff in community events, initiatives and projects.</p>