

Mainsbridge School plan 2015 – 2017

Mainsbridge School 5630





School vision statement

Providing exceptional special education where students, staff and community are empowered to engage in collaborative communication and learning. This is achieved through purposeful, self-reflective, holistic practice.

At Mainsbridge School we want to see each of our students empowered to reach their full potential as a whole person. This means that within our school we provide students with opportunities that celebrate their capabilities and promote the highest levels of skills acquisition in communication, self-care and curricular learning as well as social and emotional development. Dedicated and motivated staff who value each student as people and learners, strive to provide effective and balanced programs to fulfil this both on and off campus.

School context

Mainsbridge School is a Department of Education school, located in Liverpool, 36 kilometres south west of Sydney and is part of the Liverpool Network of schools. The school site is historic with the original 130 year old residence, housing the school's administration office. The Department of Education commenced using this site as a special school 50 years ago.

Our school caters for students from Kindergarten to Year 12 with moderate and severe intellectual disabilities and their associated needs. Students need to have a confirmed disability and are offered a place at Mainsbridge School following a placement panel process. Enrolment trends have remained consistent over the last 5 years with the average enrolment being 110 students across 16 classes.

Students live in the surrounding areas of Liverpool, Fairfield, Wattle Grove, Cabramatta, Macquarie Fields, Hoxton Park and Kemps Creek. Eighty-four per cent access Assisted School Transport (AST).

High quality data driven educational programs are provided for students based on Board of Studies Teaching and Educational Standards (BOSTES). The school has a curriculum focus incorporating the Australian Curriculum and strength in areas of alternative and augmentative communication (ACC), Intensive Interaction, the use of ICT and emerging technologies. In addition all students have a Personalised Learning Plan, (PLP) which has been developed in collaboration with parents and carers. Throughout the school specialised spaces have been designed to cater for the specific learning needs of our students. These include a gross motor room, multisensory room, an iPad laboratory, music centre and a living skills room.

The school population consists of 68% Language Backgrounds Other than English (LBOTE) with the most common languages being Vietnamese and Arabic.

School planning process

Mainsbridge School Planning Journey - We began our journey by developing a school vision. To do this all classroom staff met together with a Leading Principal to work through a series of review and visioning activities that addressed where the school was at in a number of domains.

Staff were given the opportunity to contribute their ideas, suggestions and concerns. This information was collected by the Executive team and used to establish the most valued goals and educational perspectives and from this the vision drafted. Further consultation with staff and then the parent community followed until the final statement was complete.

The next stages of planning were undertaken by the executive, establishing the school's Strategic Directions. In refining these directions consideration was given to the ways in which the school would develop further in the delivery of high quality well informed special education for its students. These directions were brought to the staff for feedback and then lead the executive to the development of our purposes, processes, products and practices.

These aspects along with milestones and targets will provide a plan with a systematic method to achieve its purpose.



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STRATEGIC DIRECTION 1

Relevant teaching to engage students for continuous learning.

Purpose:

Mainsbridge School's ethos embraces that special needs learning happens differently. Teaching approaches are driven by current data and specialist research ensuring the most effective strategies are used to move students towards their maximum potential as functional members of their community

STRATEGIC DIRECTION 2

Community confidence, strategic support and quality relationships.

Purpose:

Mainsbridge School presents with a diversity of complex needs impacting on students and families. High levels of trust are required to manage students cooperatively and comprehensively. Collaborative implementation of personal plans provides students with optimal success and establishes strong home school bonds.

STRATEGIC DIRECTION 3

Develop high performing staff and leaders.

Purpose:

Mainsbridge staff are privileged to be entrusted with the education systems most vulnerable and complex students. Leaders are charged with the responsibility of ensuring high performance and accountability of staff. Staff recognise and work effectively towards refining and calibrating their practice.

Strategic Direction 1: Relevant teaching to engage students for continuous learning.

Purpose

Mainsbridge School's ethos embraces that special needs learning happens differently. Teaching approaches are driven by current data and specialist research ensuring the most effective strategies are used to move students towards their maximum potential as functional members of their community.

Improvement Measures

- ❖ 100% of students will access individual communication programs across school and community settings.
- ❖ Authentic levels of progress are evident through relevant student data management systems indicating 50% (or greater) of students initiating communication spontaneously.
- ❖ A reduction of 15% in critical and negative behaviours, increasing students' effective engagement in curriculum.

People

Student:

Students regularly attend school and comply with school rules.

Staff:

Teachers recognise the complex nature of their students learning, development and health needs. Staff develop high levels of skill when relating to neurologically atypical students.

Parents/Carers:

Provide Parents/Carers with knowledge of disabilities within the school community.

Parents/Carers work collaboratively with teachers to maintain continuity of social skills and communication between home and school.

Community Partners:

Provide Community Partners with knowledge of disabilities within the school. Provide support and opportunities that facilitate student participation in the community.

Processes

- A series of whole school strategies to ensure relevant teaching of effective communication. Delivering current, high quality communication programs and tools to support growth at an individual level.
- A series of whole school strategies are employed to foster and promote effective social skills.
- Utilise student data management systems effectively to monitor, analyse and direct future learning.

Products and Practices

Products:

- 100% of students will access individual communication programs across school and community settings.
- Authentic levels of progress are evident through relevant student data management systems indicating 50% (or greater) of students initiating communication spontaneously.
- A reduction of 15% in critical and negative behaviours, increasing students' effective engagement in curriculum.

Practices:

- Teachers demonstrate best practice in the diversified delivery of social skills and communication, consistently across the school environment.
- Teachers use consistent methodology and language to describe student progress in reference to differentiated and Life Skills curriculum standards.

Strategic Direction 2: Community confidence, strategic support and quality relationships.

Purpose

Mainsbridge School presents with a diversity of complex needs impacting on students and families. High levels of trust are required to manage students cooperatively and comprehensively. Collaborative planning provides students with optimal success and establishes strong home school bonds.

Improvement Measures

- ❖ Increased parent participation by 75%.
- ❖ Parents attend parent education programs regularly within the school setting.

People

Leaders and Staff

Develop rapport with the community to support student achievement.
Present relevant information effectively.

Parents/Carers, Leaders and Staff

Build upon a shared knowledge base and skill set to work cohesively with staff.

Processes

- A parental education program to increase understanding and support for best practice, pedagogy in a school for specific purposes.
- A series of parent based programs to enhance parent participation within the school community.
- Community of SSP (School for Specific Purposes) schools and Support Units established for shared educational benefits.

Products and Practices

Products:

- Increased parent participation by 75%.
- Parents attend parent education programs regularly within the school setting.

Practices:

- Parents and teachers working cohesively within school settings to support student achievement.
- Shared professional learning sessions with local schools.
- Collegial discourse, information and skills sharing between SSP and local schools network.

Strategic Direction 3: Develop high performing staff and leaders.

Purpose

Mainsbridge staff are privileged to be entrusted with the education systems most vulnerable and complex students. Leaders are charged with the responsibility of ensuring high performance and accountability of staff. Staff recognise and work effectively towards refining and calibrating their practice.

Improvement Measures

- ❖ 100% of teachers and school leaders are aware of their current accreditation level and are actively engaged in a professional development plan.

People

Staff

Develop a culture of self-motivated, professionals who seek deep understanding of their field through professional reading, relevant inservicing and interagency consultation.

Community Partners:

Share expertise, experience and expectations with community service providers to establish a system of best practice.

Processes

- A series of strategies will be established to ensure and support teacher understanding of the accreditation process at all career levels. Implementation of the Teacher Performance Development Framework delivered through authentic practice.
- A shared professional learning program that is relevant to the implementation of high quality special education practice will be executed.
- Opportunities for enhanced and aspirational professional learning with a focus on building leadership capacity within the school and the wider disability industry.

Products and Practices

Products:

- 100% of teachers and school leaders are aware of their current accreditation level and are actively engaged in a professional development plan.

Practices:

- A culture of learning exists amongst all school staff as part of ongoing professional practice to maximise high levels of performance.
- Current and aspiring leaders demonstrate a high capacity to introduce and implement innovative management and learning.