School plan 2015 – 2017

Mary Brooksbank School 5721
School vision statement
To provide quality education built on partnerships, which will lead to independence, acceptance and equity for all.

School context
Mary Brooksbank School is part of the Department of Education and Communities Campbelltown Principals Network.

The school offers educational programs for 85 children with moderate or severe intellectual, physical and associated disabilities who are aged between four and eighteen years. We have 13 classes. Students typically are drawn from a large geographic area within the Campbelltown and Macarthur areas. Students come from a variety of cultural and socio economic backgrounds. Enrolments are determined by a regional placement. The school is divided into Infants, Primary and High School with programs reflecting a personalised approach based on the K-6 Syllabus and the 7-12 Life Skills Syllabus. We have a strong community reputation for quality programs and provision of education services.

We have a vision for excellence in education for all students as diverse learners. We will achieve this through clear directions, quality professional learning, state of the art information communication technologies, meaningful curriculum aligned to individualised needs and quality teaching.

We value students, teachers, parents and the wider community as partners in learning, including the Community of Schools we have formed with Passfield Park and Beverley Park Schools. We value environments that support and promote quality teaching and learning. We value innovation and inspiration that impacts on quality learning for unique learners. We look forward to strong growth and school improvement.

School planning process
This School Plan was produced in consultation with school staff, parents and the wider community.

The school Vision Statement was discussed and determined that it was still representative of the school’s ideals and ethos.

Staff were consulted through a series of whole staff meetings focusing on programs and initiatives at Mary Brooksbank School. At the meetings, staff were grouped randomly to determine which programs and initiatives fitted into each of the following categories:

- What is new, exciting and happening
- What is moving along nicely and needs little intervention or support
- What is nearing the end and not that relevant any more
- What needs to be revamped or relaunched

The results were collated and the 7 programs or initiatives identified as needing revamping or relaunching included in the School Plan.

A phone survey was conducted of randomly selected families, with an even distribution over infants, primary and high school students. The results collated and the activities and programs parents identified as important were included in the School Plan.

Therapists are regular participants in helping to meet school and individual student goals and this consultation with them will continue throughout the implementation of some of the School Plan initiatives, including Picture Exchange Communication System, Accelerated Literacy, The Science Framework and Student Leadership.

The Community of Schools Principals met in term 4 of 2014 and term 1 of 2015 to establish Strategic Direction 2.
School strategic directions 2015 - 2017

Purpose:
To ensure learning experiences for all students and student leadership potential are based on high quality teaching and learning practices.

Purpose:
To provide a high standard of education through collaborative learning, education innovation and quality leadership which inspires all CoS stakeholders to excel and reach their full potential.

Purpose:
To form a group of confident and capable leaders, responsible for their own professional learning.
### Strategic Direction 1: To deliver high quality programs which provide student leadership opportunities and support student learning by reflecting the NSW Syllabus for the Australian Curriculum.

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<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| To ensure learning experiences for all students and student leadership potential are based on high quality teaching and learning practices. | **How do we develop capabilities of our people to bring about transformation?**
- Students: Increased engagement with Science, increased opportunities to access literacy and communication and increased opportunities to share responsibility and participate in decision making.
- Staff: Professional learning opportunities around the new Science Syllabus, Science Framework, AL and PECS and supporting students to participate in leadership opportunities.
- Parents: Informed about progress of the Science Framework, their child’s progress in literacy and provide support to their children when undertaking leadership roles.
- Community partners: Interaction and information sharing with community partners and opportunities for the community to provide consultation and contributions.
- Leaders: Professional learning, networking, team teaching and mentoring opportunities and support to students in leadership roles. | **How do we do it and how will we know?**
- A Science Scope and Sequence developed, units of work developed based on the NSW Science Syllabus for the Australian Curriculum will be trialled and implemented and Learning Crates created to meet the specific learning needs of our students.
- Teachers will implement AL exposing students to a range of fiction and non-fiction texts and implement PECS with an increased number of students participating and moving through the levels.
- Develop a range of opportunities for students to be leaders with explicit expectations for each situation. | **What is achieved and how do we know?**
- **Products:**
  1. Units of work based on the NSW Science Syllabus for the Australian Curriculum and the Science Framework.
  2. The number and variety of AL Kits and PECS resources will increase
  3. All students have access to leadership opportunities in some form.

  **Practices:**
  1. The Science Framework will be available to all teachers to use in conjunction with units of work.
  2. Increased levels of communication and meaningful engagement with literacy through PECS and AL.
  3. Provide leadership opportunities for students across the school and wider community.

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<tr>
<th>Improvement Measures</th>
<th>Evaluation plan:</th>
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<td>100% of students will use the units of work based on the NSW Science Syllabus for the Australian Curriculum.</td>
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<td>100% of students operating below ES1 will use the Science Framework.</td>
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<td>100% of the student population will utilise the AL kits and 50% of students will communicate using PECS.</td>
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<td>100% of the student population will have appropriate leadership opportunities.</td>
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Systematic practices within the school that track student progress in science, literacy and leadership.
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| To provide a high standard of education through collaborative learning, opportunities for sharing and exchanging expertise in innovative education and quality leadership which inspires all CoS stakeholders to excel and reach their full potential. | How do we develop capabilities of our people to bring about transformation?  
Students: Ensure professional learning targets the needs of the students.  
Staff: Develop staff capabilities and leadership through targeted PDPs.  
Leaders: Embed practices for leaders to act as a critical friend and to attain their individual Professional Learning Plan goals. | How do we do it and how will we know?  
- Through leader collaboration, explore and develop frameworks of assessment and teaching strategies in unique special education settings for student learning.  
- Developing leaders through sharing of best practice and identified PDP professional goals.  
- Developing all staff through sharing of best practice | What is achieved and how do we know?  
Products:  
1. Schedule of Professional Learning based on strategic directions and Performance and Development Plans (PDP)  
2. Annual CoS conferences for all staff.  
3. A framework of assessment and teaching strategies for pre Early Stage 1 student learning.  
Practices:  
1. Performance and Development Plan professional goals will drive professional learning opportunities across the CoS.  
2. Teams collaborating to deliver targeted professional learning.  
3. Shared leadership programs across the CoS which provide a variety of approaches and support teacher accreditation.  
4. Shared ways of working and learning by staff to create effective assessment and teaching practices. |

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| 100% of all professional learning opportunities across the CoS reflect Performance and Development Plan goals.  
100% of all staff attend the CoS conferences.  
100% of all staff are involved in trialling or using assessment and teaching strategies for students at pre ES1 level. | Evaluation Plan:  
Evidence across the CoS that demonstrate professional learning opportunities reflect PDPs, the CoS conferences are relevant to all staff and that teachers are using Framework assessment and teaching strategies for pre ES1 learners. |  

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Strategic Direction 3: To develop strong and sustainable leadership and management skills to drive school improvement towards excellence.

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| To form a group of confident and capable leaders, responsible for their own professional learning. | How do we develop capabilities of our people to bring about transformation?  
Staff: Develop the capabilities of staff through quality training and learning opportunities including mentoring and networking.  
Community partners: Opportunities for the community to provide information, consultation and valuable contributions that encourage cooperation and support.  
Leaders: Share expertise through team work, mentoring, networking, professional learning and reflecting on individual goals.  
Parents: Opportunities for parents to be informed by staff about school and student issues, including curriculum and vital transition periods. | How do we do it and how will we know?  
- Develop Performance and Development Plans that identify professional goals reflective of staff interests and school priorities.  
- Provide opportunities for staff to attend professional learning that is reflective of staff interests and school priorities.  
- Implement a school wide mentoring program.  
- Utilise the skills and abilities of existing leadership to build capacity in all staff. | What is achieved and how do we know?  
Products:  
1. Performance and Development Plans with staff responsible for creating their own professional goals which are relevant to and supportive of school strategic directions.  
2. A set of targeted professional learning opportunities.  
3. Improved leadership skills drawing on expertise within the school to develop succession planning and distributive leadership.  
Practices:  
1. Staff Performance and Development Plans with staff taking ownership of their own professional learning, relevant to school priorities and targets.  
2. Classroom observation program is embedded into whole school practice.  
3. Opportunities for leadership provided across the school at different levels from Beginning Teacher to Principal. |

Improvement Measures

1. 100% of staff PLPs reflect the Strategic Directions of the School Plan.
2. 100% of staff have access to professional learning opportunities that reflect the Strategic Directions of the school Plan and areas of personal interest.
3. 100% of teachers and where relevant SLSOs, have an opportunity to increase their expertise within the school.

Evaluation plan:
Documentation that demonstrates an increased number of staff have taken on leadership roles within the school, our Community of Schools, the Campbelltown network, Ultimo Principal’s network and the state.