

# School Strategic Plan 2018-2022

Baringa Special School (5079)



## Baringa School

Submitted for review by Jennifer O'Donnell (School Principal) on 05 April, 2019 at 02:51 PM

Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 12 April, 2019 at 02:20 PM

Endorsed by Frank Cullen (School Council President) on 23 May, 2019 at 11:22 AM

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<p><b>School vision</b></p>	<p>Baringa School provides a safe, supportive learning environment, that through individualised learning programs aims to maximise the potential of all students. Modelling and direct instruction provide programs reinforcing respect for self and others, with the main goal creating maximum independence in students both academically and socially. A shared team approach ensures all staff are working toward a common goal with collective responsibility for all students.</p>
<p><b>School values</b></p>	<p>Baringa core values developed by our SWPBS focus, and those that are reinforced across the whole school on a daily basis are Be Responsible, Be Respectful and Be a Learner. The matrix developed by all staff during the establishment phase, reflects these values and is underpinned by long standing values of</p> <p>Respect: We treat everyone as individuals with dignity and value          Teamwork; We think "us" and "we" instead of "I" and "me".          Flexibility: we are versatile and able to change for the benefit of everyone.          Communication: We listen and speak to each other with courtesy, respect and consideration          Trust: we value a safe environment where people can be open and honest without fear of failure or ridicule.          Commitment: We give 100% and do our best at all times          Excellence: We encourage each other in continual self-improvement, and strive to give our best in all we do.</p>
<p><b>Context challenges</b></p>	<p>All students at Baringa present with a mild intellectual disability. In addition, a number of students present with co-morbidities including: medical, ASD, ADHD, behavioural challenges, ODD, and mental health issues.          Baringa has a School Family Occupation Index of 0.8 and the school population experiences a range of issues associated with high levels of poverty including drug abuse, family violence, and low level aspirations.          In addition, many parents have an intellectual disability. The school draws from a wide geographical area, which creates a challenge in developing strong school / family partnerships, as approximately 90% of students are transported to school via school bus.</p> <p>Providing a curriculum to meet the individual needs of students and their individual learning goals is an ongoing challenge for staff. The specific behavioural needs of a minority of students in each room have an impact on the total school population, with some students requiring 1-1 supports, time out of classrooms, individual behaviour plans etc. Continuing to strengthen wellbeing support within the school is a priority, to ensure there are adequate resources to manage the wellbeing needs of such a complex school community.</p> <p>Staff attraction is a challenge for the school, with a limited pool of suitably qualified staff to draw on. The school has a very small</p>

	<p>bank of casual relief teachers which can limit capacity for groups of staff to be released to undertake professional development as a group.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Baringa schools intent is to provide a guaranteed and viable curriculum. By consolidating a prioritised curriculum, and ensuring differentiation for all students, we believe it will provide a more consistent and targeted learning environment for students. Our focus on building staff capacity, knowledge and skills to differentiate effectively for the range of students in their class will support this priority. Staff indicate a range of practice improvements are required such as: common documented curriculum with priority standards and proficiency scales, high quality assessment tools to help diagnose students current levels of performance, consistent application of the schools instructional model through coaching support and feedback and the development of professional learning teams as key driver for this work.</p> <p>A further priority is to develop independent and motivated students who take responsibility for their learning. Staff have identified a need to work together to develop students skills in giving and receiving feedback, being an active participant in goal setting, learning and self assessment/reflection of their progress? We believe that for maximum engagement, students need more opportunity to have input into learning goals.</p> <p>Expanding access to quality post school pathways and destinations for all students is a priority. Staff have identified explicit teaching of 'enterprise skills', and the need for increased knowledge and understanding of possible pathways and the necessary steps to get there, areas of need for improvement. The school would like to ensure teaching and learning practice can develop realistic career/whole of life aspirations (health, leisure, relationships) with students. We believe it is important to teach students the importance of becoming valued and contributing (giving back) members of the community, with an ability to use the assets and connections with community. A review of Managed Individual Pathways with a move to Career Action Plans would be part of curriculum planning, aiming to build the awareness of community regarding the significant contribution of the students of Baringa School.</p>

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<b>Goal 1</b>	To improve learning outcomes for all students
<b>Target 1.1</b>	By 2022, 90% of students will meet the target goals in their Individual Learning Plans (ILPs)
<b>Target 1.2</b>	By 2022, 95% of students will show growth in Maths and English.
<b>Target 1.3</b>	<p>By 2022, the positive response percentages on the staff survey will increase for:</p> <ul style="list-style-type: none"> <li>● Academic emphasis (from 56% to 70%)</li> <li>● Collective responsibility (from 86% to 90%)</li> <li>● Guaranteed and viable curriculum (from 68% to 80%)</li> <li>● Teacher collaboration (from 69% to 80%)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Increase consistency of high-quality practice in curriculum and assessment that support effective differentiation (CPA)
<b>Key Improvement Strategy 1.b</b>	Refine and embed an agreed, research-based instructional model (BPE)

Building practice excellence	
<b>Key Improvement Strategy 1.c</b> Instructional and shared leadership	Strengthen school leadership capabilities to ensure consistent high-quality teaching practices across the school (ISL)
<b>Goal 2</b>	To develop student engagement and ownership for their learning
<b>Target 2.1</b>	By 2022, the percentages of student positive endorsement in the Student Attitude to School Survey will increase for following elements: <ul style="list-style-type: none"> <li>• Stimulated learning (from 64% to 80%)</li> <li>• Sense of confidence (from 79% to 85%)</li> <li>• Student voice and agency (from 67% to 80%)</li> </ul>
<b>Target 2.2</b>	By 2022, 90% of students to show growth on the social skills and learning behaviours continuum
<b>Target 2.3</b>	By 2022, the positive response percentage on the staff survey will increase for <i>Trust in students and parents</i> from 41% to 60%
<b>Target 2.4</b>	By 2022 the positive response percentages on the parent survey will increase for: <ul style="list-style-type: none"> <li>• Parent participation and involvement (from 90% to 92%)</li> <li>• Student voice and agency (from 86% to 90%)</li> <li>• Not experiencing bullying (from 35% to 55%)</li> <li>• School connectedness and Positive transitions to be maintained at 95+%.</li> </ul>

<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop student voice and agency across the school (ES)
<b>Key Improvement Strategy 2.b</b> Setting expectations and promoting inclusion	Strengthen the learning behaviours and social skills of all students (SEPI)
<b>Key Improvement Strategy 2.c</b> Parents and carers as partners	Improve parents/carers participation as active partners in their children's learning and development towards independence (PCP)
<b>Goal 3</b>	To improve the quality of post-school destinations for all students
<b>Target 3.1</b>	By 2022, 80% of students will be meeting Managed Individual Plans (MIPs) outcomes.
<b>Target 3.2</b>	By 2022, the number of students participating in community based post school preparative programs will increase to 80%.
<b>Target 3.3</b>	***This is a duplicate of Target 2.2***  By 2022, 90% of students to show growth on the social skills and learning behaviours continuum.
<b>Target 3.4</b>	By 2022 the positive response percentages on the parent survey will be maintained at 90% for <i>Positive transitions</i> .

<p><b>Key Improvement Strategy 3.a</b> Networks with schools, services and agencies</p>	<p>Further develop partnership initiatives with key external providers (NSSA)</p>
<p><b>Key Improvement Strategy 3.b</b> Empowering students and building school pride</p>	<p>Strengthen the learning behaviours and social skills of all students (SEPI)</p>
<p><b>Key Improvement Strategy 3.c</b> Parents and carers as partners</p>	<p>Improve parents/carers participation as active partners in their children’s learning and development towards independence (PCP).</p>