**The Bidgee School 5758**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| In our culture of care, compassion and connection, we support young people to build inner resourcefulness. We understand young people as learners and as individuals. We develop positive relationships, held within high expectations, to support our school community to develop a wide repertoire of transferable skills and the key competencies necessary for learning and life. |  | The Bidgee School is an educational setting providing specialist intervention for students impacted by complex trauma, abuse, neglect, family violence, autism and mental health conditions. The Bidgee School provides intensive support that focuses on educational/academic and wellbeing and emotional regulation with three classes from years 5 – 10, as well as four new Emotional Disturbed (ED) classes established in 2017 and 2018 for years 2 – 10.  The Bidgee School utilise knowledge of trauma, and how it affects the brain-body system to develop innovative pedagogy that is responsive to the needs of our young people. By understanding and responding to the source of the behaviour, rather than how it is expressed, this intervention explicitly reshapes adaptive trauma-based behaviour.  The Bidgee School program draws on current research of best and newest broader educational pedagogy, trauma-informed practice, brain-based neurobiology, cognitive-behavioural psychology, mind -body integration, mindfulness, coaching, breathwork and explicit contemplative and experiential practices to reduce internal stress and build psychological resilience.  The Bidgee School provides intensive support that focuses on quality educational and wellness development and emotional regulation. Across the setting, our learning community champion responsive and targeted neurological intervention to support our young people to thrive academically and in life. |  | In planning for the new 2018-2020 School Plan, staff at The Bidgee School undertook a number of processes to assist its development. After reviewing the previous school plan staff identified future targets based on students’ needs. Input was also sought from parents and caregivers who were surveyed to gauge opinions on current Bidgee practice and ideas on future directions. Surveyed parents and caregivers expressed satisfaction with current practices and were supportive of school initiatives.  Staff then discussed a focus for each strategic direction and decided on the following targeted areas: Improving learning outcomes, developing high quality educational practices and nurturing our young people through therapeutic integrative interventions. Once these target areas were chosen, wording for the three strategic directions were discussed and decided upon at a series of teachers meetings, allowing all teaching staff an input into future directions. |
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| **Purpose:** To empower young people to develop mindsets and competencies for learning. This will improve literacy and numeracy achievement. |  | **Purpose:** To consistently develop high quality educational practices. This will improve teaching and learning outcomes. |  | **Purpose:** To facilitate a holistic education by providing teaching and learning opportunities which nurture the whole child and which are responsive to individual needs. This will enhance health, wellness, learning and healing from trauma. |

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| Strategic Direction 1: Develop mindsets for learning | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Practices and Products** |
| **Purpose:** To empower young people to develop mindsets and competencies for learning. This will improve literacy and numeracy achievement. |  | **Students:** Develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.  **Staff:** Differentiate their teaching to meet student learning needs by providing targeted intervention in the areas of literacy and numeracy.  **Parents/Carers:** Engage in dialogue with staff about learning opportunities and support available for their child to encourage student success.  **Community Partners:** Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.  **Leaders:** Establish structures and processes to identify, address and monitor student learning needs. |  | **Effective Classroom Practice**   * Deliver quality student centred learning experiences to support students to understand how they learn (HOW2Learn).   **Learning Culture**   * Strategically implement practices that accelerate learning, build mindsets and transferable competencies to improve student outcomes.   **EvaluationPlan**  All data will be analysed collaboratively:   * MacqLit (WARP) * Probe 2 for comprehension * SENA, TOWN * Australian Standard Spelling * Waddington * Active Engagement Scale (Leuven) * Literacy and Numeracy continuum/progression growth * KLA indicators * Transferable Skills Assessment * Self and Peer Assessment * Writing Assessment |  | **Practices:**   * Use quality literacy and numeracy assessments, linked to the learning progressions to identify and target the support students need. * Teachers effectively use data and other evidence to constantly assess how well their students are progressing and tailor their teaching accordingly. * Quality teaching is embedded across all facets of classroom practice resulting in all students demonstrating growth on the literacy and numeracy continuums.   **Products:**   * A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. * Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. |
| **Improvement Measures** |  |
| 100% of teachers demonstrate differentiation and targeted teaching practices that accelerate learning for improved student outcomes.  Increase the proportion of students (indigenous and non-indigenous) who display measurable improvement in active engagement scores. |  |

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| Strategic Direction 2: **High quality educational practices** | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Practices and Products** |
| **Purpose:** To consistently develop high quality educational practices. This will improve teaching and learning outcomes. |  | **Students:** Engage in high interest, relevant learning activities to improve literacy and numeracy outcomes.  **Staff:** Implement quality, differentiated learning experiences that engage students and contribute to an aspirational learning culture.  **Parents/Carers and Community Partners:** Work collaboratively with school staff to support quality educational practices.  **Leaders:** Establish structures and processes to improve teaching effectiveness. |  | **Curriculum**   * Build staff capacity to collaboratively plan, program and assess high quality, differentiated curriculum for growth in literacy and numeracy progression.   **Learning and Development**   * Create a culture of feedback, including staff, students, parents/care givers and community stakeholders.     **Evaluation Plan**   * Collect and collate assessment data both qualitative and quantitative * Collect and collate assessment data measuring individual student progress towards targeted learning strategies * Teacher meetings to ensure consistent teacher judgement when assessing student growth through the clusters * Student TTFM surveys * Student learning, goal setting and conferencing * Teaching Programs, Care Plans and Individual Education Plans displaying differentiation * Student conferencing to support achievement of academic goals * Classroom anecdotal teacher observations |  | **Practice:**   * Staff participate in a mentoring program to support improved teacher practice that accelerate learning and a culture of quality feedback. * Staff refine individual learning plans for each student across the whole school to ensure targeted differentiation.   **Product:**   * There is a school wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student’s wellbeing and learning needs in consultations with parents/carers. * The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. |
| **Improvement Measures** |  |
| Increase the proportion of students (indigenous and non-indigenous) demonstrating expected growth in Literacy and Numeracy.  100% of teachers demonstrate evidence of revisions, based on consistent feedback, reliable student assessment, progress and achievement. |  |
| Strategic Direction 3: Therapeutic Integrative Intervention | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Practices and Products** |
| **Purpose:** To facilitate a holistic education by providing teaching and learning opportunities which nurture the whole child and which are responsive to individual needs. This will enhance health, wellness, learning and healing from trauma. |  | **Students:** Explicitly learn self-care techniques, social and emotional learning and self-regulation strategies. They will have an understanding of brain structure and functionality to enable self-regulation.  **Staff:** Build a context of connection and safety through explicit teaching of Neurobiology to develop a strong sense of self. Utilise non –coercive trauma informed practices to motivate and empower students to support high levels of engagement and achievement.  **Parents/Carers:** Develop positive relationships to foster a strong culture of collaborative support for our young people.  **Community Partners:** Work collaboratively with school staff to support student wellbeing and engagement.  **Leaders:** Establish structures and processes to build capacity of mainstream staff around trauma informed practice. |  | **A Planned Approach to Wellbeing**   * Students will engage in evidence based emotional and social learning opportunities to enhance psychological wellbeing and promote academic success.   **Individual Learning Needs**   * Design and implement individualised wellbeing programs that draw from current research to support students who have experienced trauma and have high variances between chronological, developmental and experiential ages.   **Evaluation Plan**  All data will be analysed collaboratively:   * Care Plans * Active Engagement Scale (Leuven) * Classroom Observations * Student and parent TTFM surveys * Goal setting conferencing * Wellbeing Self-Assessment Tool * Bidgee Wellbeing Assessment * Record keeping of liaising with home schools |  | **Practices:**   * Students employ learnt strategies when facing challenges to broaden their window of tolerance. * Teachers regularly engage individual students to motivate and monitor progress towards achieving targeted goals.   **Products:**   * The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. * There is a school-wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student’s wellbeing and learning needs in consultation with parents/carers. |
| **Improvement Measures** |  |
| Students (indigenous and non-indigenous) will increase success rates by 10% towards targeted goals as outlined in Care Plans.  Daily tracking data will show a measurable decrease in trauma based responses and an increase in emotional regulation. |  |