



SIR DAVID BRAND
SCHOOL

CREATING RICH
FULL LIVES

BUSINESS PLAN
2015 – 2019

Our Vision

Our Students Prepared for Rich Full Lives

We will

- Focus upon partnerships with families to ensure personalised learning
- Promote resilience and independence to ensure sustainable futures
- Design specialised teaching and learning opportunities focused upon success for all students

Our School

Sir David Brand School is a dynamic Independent Public School that works in partnership with families and service providers to inspire rich full lives. We have a well established reputation for specialised High Performance and High Care.

Sir David Brand School welcomes eligible students from Kindergarten to Year 12. Located in Coolbinia, our large enrolment zone extends from Trigg to North Fremantle in the west and from East Perth to Inglewood in the east.

Sir David Brand School is proud of our highly competent and engaged teachers, education assistants and support personnel. Our evidence-based programs are consistent with internationally recognised best practice. Personalised programs are based upon the individual needs of our students. Communication, mobility, employment, community engagement and self-care are ongoing priorities as is our intensive early intervention program for students from Kindergarten to Year 4.

Established as Sir James Mitchell School in 1980, Sir David Brand School has a rich history. Driven by strong parent/carers advocacy the school was initially designed to focus upon the needs of students with cerebral palsy. Now catering for students with a diverse range of Special Educational Needs, our reputation for excellence and leadership in the education of students with disability continues to evolve in harmony with contemporary understandings of best practice.

We believe that inclusion is a feeling rather than a placement.

Our Business Plan

We are proud to present our 2015 – 2019 Business Plans to you. Focused upon CREATING RICH FULL LIVES for all of our students, this is our first plan as an Independent Public School. It represents the priorities developed through extensive engagement across the community. We have worked hard to ensure that we blend the well-established values and culture for which Sir David Brand School is so highly regarded with the future directions evolving from the changing needs of our students and their families.

Our Business Plan is has evolved from the values and principles that inform our three priority areas:

Safe and Student Focused Environment

Highly Competent and Engaged Professionals

Cooperative and Respectful Partnerships

SDBS Principles of Inclusive Education

Students at Sir David Brands School receive an education closely aligned with the Disability Discrimination Act Standards for Education (2005) and the Department of Education's Principles of Inclusive Schooling (2004).

We believe that inclusion is a feeling of being welcome, appreciated and challenged.

Access and Participation

All student have the right to enrol, access and engage in schooling which meets their individual needs

Valuing Diversity

The diverse needs of the school community are appreciated

Local Decisions and Adjustments

All students have a right to effective and appropriate adjustments to ensure access, engagement and achievement

Resourcing

Adjustments are provided on a needs basis and are equitably resourced

Matching pedagogy with individual needs

Students have a right to inclusive curriculum, instructional strategies and reporting mechanisms that that are aligned to their individual needs

Responsive programs and services

The range of coordinated programs and services are flexible and delivered according to student need

Collaborating for better outcomes

Services are provided and supported by collaborative models and partnerships

Our Self-Assessment

Sir David Brand School has developed a communication assessment tool, EXPRESS, to enable students with high support needs to demonstrate their progress. In partnership with parent/carers and therapists, we use the tool to analyse the quality teaching and learning adjustments each student needs.

Our school actively seeks feedback across the community to inform our development. We integrate the School Improvement and Accountability Framework and the National School Improvement Tool to inform our practice.

We use highly individualised as well as whole school processes focused upon student achievement, quality teaching and the creation of an inspiring environment that remove barriers to learning. We are committed to rigorous self-reflection and continuous improvement.

Our Values

We are committed to a culture of High Performance – High Care that leads to Rich Full Lives for all of our students. Our school is built upon the values of the Sir David Brand School community and Principles of Inclusive Education (2004).

We believe that intensive needs assessment, informed practice, self-reflection, continuous improvement and strong partnerships will promote learning environments that lead to sustainable life-time opportunities.

We value

Respect
Resilience
Compassion
Collaboration

Respect

- We recognise and respect the differing needs of all students and members of the school community
- We have a school that is free from discrimination
- We have a positive approach to learning

Resilience

- We believe that all students have the capacity to learn
- We believe in empowering our students using the lightest possible intervention to ensure success, combined with the right amount of pressure and support

Compassion

- We treat all members of the school community and beyond with respect, compassion and care

Collaboration

- We have high expectations of our students and ourselves
- We base our relationships on trust, respect and acceptance of responsibility
- Our work is enhanced through partnership with our families, their service providers, other schools and the broader community

Our Focus Areas 2015 to 2019










1 | Student Focused Environment

Sir David Brand School is focused upon best practice, which means a commitment to an evidence-based approach in the education of people with disability. We provide intensive needs assessment to inform the design of personalised, innovative and sustainable programs for each student.






Context

- **Strategic Plan for WA Public Schools 2016 – 2019**
Priority : Success for all students (SAS)
- **National School Improvement Tool**
Systematic Curriculum Delivery
Differentiated Teaching & Learning

We will

-  Develop evidence-based strategies and actions to cultivate a student focused environment
-  Provide opportunities for every student to develop age-appropriate resilience and independence
-  Provide alternative low and high tech options to promote student communication and learning
-  Use the National School Improvement Tool to evaluate progress towards a student focused environment
-  Develop personalised strategies and resources that enable students to demonstrate learning
-  Build practical and relevant life skills
-  Develop transition processes to enable students to manage changes in their lives
-  Develop and implement best-practice protective behaviours
-  Develop a coordinated whole approach to school curriculum

Performance Information

-  The development of SMART IEP/ITP (Individual Education Plans and Individual Transition Plans)
-  The achievement of the targets within individual student Action plans
-  The integration of ABLEWA with the West Australian Curriculum
-  The design and implementation of Express communication assessment tool
-  The implementation of the Clarke-Road Money Maths program

Our Focus Areas 2015 to 2019








2 | Highly Competent & Engaged Professionals

To provide high quality teaching in an environment that enables our students to excel and achieve their potential





Context

- **Strategic Plan for WA Public Schools 2016 – 2019**
Priorities High quality teaching (HQT)
Effective Leadership (EL)
- **National School Improvement Tool**
Expert teaching team (HQT)
Effective pedagogical practices (HQT)
Analysis and discussion of data (HQT)
A culture that promotes learning (EL)
Explicit improvement agenda (EL)
- **Australian Institute for Teaching and School Leadership (AITSL)**
Australian Professional Standards for Teachers
Australian Professional Standards for Principals

We will

-  Foster a culture that promotes excellence in teaching, professionalism and effective working relationships
-  Clearly articulate expectations with opportunities to give and receive prompt and meaningful feedback
-  Hold each other accountable
-  Implement regular opportunities for all staff to analyse individual and whole school performance data
-  Provide targeted professional development for all staff based on school performance data
-  Use best practice teaching methodology
-  All model leadership that cultivates resilience and well-being
-  Creatively use technology

Performance Information

-  Extent to which the Australian Professional Standards for Teachers are met
-  Extent to which the Principal and Deputy meet the Australian Professional Standards for Principals
-  Extent to which a school based Competency Framework for Education Assistants is developed and implemented
-  Feedback from the school community about the culture and leadership of the school








Our Focus Areas 2015 to 2019

3 | Cooperative & Respectful Partnerships





To establish highly productive partnerships based on mutual cooperation and respect

- **Strategic Plan for WA Public Schools 2016 – 2019**
Priorities Strong Governance and Support
- **National School Improvement Tool**
School Community Partnerships
Targeted use of school resources

We will

-  Continue to foster strong partnerships amongst parent/carers and staff
-  Contribute to local and education support professional networks
-  Further develop working relationships with parent/carers and the range of agencies supporting them
-  Create new ways of working with the Ability Centre
-  Collaborate with Department of Education and geographical neighbours to investigate better use of existing space
-  Collaborate with the Department of Health
-  Investigate partnership opportunities that promote school priorities

Performance Information

-  Feedback from school community events
-  Extent to which partnerships benefit student learning
-  Feedback from the school community and partners on the effectiveness of their relationships with the school
-  The extent to which School Level Agreements are implemented