



Ipswich Special School

Values

We value:

- high standards of teaching and learning
- communication as a basic human right
- improving individual educational outcomes for all students
- diversity in all its forms
- trust and integrity
- solution focussed approaches to problem solving
- proactive approaches
- open collaboration, communication and consultation
- parent and carer involvement
- student centred planning and case management
- data driven/ evidence based approaches and strategies
- supportive work environment
- partnerships with our local community
- respectful relationships
- high performing teaching teams
- maximising student learning
- the school community being safe, respectful learners

We demonstrate this by:

- Aligning student learning to the Australian Curriculum and the G.I.L
- Ensuring all students have a communication system
- Developing staff through coaching, feedback and structured PD
- Using data to inform our planning and practice
- Being flexible and purposeful when planning for student success
- Following departmental policy and school processes
- The efficient, creative use of resources
- Using a stakeholder approach to supporting students
- Using a wide range of modes of communication
- Having clear roles and responsibilities
- Using proactive and positive approaches to behaviour support
- Promoting a relaxed and enjoyable work environment
- Using person first language
- Appreciating who we are as community members and feeling supported to bring our whole selves to school

We are committed to:

- Seeing the student beyond the disability
- Developing and listening to the student's communication attempts
- Speaking about the student privately and not in the hearing of others
- Involving the student in conversations about them, that are held within their hearing
- Telling the student what we are doing with them before we do it
- Allowing the student to independently attempt a task before offering assistance
- Accepting the student's work as valid
- Respecting teaching times and spaces when and where learning is happening
- Protecting the student's dignity at all times
- Allowing the student time to respond
- Presuming a response has meaning and valuing this