School plan 2015-2017

Hunter River Community School 5687

School vision statement

Hunter River Community School is committed to providing quality and adaptive education within an engaging and nurturing environment which values the cultural diversity of our community. Our core business is to provide all students with access to high quality education that is free from all forms of discrimination and disadvantage. We hold high expectations for all our students and aim to promote a culture of positivity through the provision of meaningful, relevant , caring and supportive learning experiences. We actively encourage and promote school culture underpinned by the beliefs of being safe, caring and being a learner.

WE ARE SAFE

WE CARE

WE LEARN

School context

Hunter River Community School is an established K–12 School for Specific Purpose (SSP), catering for the complex needs of 67 students with a moderate to severe intellectual disability and associated conditions. The school was relocated to a state of the art facility in Metford at the beginning of 2014.

The school serves a diverse population of students from six local government areas. There are currently 67 students attend the school, all of whom have high level support needs and complex communication disorders. The school has ten classes with each class staffed with a full–time specialist teacher and a School Learning Support Officer. The school population includes 20% of Aboriginal students and 15% of students in an Out of Home Care arrangement.

All students have an Personalised Learning Plan developed in conjunction with a multi–disciplinary team, including parents, health care professionals, community agency professionals and special education consultants.

With a Family Occupation and Education Index (FOEI) of 153, the school receives equity funding to improve the learning outcomes of students from low socio–economic backgrounds.

As a result of ongoing school evaluation and reference to educational research our school priority areas focus on improved learning outcomes for students through, innovative student learning programs, quality teaching and leadership initiatives and enhancing supportive community engagement and participation opportunities.

School planning process

Throughout term 4, 2014, a comprehensive process was undertaken across all areas of the school to review current practice and collect evidence. This included student performance data, attendance, behaviour and participation, parent focus groups,staff focus groups, along with survey data from the "Tell Them From Me" survey evaluation system. Teaching staff also conducted a review of key educational reforms which where "drivers" behind the plan, including The Melbourne Declaration and Good Teaching and Inspired Learning.

This collective evidence was presented to staff through a series of staff meetings , and included a review of strengths and opportunities and areas for development across the school. The process also included a review of desired "exit" outcomes for students leaving the school. This consolidated information was then presented to parent representatives through a focus group session.

As a result three key strategic directions were identified:

To develop and implement challenging, innovative and inclusive curriculum that enables students to be effective community citizens.

To develop a clear focus on teacher and leadership learning to increase our capacity to deliver excellent outcomes for all students.

To develop community trust and strategic supportto ensure students become successful and confident citizens.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1
STUDENT LEARNING –

Purpose:

To ensure learning for all students is continuous K–12 and is based on challenging, high quality learning experiences supported by innovative technology access. To work together across all stages of learning to ensure consistent, high standard,shared professional practices.

STRATEGIC DIRECTION 2
QUALITY TEACHING AND LEADERSHIP

Purpose:

To develop approaches which build on the capabilities of all teacher and leaders so they are involved in planning, and monitoring their own learning to increase their capacity to deliver high quality outcomes for all students.

STRATEGIC DIRECTION 3
COMMUNITY ENGAGEMENT AND PARTICIPATION

Purpose:

To increase community support of our students through a school–wide focus onaccess, wellbeing and wellbeing programs. To work together as a learningcommunity to provide our student with the knowledge, skills and opportunitiesto achieve their personal goals and live successfully in the community.

Strategic Direction 1: STUDENT LEARNING –

Purpose

To ensure learning for all students is continuous K–12 and is based on challenging, high quality learning experiences supported by innovative technology access. To work together across all stages of learning to ensure consistent, high standard,shared professional practices.

Improvement Measures

All students will have a comprehensive communication matrix that reflects individual needs and communication strategies

Embedded knowledge of individual augmentative communication systems will facilitate increased levels of engagement and improved student outcomes.

Communication tools will be placed in Assisted Travel vehicles, facilitating greater communication and improved student behaviour

The student wellbeing framework and Principles will be embedded into school culture

Assessment tools for mapping student progress will be reviewed.

People

Students

How do we develop capabilities of our people to bring about transformation?

All students will be engaged in motivating, significant educational programs that reflect their diverse characteristics and will enhance their lives

All students will be provided with a safe, welcoming school environment

Staff

Develop staff capabilities to facilitate accurate communication assessment

Teams, led by instructional leaders from the Communication Team, will collaboratively assess the communication needs students with complex requirements.

Instructional Leaders to lead the discussion and to promote the development of achievable outcomes in numeracy and science.

Identify and develop staff capabilities in explicit incident reporting and revise parent communication systems and techniques

Build staff capacity to consistently and appropriately respond to incidents, ensuring a safe working environment for all

Parents/Carers

Parents will be encouraged to participate in the communication assessment during the Learning Support Team process

Strengthen the home/school partnership by

Processes

How do we do it and how will we know?

Communication Profile

Staff will receive explicit training in how to complete, interpret and implement findings of assessment

Communication "Let's talk" books will be developed and placed in all Assisted Travel Vehicles

Scope and Sequence

Review of k–6 scope and sequence in the areas of science, ensuring all key features of National Curriculum are reflected in all programs

Stage teams to collaboratively plan and map science outcomes for a three (3) year cycle, including assessments, evaluations and individual adjustments.

Implementation of reviewed scope and sequence document. Staff will align outcomes and practises from the "maths Just 4 Me" document

Student Wellbeing

Instructional Leaders to lead staff analysis of the revised Wellbeing Policy, including assessment ofchanges and evaluation of policy additions

Review incident reporting techniques, focusing on the provision of explicit data

Instructional Leadersto lead staff in revising and reviewing professional communication

Practices and Products

Practices

Practices:

Communication Team that will support colleagues and model how to complete, interpret and implement findings.

Communication Team will work with staff to develop a Communication Profile and Passport to reflect student's communication needs

Practices:

Staff to engage in ongoing professional development that will enhance the development and implementation of a K–10 scope and sequence that reflects NSW Syllabus and the implementation of Australian teaching standards.

Practices:

Executive and all staff to participate in professional learning focusing on the effective implementation of School Wellbeing Policy

Incorporate parent collaboration and participation in school/ family partnerships

Staff will review Best Start Data with P Scales: and analyse what tool provides the more appropriate data

Products

Product:

Development of a communication continuum to reflect and map the diverse and complex communication needs of students

Strategic Direction 1: STUDENT LEARNING –

Improvement Measures

People

providing opportunities for parents and teachers to share and discuss Science programs

Provide opportunities for parents to review the Revised Wellbeing Policy and develop an understanding of implementation outcomes

Community Partners

Build collaborative partnerships with external agencies to ensure that all agencies are actively involved in the communication assessment

Executive staff will provide training for Assisted Travel personnel in how to more effectively communicate with young people with complex communication needs

Leaders

Role model best practice whilst supporting staff, families and carers via the learning and support processed

Processes

with parents and external agencies

School Executive to closely monitor student behaviour and progression through the School Discipline Levels

Evaluation Plan

Evaluation of student progression on Communication Continuum

Assessment of students outcomes in the areas of numeracy and science

Monitoring and assessment of incident reports, notifications and suspensions.

Practices and Products

Product:

Implementation of K–6 mathematic scope and sequence. Implementation will be aligned with the new "Maths Just 4 Me "document

Development and review of K–10 scope and sequence in science

Product

"Let's Talk" communication Tool will be developed and placed in all Assisted Travel vehicles

A comprehensive assessment tool; package will be available for staff

Strategic Direction 2: QUALITY TEACHING AND LEADERSHIP

Purpose

To develop approaches which build on the capabilities of all teacher and leaders so they are involved in planning, and monitoring their own learning to increase their capacity to deliver high quality outcomes for all students.

Improvement Measures

All staff are engaged with the new Performance and Development Framework

All staff will implement identified features of PBL into daily teaching practice. The principles of PBL will be firmly embedded into school culture.

All staff will demonstrate their knowledge of key DEC initiatives by aligning their professional goals and practices to key reforms

Teaching and Learning Programs will illustrate teaching staff's knowledge, understanding and commitment to National Curriculum guidelines and content

People

People

How do we develop capabilities of our people to bring about transformation?

Students:

Students will be engaged, motivated learners: maximising success and achieving individual goals

People

Staff:

Staff will develop their skills and knowledge in PBL theory and processes whilst implementing programs to enhance student awareness and knowledge

Staff skills and capabilities will be developed to facilitate the planning, designing ,implementing and evaluating of quality educational programs

Staff will maximise their engagement in Professional Learning experiences: facilitating detailed ,individual Performance and Development plans

People

Parents:

Parents and primary care givers will be invited to join Focus Groups, Curriculum Meeting and Finance Committee's and Learning Support Team Meetings to become actively involved in core school business

People

Processes

How do we do it and how will we know?

Performance and Development

Key staff will develop explicit knowledge of the core principles of PDF through regional based training opportunities.

Build executive staff capacity to lead the implementation of the new PDF across the school environment to enhance a collaborative and supportive approach to professional development

Positive Behaviour for Learning

All staff will engage in whole school, stage and individual professional learning on PBL theory, strategies and core principles.

Parents, primary caregivers and key stakeholders will be invited to attend information sessions on PBL program

Leaders and staff will analyse data that reflect changes in significant incidents and suspensions

Leaders and staff will ensure that all PBL resources are available across all settings

PBL initiatives and theories will become embedded into school culture and practice.

Practices and Products

Practices

Practices:

Teaching staff will develop a Professional Development Plan that facilitates staff achieving 70% of their professional goals by end of 2015, and 90% of goals by the conclusion of 2017.

Proactive, positive leadership to support staff through the transition to Professional Development Framework and to facilitate the promotion of quality teaching practices

Practices:

PBL strategies and techniques will become embedded into school culture and practice

Proactive and positive leadership will ensure that staff, students and members of the school community are supported through the transition to a PBL focused school.

Practices:

Positive and proactive leadership will ensure that DEC initiatives are successfully implemented, evaluated and embedded into school culture and purpose.

Instructional leaders will promote and guide members of the school community through DEC reforms and facilitate understanding of implementation implications.

Practices:

Instructional leaders will support staff and model best practice, focusing on quality, engaging programs that reflect student

Strategic Direction 2: QUALITY TEACHING AND LEADERSHIP

Improvement Measures

People

Community partners:

Community members will support the development of knowledge and best practice. Positive and cooperative connections will be made with external agencies and organisations.

Community members will be provided with opportunities to participate in Professional Learning experiences that will facilitate knowledge and understanding of core school business and initiatives

People

Leaders:

Leaders will model best practice and support staff in the development of knowledge and skills.

Leaders will provide ongoing opportunities for professional development and growth.

Processes

DEC Initiatives

Staff will be provided with professional learning opportunities to develop knowledge and understanding of significant DEC reforms and gain an understanding of the impact the initiatives will have on core school business

All members of the extended school community will be provided with opportunities to develop an understanding of the new reforms and reflect on the changes to school management procedures

Building Staff Capacity

Staff will be engaged in professional learning, focusing on Quality Teaching Framework and Australian Curriculum areas: embedding knowledge and skills into the development of best practice teaching methods and programs

Instructional Leaders will lead staff in professional opportunities, focusing on development of skills, knowledge and understanding of curriculum content, implementation requirements and teaching standards

Evaluation Plan

Practices and Products

need and maximise engagement

Products

Product:

100% of teaching staff are engaging with the new Professional and Development Framework and satisfying the requirements of the Australian Professional Teaching Standards

Product

100% of staff participate in training focusing on PBL program

!00% of staff implement PBL strategies and techniques across all school environments

Product

Staff will demonstrate acquired knowledge, understanding and commitment to the implementation of DEC initiatives.

School management procedures will align themselves with DEC reforms

Product

Developed programs will reflect National Curriculum content and will highlight motivating and engaging lessons that will maximise student participation and improve student outcomes

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Strategic Direction 2: QUALITY TEACHING AND LEADERSHIP

Improvement Measures	People	Processes	Practices and Products
		Evaluation plan:	
		Regular monitoring of professional practices to ensure that improved teaching and learning programs have facilitated positive student outcome	student outcomes
		Analysis of behaviour incidents and suspension data	

Strategic Direction 3: COMMUNITY ENGAGEMENT AND PARTICIPATION

Purpose

To increase community support of our students through a school–wide focus onaccess, wellbeing and wellbeing programs. To work together as a learningcommunity to provide our student with the knowledge, skills and opportunitiesto achieve their personal goals and live successfully in the community.

Improvement Measures

Parents will develop an understanding and build knowledge around curriculum developmentfor students with significant disabilities

- Skoolbag will be implemented
- Connections will be strengthened with service providers
- Increased engagement of parents and schoolcommunity members in core school business

People

People

How do we develop capabilities of our people to bring about transformation?

Students:

Engage students in quality learning opportunities that willfacilitate the development of skill building and enhance engagement

People

Staff:

Staff will consolidate their communication skills and develop professional partnerships with members of the school community and all school stakeholders

People

Parents:

Engage in learning opportunities designed to build knowledgeand understanding of teaching and learning content and requirements

Establish a collaborative learning community with allstakeholders to support students transitioning into post school life

People

Community partners:

Actively engage in opportunities with school community to facilitate the successful transition to post school life

Actively engage with local Aboriginal

Processes

How do we do it and how will we know?

Development Core Knowledge & Understanding

Staff will coordinate Information Sessions that will explicitly examine the content of numeracy and English across the K–12 spectrum.

Sessions will be presented in Stages and will reflect the diverse needs of students

Monitor the Parent Literacy Reading Groups and plot the progress of students

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Sessions will be presented in Stages and will reflect the diverse needs of students

Monitor the Parent Literacy Reading Groups and plot the progress of students

Supporting and informing our school community

Collaborate and build connections across the whole school community

Invite parent and community representatives to join school based working parties

Facilitate the introduction of digital technology 'Apps" that will enhance information sharing

Work closely with school community to develop a school promotion team that will

Practices and Products

Practices

What is achieved and how do we know?

Executive staff will support students, staff, parents and community members to foster a positive culture of learning and engagement.

- Regular combined school professional learning and capacity building staff meetings, staff development opportunities, and executive meetings for leaders, students, staff, parents and community members

- Quality intervention and transition programs operating within the school and wider community.

- All members of the school learning communitywill work collaboratively with members of the Aboriginal Community

Work closely with parents and carers to ensure that NDIS therapy services are usedin a variety of settings

Products

- Information sessions that focus on numeracy and literacy across all stages

Strategic Direction 3: COMMUNITY ENGAGEMENT AND PARTICIPATION

Improvement Measures

People

Community and Aboriginal Education Consultative Group to ensure that all needs of students are recognised and identified.

People

Leaders:

Executive will engage support staff to present motivating presentations that will highlight the quality work that is happening in classrooms.

Processes

focus on enhancing school profile and image

Collaborate and build connections with members of the local Aboriginal Community.

Engage identified members to work with Aboriginal students in a formal Creative Arts Program

Evaluation Plan

Facilitate Successful transition to Post School Life

- Executive, staff and school community members will maintain strong links with service providers to develop understanding and knowledge of services available

Work closely with Support Teacher Transition and engage relevant stakeholdersin the transition process

Develop a greater understanding of the NDIS process and provide information to all members of the school community

Assist families navigate the initial 12 months of NDIS implementation.

Executive to formally manage the NDIS allocated therapists who will be working with students on site.

Practices and Products

- Literacy groups that will facilitate parent and volunteer involvement in learning sessions

- 10% of Year 12 parents or primary caregivers will be involved in the Transition Process

- A funded Creative Arts program to engage Aboriginal students and members of the local Aboriginal Community

- A formal tracking sheet and timetable that will closely manage the therapists that are on site

Strategic Direction 3: COMMUNITY ENGAGEMENT AND PARTICIPATION

Improvement Measures	People	Processes	Practices and Products

Hunter River Community School 5687 (2015-2017)