

School plan 2015-2017

Edgeware School 5737



School background 2015–2017

School vision statement

To provide opportunities for successful academic, social and transitional achievement by students.

We aim to work in partnership with families, carers and community supporters to assist with all aspects of student engagement, achievement and development strategies.

We want to provide a safe, well resourced, attractive and welcoming teaching, learning and working environment where expectations are clear and achievements are celebrated.

Our staff will continue to demonstrate a strong commitment to public education and professional development.

School context

Edgware School for a Specific Purpose is located at Hurlstone Park. The school currently caters for 35 year 7 to 12 students from across the Sydney metropolitan area who have been clinically diagnosed with an emotional disturbance or disorder. They demonstrate a wide range of anti-social and serious disruptive behaviours.

Student enrolment is offered through a placement panel process coordinated by the local educational services team. Applications may be made by mainstream schools, other special settings or from outside the Government school system.

An Individual Education Plan is developed for each student which emphasises academic progress, vocational education, social skills and the refinement of socially appropriate behaviour.

Transition plans are prepared to support students at critical points which may include returning to mainstream, entering TAFE, joining the workforce or engaging in alternative educational or social programs.

The school maintains close contact with families and carers and strong relationships with community agencies and supporters involved in assisting our students such as other schools and NSW DoE employees, Family and Community Services, Juvenile Justice, Police, Health services, TAFE and employment providers.

The school motto is “Engage, Achieve, Develop”.

School planning process

During 2014 and 2015 the school staff, students, families and community agencies and supporters were consulted regarding our current practices and future directions.

Consultation occurred during formal and informal staff meetings, parent interviews, discussion groups, through phone and email contact and via written surveys.

Questions were asked regarding what type of school we wanted to be, what sort of students do we want to produce, what context are students headed for beyond this school, how well they are prepared for them and how expert are our teachers in providing experiences to assist in student learning and development.

As responses were considered and Departmental resources were made available the school was able to commit to the following three strategic directions:

1. Improved learning through consistent application of key high quality practice elements.
2. Strategic implementation of key teaching elements across the school with excellence as our goal.
3. A self-sustaining and self-improving school community committed to the highest level of leadership elements.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Improved learning through consistent application of key high quality practice elements.

Purpose:

To ensure there are opportunities for all at Edgware to engage positively with the school, achieve while here, be safe and develop skills through learning programs that will enable transition plans to succeed.

STRATEGIC DIRECTION 2

Strategic implementation of key teaching elements across the school with excellence as our goal.

Purpose:

We want the most effective teaching methods used, assessment to be data driven, feedback to be constructive and appropriate professional development plans created and completed.

STRATEGIC DIRECTION 3

A self sustaining and self improving school community committed to the highest level of leadership elements.

Purpose:

We want leadership decisions made that will support a culture of high expectation, continuous improvement, astute application of resources and increased professional effectiveness of all current and future school leaders.

Strategic Direction 1: Improved learning through consistent application of key high quality practice elements.

Purpose	People	Processes	Practices and Products
To ensure there are opportunities for all at Edgware to engage positively with the school, achieve while here, be safe and develop skills through learning programs that will enable transition plans to succeed.	Students Develop skills, attitudes and understandings needed for active participation in program development.	Effective use of school, system and community expertise and collaborative practices to support engagement and meeting of core expectations. Development of a suite of teaching and learning programs that will support evaluation methods and student skill development. Improved systemic responses and proactive preventative strategies regarding attendance.	Practices Well-developed programs and processes will identify, address and monitor student learning needs and outcomes. Student improvement will be demonstrated through internal and external performance measures. Well-being, monitoring and communication programs enhanced and assist with product measurement.
Improvement Measures	Staff Develop expertise to guide, implement, evaluate and develop student learning plans. Able to clearly articulate school processes and expectations.	Evaluation Plan Evaluation plan ongoing as part of school self assessment practise	Products Over 90% of students actively involved in their Individual Education Plan development, implementation and review as compared to current level of 55%. 50% increase in the number of students able to successfully complete employment readiness assessments from current baseline percentage to be determined during 2015.
Over 90% of students actively involved in their Individual Education Plan development, implementation and review as compared to current level of 55%.	Parents/Carers Develop mindsets, habits and capabilities to support the engagement of their children at school. Awareness of child's learning plan and ways they can support and encourage.		50% increase in the number of students able to successfully complete employment readiness assessments from current baseline percentage to be determined during 2015.
50% increase in the number of students able to successfully complete employment readiness assessments from current baseline percentage to be determined during 2015.	Community Partners Expanded community supporter awareness of school programs they can assist with.		Unjustified absence figure will be reduced from 69.6% of all absences in 2014 to 25% by the end of 2017.
	Leaders Ability to initiate and support the implementation of individual and school learning development programs.		

Strategic Direction 2: Strategic implementation of key teaching elements across the school with excellence as our goal.

Purpose	People	Processes	Practices and Products
We want the most effective teaching methods used, assessment to be data driven, feedback to be constructive and appropriate professional development plans created and completed.	Staff Dynamic, committed and improvement driven with clear understanding of professional standards and their application. Able to tailor programs to meet student needs and school requirements. Able to assess improvements systematically.	Quality teaching individual, group and whole school learning opportunities will be sourced and attended while staff engage in collaborative analysis of teaching practices during Professional Development sessions. School to source and develop effective tools for use in establishing baseline data and introduce a suite of measurement options to assess individual skill development over length of student enrolment. School to design and implement effective 2 way feedback systems to support and consolidate Teaching and Learning programs.	Practices Professional Learning Plans refined. Professional Development registers and records maintained. Implementation of improved teaching strategies will improve Individual and overall results in reading, writing and numeracy. There will be a culture of strategic purposeful communication expertly guided by teaching staff.
Improvement Measures	Students Capacity and willingness to engage with new teaching elements as introduced.	Evaluation Plan Evaluation plan ongoing as part of school self assessment practise	Products Average annual registered Professional Development activities supporting quality teaching undertaken by staff will increase from 7.9 hours per person per year in 2014 to 30 hours by the end of 2017. 80% of students will demonstrate satisfactory improvement in reading, writing and numeracy skills as compared to baselines established in 2015. 100% of students will be able to articulate what they are being taught and why from a current baseline percentage to be determined in 2015.
Average annual registered Professional Development activities supporting quality teaching undertaken by staff will increase from 7.9 hours per person per year in 2014 to 30 hours by the end of 2017. 80% of students will demonstrate satisfactory improvement in reading, writing and numeracy skills as compared to baselines established in 2015.	Parents/Carers Engaged and supportive of the improvement process. Community Partners Willing and able to share external skills and abilities with Professional Development participants. Leaders Encourage and develop enthusiasm, drive evaluation procedures and extend individual capabilities.		

Strategic Direction 3: A self sustaining and self improving school community committed to the highest level of leadership elements.

Purpose

We want leadership decisions made that will support a culture of high expectation, continuous improvement, astute application of resources and increased professional effectiveness of all current and future school leaders.

Improvement Measures

100% of annual Resource Allocation Model funding will be integrated with the school planning and implementation processes.

100% of aspiring and current school leaders will be participating in purposeful leadership roles and/or development programs.

People

Staff

Ability to initiate and assess new programs and practices to support specific target groups.

Develop knowledge of, and the confidence to use, new systems and technology.

Positive participation in period of change and reform.

Students

Broad participation in the consultation and review processes.

Positive attitude to school expectations and initiatives as they are introduced and reinforced.

Parents/Carers

Broad participation in the consultation and review processes.

Community Partners

Broad participation in the consultation and review processes.

Capacity to share expertise and professional development opportunities.

Leaders

Commitment to school vision, understanding of administrative requirements and awareness of multi-level reforms.

Processes

Aboriginal and Low Socio Economic student engagement, achievement and development initiatives will be introduced and funded from RAM entitlements and be evaluated using engagement, achievement and development data.

Internal and external opportunities for aspiring executive to assume leadership roles will be introduced or sourced in response to Career Development Plans along with Training and Development opportunities associated with Reform agendas.

Leaders to create a school improvement plan incorporating responses to school satisfaction assessment tool, consultation feedback, teaching and learning implications, review processes and audit responsibilities.

Evaluation Plan

Evaluation plan ongoing as part of school self assessment practise

Practices and Products

Practices

Responsible and innovative utilisation of school resources.

Succession and advancement opportunities and deployments will be ongoing.

Effective consultation with all stakeholders and prudent use of school resources to maintain standards required.

Products

100% of annual Resource Allocation Model funding will be integrated with the school planning and implementation processes.

100% of aspiring and current school leaders will be participating in purposeful leadership roles and/or development programs.

Over 80% of stakeholders will report excellent levels of satisfaction with our school facilities, appearance and safety.