

School plan 2018-2020

Royal Far West School 5504



School background 2018–2020

School vision statement

Royal Far West School aims to improve the quality of, and the access to the educational services that rural students need in order to lead healthy, fulfilling, productive and responsible lives.

School context

RFWS provides educational services to the clients of the Royal Far West's integrated health, education and disability service. The NSW Centre for Effective Reading has a hub within the school. The Centre provides services to students with complex and severe reading difficulties in rural and remote NSW. Although located on the beachfront at Manly, all students are from country NSW, often from remote areas of the state. Students present with a range of medical conditions, including developmental, learning, behavioural, emotional and communication difficulties and disorders. The school works with students aged 3 to 18 years, with 20% being Aboriginal. All children are accompanied to RFW by a parent or carer. The school works in partnership with families, RFW, country schools and local services to provide information, consultancy, resource advice, professional development and program assistance. RFWS has a strong focus on building capacity in schools across the state using video conferencing and internet-based video communication for individual, ongoing student support. For further information see www.royalfarwe-s.schools.nsw.edu.au

School planning process

The school plan has been developed by consulting with our key stakeholders – Royal Far West executive and staff, Royal Far West School staff, parents and carers, rural schools, Department of Education and Communities executive staff, our students and volunteers. Surveys and questionnaires, discussions, focus groups, telephone interviews, data analysis and literature reviews were used to inform our decisions.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Integrated health and education
service.

Purpose:

To enable a holistic, collaborative and multidisciplinary service that supports rural students. This holistic approach aims to realise the individual potential of students who come from geographically disadvantaged areas of NSW

STRATEGIC DIRECTION 2

Equitable access to specialist
support.

Purpose:

To enable students and their families equitable access to expert, evidence-based, specialist teaching and learning in their local area, reducing the effect of disadvantage and isolation. To increase the capacity of partner schools and parents/carers to provide best practice support to children with complex health and learning needs.

STRATEGIC DIRECTION 3

Personalised learning and
support for students.

Purpose:

To improve educational outcomes for students with complex learning and health needs in rural and remote NSW by enhancing engagement and wellbeing and by promoting a culture of high expectations, flexibility and innovation.

Strategic Direction 1: Integrated health and education service.

Purpose

To enable a holistic, collaborative and multidisciplinary service that supports rural students. This holistic approach aims to realise the individual potential of students who come from geographically disadvantaged areas of NSW

Improvement Measures

Multidisciplinary Teams consisting of health professionals and educators working in close collaboration across all aspects of the service

Integrated health and education assessments, reports and recommendations for intervention and support

A range of evidence-based integrated health and education group programs.

People

Students

Develop the mindsets and capabilities of students to a range of professionals working within the classroom environment.

Staff

Develop the mindsets and capabilities of staff to collaborate with health professionals in all aspects of assessment, reporting and programming.

Parents/Carers

Develop the mindsets and capabilities of parents to understand integrated multidisciplinary teams as being more effective than health and education silos.

Community Partners

Develop the mindsets and capabilities of RFW clinical services to see educators as essential members of multidisciplinary teams in all aspects of assessment, reporting and programming.

Leaders

Develop the mindsets and capabilities of the leaders of RFW and RFWS to facilitate an informed, mutually respectful, articulate and mutually beneficial move towards an integrated service model.

Processes

Create flexible, innovative internal staffing model to more capably meet the needs of students.

Monitor the proportion of students participating in innovative, evidence-based multidisciplinary programs that clearly address specific cohorts and have clear, shared goals

Evaluation Plan

Multidisciplinary teams formed to develop and deliver group programs to address complex health and education needs

Practices and Products

Practices

Multidisciplinary teams consisting of health professionals and educators established for all complex clients.

Integrated health and education systems including electronic shared work space and improved communication systems.

Flexible staffing model to enable classroom teachers to be part of multidisciplinary planning, assessment and intervention.

Products

Integrated health and education assessments, reports and recommendations for intervention and support

A range of evidence –based integrated health and education group programs.

Increased proportion of students accessing integrated assessment and reporting resulting in more holistic, practical and realistic recommendations to families and schools as measured by school community survey results, interviews with schools and independent reviews of written reports

Strategic Direction 2: Equitable access to specialist support.

Purpose

To enable students and their families equitable access to expert, evidence-based, specialist teaching and learning in their local area, reducing the effect of disadvantage and isolation. To increase the capacity of partner schools and parents/carers to provide best practice support to children with complex health and learning needs.

Improvement Measures

Schools in rural and remote NSW providing evidence based personalised support for students with complex health and education needs.

Parents and carers being informed, confident and realistic advocates for their children in their local school.

People

Students

Developing the mindset and capability to trial a range of personalised support options in the classroom setting

Staff

All staff to be confident users of communication technology; staff to be supported to work in multidisciplinary teams; staff to be trained and experienced in delivery of group programs to adult learners, including parents and rural staff

Parents/Carers

Need ongoing mentoring as they develop their skills and confidence to advocate for their child in the school community; need to develop positive communication skills; need to develop basic technology skills; how to access local services.

Community Partners

RFW clinicians to be upskilled in working with groups of students in a school environment and in working in collaboration with educators

Leaders

Need the skills to support staff through period of great change and to communicate positively with a wide range of people

Processes

Integrated health and education teams given time to develop and implement staff training modules to better equip rural and remote school staff to provide support to students with complex health and education needs

Health and education staff trained in effective video conferencing techniques

RFWS website to be used to host parent and teacher training modules and practical resources for parents, teachers and students

Monitor numbers of schools taking part in multidisciplinary videoconferences

Monitor numbers of schools taking part in staff training modules offered by RFW/S

Monitor number of parents attending individual and group sessions

Evaluation Plan

Analysis of surveys and school and parent information reflecting capacity to provide support to children with complex needs

Practices and Products

Practices

Multidisciplinary video conferences for all new clients/students and clients/students at significant transition points (e.g. new diagnosis, transition to school)

Students trialling the use of personalised supports, including assistive technology, visuals and sensory strategies

Individual and small group parent sessions

Products

Parents and carers being informed, confident and realistic advocates for their children in their local school

Suite of accredited RFW/S post-assessment options available to schools to develop capacity of teachers in rural and remote NSW

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Strategic Direction 3: Personalised learning and support for students.

Purpose

To improve educational outcomes for students with complex learning and health needs in rural and remote NSW by enhancing engagement and wellbeing and by promoting a culture of high expectations, flexibility and innovation.

Improvement Measures

Rural and remote school staff to be provided with a personalised suite of strategies and resources to be embedded in individual learning plans for all new clients of RFW/S.

A range of staff training options to build the capacity of rural and remote staff to provide personalised support to students with complex health and education needs.

People

Students

To understand that RFW/S is an environment to trial a range of personalised learning supports, including assistive technology

Staff

To become competent users and teachers in the use of a range of personalised learning supports, including assistive technology, visuals, scaffolds, sensory supports

Parents/Carers

To be aware of the range of supports that may be available to their child and to have realistic expectations for how they may be implemented at a local level

Community Partners

To have realistic expectations about the capacity of schools to implement recommendations into personalised learning plans. To understand the existing support structures in schools

Leaders

To understand the resource implications of developing and implementing individual learning plans.

Processes

Multidisciplinary staff to develop a range of evidence-based programs and resources that can be personalised to meet the needs of individual students

Rural and remote schools to provide RFW/S with existing individual learning and support plans prior to enrolment

Video conference minutes following initial visit to RFW to include individual learning plan recommendations

Embed options for training staff in rural and remote schools in personalising support for students

Follow up videoconferences for all new clients 6–8 weeks after initial VC. Rural schools to provide feedback prior to follow up VC, including copies of current individual learning plan

Monitor numbers of rural schools embedding RFW/S recommendations for personalising learning support into existing and/or new plans.

Evaluation Plan

Rural and remote school staff to provide feedback (survey) about how useful our recommendations have been for personalising learning and what was most/least useful

RFW/S staff self-evaluate own practice and strategies and resources that are used to support schools in implementing personalised learning plans.

Practices and Products

Practices

RFW health and education staff collaboratively develop individual learning and support recommendations

Videoconferencing and ongoing mentoring using communication technology

Students trialling personalised support in the classroom

Products

Students receive evidence-based, personalised learning and support locally

Staff training modules to build the capacity of rural and remote staff to provide personalised support to students

A bank of evidence-based resources and tools available on the RFW/S website to support the development of a personalised learning plan

What are our newly embedded practices and how are they integrated with our purpose?