

School plan 2018-2020

Redbank School 5559



School background 2018–2020

School vision statement

Redbank School's vision is Sustainable Wellbeing. Our vision is a dialectical one, wellbeing a dynamic state and sustainability the maintenance of something at the same level. It reflects the purpose of the school i.e. student's learning the knowledge, skills and strategies for wellbeing. It also reflects the school's role in focusing on current need whilst planning for future needs.

School context

Redbank School is a specialist setting operating in the context of a strong public education system. The school is co-located with Redbank House on the grounds of Westmead Hospital, Westmead. Redbank House is part of the continuum of community mental health care services. Like all NSW public schools, our core business is teaching and learning. As a School for Specific Purposes (SSP), our programs, practices and procedures are developed to meet the specific learning and wellbeing needs of our students who present with severe mental illness and mental health related difficulties.

School planning process

This plan is the result of processes the school engaged in as part of the planning and reporting cycle and an external validation process. These processes involved analysing evidence of progress and achievements and engaging with the department's school excellence framework to consider where the school was in the journey toward excellence. This evidence was then considered by a panel of external leaders in education, a principal school leader and a principal. The panel then met with our leadership team for a reflective conversation about the judgements we had made. The process was very positive and confirmed for us that overall we were working towards and delivering in most areas and realistic about where we were in this journey and the steps ahead. The plan was also informed by the changes to the school's model of educational delivery and our on-going commitment to continuously improve and enhance the school's programs and services to ensure alignment with the school's purpose and vision.


School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Sustainable Learning

Purpose:

Sustainable learning is learning for all, learning that matters and learning that lasts. It's foundation is effective classroom practice, and it's goal is to provide for the learning needs of students and for students to progress from being developing learners to lifelong learners. Every student is engaged in evidence-based, purposeful, relevant learning that is responsive to individual needs and considers the complexities and diversity of learning in the 21st century.



STRATEGIC DIRECTION 2 Teaching Wellbeing

Purpose:

Teaching Wellbeing is wellbeing for all, wellbeing that matters and wellbeing that lasts. It's foundation is effective classroom practice, and it's goal is to explicitly teach wellbeing and the skills and strategies for wellbeing and for students to realise their potential. Every member of staff delivering quality wellbeing focused educational programs for students with complex, dynamic and diverse educational needs related to severe mental illness and mental health related difficulties.

Strategic Direction 1: Sustainable Learning

Purpose

Sustainable learning is learning for all, learning that matters and learning that lasts. It's foundation is effective classroom practice, and it's goal is to provide for the learning needs of students and for students to progress from being developing learners to lifelong learners. Every student is engaged in evidence-based, purposeful, relevant learning that is responsive to individual needs and considers the complexities and diversity of learning in the 21st century.

Improvement Measures

100% of students achieve individual and program learning goals.

100% of students report learning is meaningful and they feel connected, inspired and more confident that they will realise their potential.

100% of staff working in the role of lead learner and contributing to instructional leadership.

People

Students

Students are developing learners, engaged in learning that is inclusive, meaningful and relevant for life.

Staff

Staff are lead learners, providing intensive support for students to overcome the impact of mental illness and mental health related difficulties and learn.

Parents/Carers

Parents/carers are partners in their child's learning and have strong connections with the school.

Community Partners

Community members are partners, working with school staff to achieve sustainable learning and, if requested by parents/carers and approved by the school, deliver mental health services to individual students as per service agreement made with the school.

Leaders

Leaders are lead learners, leading and managing the school to maximise learning outcomes for students.

Processes

Learning for all is the process for providing equity, inclusive learning facilitated by effective instruction, quality teaching and high expectations and support of families.

Learning that matters is the process for providing valuable learning, learning that is mastered and maintained, fostered by quality teaching and available as needed.

Learning that lasts is the process for providing lifelong learning, learning that is meaningful, intentional and future directed. Future-directed learning is focused on transitions to and between educational settings and from school to work.

Evaluation Plan

Data sources for evaluation include:

Student and school internal progress and achievement data and feedback surveys.

Analysis of teaching and learning programs and student work samples

Observation of staff behaviour as lead learners and performance and development data

Parent/carers and community program participation and engagement data including satisfaction surveys

Analysis of professional learning delivered and accessed.

Practices and Products

Practices

Collaborative and consultative practices deliver personalised learning that identifies addresses the individual learning needs of students for sustainable learning.

Instructional leadership practices ensure pedagogy that is trauma informed and aligned to the principles of the dialectical behaviour therapy and the elements and dimension of the quality teaching framework.

Products

A school-wide differentiated curriculum that is monitored, evaluated and reviewed to ensure equitable academic opportunities for all students and curriculum offered meets DoE and NESA requirements.

Quality teaching and learning programs providing every student with optimal opportunity for mastery of knowledge and skills for sustainable learning.

A whole school leadership structure and systems of support for staff that is responsive to needs and includes negotiated opportunities for constructive feedback, modelling, collaborative planning, implementation and evaluation and professional learning. Evaluation of impact is built-in and based on student progress and achievement data and staff performance and development data.

Strategic Direction 2: Teaching Wellbeing

Purpose

Teaching Wellbeing is wellbeing for all, wellbeing that matters and wellbeing that lasts. It's foundation is effective classroom practice, and it's goal is to explicitly teach wellbeing and the skills and strategies for wellbeing and for students to realise their potential. Every member of staff delivering quality wellbeing focused educational programs for students with complex, dynamic and diverse educational needs related to severe mental illness and mental health related difficulties.

Improvement Measures

100% of students with the knowledge, skills and strategies for achieving and sustaining physical, social, emotional, spiritual and cognitive wellbeing.

100% of students progress toward and achieve wellbeing related individual and program goals.

100% of staff working in the role of lead learner and contributing to instructional leadership.

People

Students

Students are developing learners, accessing intensive support to connect thrive and succeed at school and achieve learning and wellbeing goals.

Staff

Staff are lead learners, working collaboratively and consultatively to deliver quality wellbeing education programs for students with severe mental illness and mental health related difficulties.

Parents/Carers

Parents/carers are partners in achieving improved wellbeing for their child and have strong connections with the school.

Community Partners

Community members are partners, working with school staff to achieve sustainable wellbeing and, if requested by parents/carers and approved by the school, deliver mental health services to individual students as per service agreement made with the school.

Leaders

Leaders are lead learners, leading and managing the school to maximise wellbeing outcomes for students.

Processes

Wellbeing for all is the process for providing a planned approach for improving physical, social, emotional, spiritual and cognitive wellbeing, that includes targeted focus on wellbeing, intensive support and a safe and calm environment.

Wellbeing that matters is the process for identifying, measuring and achieving valued wellbeing, wellbeing that impacts on ability to function in daily life, to learn, to engage in education and realise potential.

Wellbeing that lasts, is the process of providing lifelong learning, learning that is meaningful, intentional and future directed. Future-directed learning is focused on transitions to and between educational settings and from school to work.

Evaluation Plan

Data sources for evaluation include:

Student and school internal progress and achievement measures for learning and achievement of learning goals

Analysis of teaching and learning programs

Observation of staff behaviour as lead learners

Parent/carers and community program participation and engagement data including satisfaction surveys

Analysis of professional learning

Practices and Products

Practices

Explicit teaching of wellbeing and the skills and strategies to achieve and sustain physical, social, spiritual, cognitive and emotional wellbeing.

Staff continuously develop own and others capacity and capability to meet the complex, diverse and dynamic needs of students.

Products

Whole school, planned approach to teaching wellbeing, the skills and strategies for wellbeing and a comprehensive and inclusive framework to measurably improve individual and collective wellbeing.

School wide differentiated curriculum delivered with intensive support in a safe and enabling environment in which every student has optimal opportunity to connect, thrive and succeed cognitively, emotionally, socially, spiritually and physically.