



# School plan 2018-2020

## Highlands School 5576

# School background 2018–2020

## School vision statement

Highlands School is committed to working in collaboration with key stakeholders to optimise the delivery of quality educational programs. Our school provides a rigorous curriculum through the provision of challenging, relevant learning experiences, adjusted to address our student's diverse learning needs.

## School context

Highlands School is a School for Specific Purposes (SSP) located in Mittagong on the Southern Highlands. The school has an enrolment of 42 students from Years 5–12 that exhibit challenging behaviours, emotional disturbance and/or Autism Spectrum Disorders(ASD).

The school consists of two campuses consisting of 3 classes. The Northern Campus caters for Behaviour Disordered (BD) students and the Southern Campus consisting of 3 Multi–categorical classes for students diagnosed with disabilities and mental health disorders.

Highlands School's alternative educational approach has a sustained focus on wellbeing, a balanced academic and functional curriculum and Individual Learning Plans for all students.

Although many students attend Highlands on a long term basis some students attend for a short term prior to transitioning to mainstream schools or education and training facilities.

## School planning process

The staff, students and community of Highlands School has collaboratively identified the schools' strengths, the preferred direction of the school, and the steps that will be required to achieve our goals and develop strategies linked to the three School Strategic Directions.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Quality teaching and Excellence  
in Student Learning

### Purpose:

To build staff capacity to deliver quality teaching and learning adjusted to address individual student needs within a framework of evidence based practice, creating high expectations of student learning and a culture of shared professional practice.

## STRATEGIC DIRECTION 2

Leading for Learning

### Purpose:

To establish and maintain quality systems which will promote the creation of a culture of engagement and collaboration to enhance student learning and wellbeing, effective leadership capacity, quality teaching practices and positive staff wellbeing.

## STRATEGIC DIRECTION 3

Supporting and Sustaining  
Student Wellbeing

### Purpose:

To create and sustain a safe learning environment ensuring connectedness via a whole school approach to support the cognitive, social, physical and spiritual wellbeing of all students. This will provide students, teachers, staff and the wider school community a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

# Strategic Direction 1: Quality teaching and Excellence in Student Learning

Purpose	People	Processes	Practices and Products
To build staff capacity to deliver quality teaching and learning adjusted to address individual student needs within a framework of evidence based practice, creating high expectations of student learning and a culture of shared professional practice.	<b>Students</b>  Will be provided with the opportunity to build their learning capacity and achievement through engagement in challenging, stimulating learning experiences. Students are numerate, literate and productive users of technology. Students collaborate and communicate ideas to make sense of society and the world.  Students will be highly engaged and interested learners	<b>Establish a network of local SSP schools to support future and current school leaders</b> to support professional development and encourage future leadership within the DoE.  <b>Staff research and implementation of best practice models through:</b>  <b>Faculties share best practice models</b> in programming, assessment and Quality Teaching Practices.  Developing a <b>range of professional learning opportunities</b> for teachers to collaborate, have professional conversations and learn from each other's teaching practice.  <b>Developing Individualised Learning Plans</b> for all students in consultation with staff, students and parent/care givers to meet student specific learning needs.  Using <b>teacher observation</b> as a source of evidence to demonstrate teacher progress towards professional goals.	<b>Practices</b>  <b>High quality teaching and learning practices</b> demonstrated through teaching and learning programs.  <b>Teachers have the capacity to provide curriculum that is adjusted suitably to meet the diverse needs of our student cohort.</b>  <b>Teachers engage in individual, team and shared professional learning. Teachers have the capacity to understand and implement the Australian Professional Standard for Teachers.</b>
Improvement Measures	<b>Staff</b>  Design and implement teaching and learning experiences and assessment that encompasses relevant New South Wales, Australian Curriculum on a collaborative level. All staff set meaningful and appropriate professional goals in a collaborative supportive environment.	<b>Evaluation Plan</b>  The school will use a bank of data collection instruments to evaluate the <b>effectiveness of curriculum delivery and student engagement levels</b> including the Burt Word, Schonnel Reading Assessment and Promoting Learning Numeracy Test to drive school direction. This process includes internal surveys of staff to ascertain staff engagement and satisfaction	<b>Products</b>  In light of the average student's length of stay the <b>majority of students will demonstrate growth in literacy</b> from arrival testing to departure testing using the Burt Word and Schonnel Reading Assessments.  Teaching and learning programs demonstrate quality teaching and learning strategies, assessment and differentiation.  In light of the average student's length of stay the <b>majority of students will demonstrate growth in numeracy</b> from arrival testing to departure testing using the Promoting Learning Diagnostic Numeracy Test.
In light of the average student's length of stay the majority of students will demonstrate growth in literacy from arrival testing to departure testing using the Burt Word and Schonnel Reading Assessments.	<b>Leaders</b>  Will participate in Professional Learning opportunities to enhance the provision of quality collaborative supervision practices to lead faculties, support teachers in the development of professional goals, identifying appropriate evidence, observing teaching and providing effective feedback.		
In light of the average student's length of stay the majority of students will demonstrate growth in numeracy from arrival testing to departure testing using the Promoting Learning Diagnostic Numeracy Test.			
Plan and implement quality teaching and learning practices.			

# Strategic Direction 1: Quality teaching and Excellence in Student Learning

## Processes

with the professional learning process.

## Practices and Products

All teachers have a digital portfolio of evidence to demonstrate quality teaching practice.

# Strategic Direction 2: Leading for Learning

## Purpose

To establish and maintain quality systems which will promote the creation of a culture of engagement and collaboration to enhance student learning and wellbeing, effective leadership capacity, quality teaching practices and positive staff wellbeing.

## Improvement Measures

An increase in teachers participating in school leadership opportunities

All staff participate in professional learning activities and achieve their yearly aspirational professional learning goals.

## People

### Students

Students will have a clear understanding of school practices and systems.

### Staff

All staff will be actively engaged in professional learning opportunities aligned to the school plan, career goals and aspirations.

All teachers will have high expectations of student learning and adjust the curriculum to address student learning needs to facilitate appropriate learning

### Community Partners

Community organisations will collaborate with the school to establish improved systems and practices.

### Leaders

Will actively participate in the Community of Schools Network to enhance school leadership capacity.

Engage in Growth Coaching Professional Learning opportunities.

## Processes

Support staff in the setting and implementation of **meaningful and appropriate professional goals** using the Performance and Development Framework and the Australian Professional Standard for Teachers.

**Create structures and mechanisms to support the facilitation of staff leadership opportunities.**

**Utilising PDPs to meet staff professional learning needs.**

## Evaluation Plan

Feedback evaluations from teaching staff will be utilised to determine the level of staff wellbeing.

Student surveys and focus groups will be utilised to determine student engagement rates.

Rate of staff involvement in leadership networks and number of staff seeking leadership opportunities will be determined via staff leadership surveys and focus groups.

## Practices and Products

### Practices

**All teachers using the Australian Professional Standard for Teachers to promote the enhancement of teaching practice and leadership capacity.**

All staff are aware of and **promote the school vision** to students, stakeholders and the broader community.

The **Community of Schools Network supports leaders and aspiring leaders** to attain accreditation and participate in future leadership opportunities.

### Products

School leaders and aspiring leaders undertake professional development and **leadership opportunities** in line with Professional Learning Plans.

100% of staff engaged in meeting **Teacher Performance and Development Plans.**

An increase in the **number of teachers participating in leadership opportunities.**

**All teaching staff have Teacher Professional Learning Plans** to target capacity to adjust the curriculum and to cater for learner diversity.

# Strategic Direction 3: Supporting and Sustaining Student Wellbeing

Purpose	People	Processes	Practices and Products
<p>To create and sustain a safe learning environment ensuring connectedness via a whole school approach to support the cognitive, social, physical and spiritual wellbeing of all students. This will provide students, teachers, staff and the wider school community a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.</p>	<p><b>Students</b></p> <p>Engaging in learning experiences adjusted to meet their social/emotional and educational needs in a <b>safe and supportive environment</b>.</p> <p>Engaged in programs to foster creativity and <b>confidence in all students instilling resilience, empathy and respect</b> and the capacity to develop healthy relationships.</p>	<p><b>Staff Professional Learning in:</b></p> <p>Growth Coaching</p> <p>Trauma Based Practices</p> <p>MAPA</p> <p>Mental Health</p> <p><b>Build on significant partnerships and collaboration with parent representatives</b>, the broader community, business, schools and other education and training providers to maximise student wellbeing and achievement.</p> <p><b>Students participation</b> in student voice and feedback.</p>	<p><b>Practices</b></p> <p>Students will:</p> <p>Have an <b>enhanced understanding</b> of their own mental, emotional and physical health through the mindfulness program.</p> <p><b>Identify and utilise external agencies</b> and other stakeholders to support their individual needs</p> <p><b>Staff professionally developed in the successful delivery of wellbeing strategies.</b></p>
Improvement Measures	Leaders	Evaluation Plan	Products
<p>Using Tell Them From Me Data students will demonstrate improved self regulation</p> <p>Growth Coaching embedded at a whole school level</p> <p>Suspension rates and behaviour incidents data</p> <p>All staff participate in professional learning activities to increase awareness and skills in managing and supporting complex behaviour and student learning needs</p> <p>Establishment of flexible innovative learning spaces that support student wellbeing.</p>	<p><b>Staff</b></p> <p><b>Engage in professional learning opportunities</b> in Mindfulness, Growth Coaching, Trauma Based Practices, Mental Health</p> <p><b>Leaders</b></p> <p>Implementation and monitoring of the <b>Wellbeing Framework</b></p> <p><b>Engage staff in Growth Coaching conversations</b> to build teaching and learning capacity, develop leadership capability, improve student learning outcomes and wellbeing.</p> <p><b>Organisation and financial management of resources</b> required to drive and sustain wellbeing programs and initiatives.</p>	<p><b>Regular feedback</b> at afternoon debrief meetings, faculty meetings, staff meetings and executive meetings</p> <p>Students and staff demonstrate an awareness and shared understanding of behaviours, attitudes and expectations that</p> <p><b>Enhance wellbeing</b> via the utilisation of a <b>suite of data collection</b> tools including completion of surveys, observation and focus groups to map progress against the processes.</p>	<p><b>Establishment of a Wildlife Corridor and Indigenous Garden</b> to promote student wellbeing, cultural understanding and provide unique learning opportunities for all students.</p> <p>Maintain the currency of the Highlands <b>School Behaviour Website</b></p> <p>All students have <b>effective transition plans</b></p> <p>Staff have <b>increased confidence and skills</b> in managing and supporting <b>complex behaviour and student learning needs</b>.</p>