School plan 2018-2020

Karningul School 5581

School background 2018–2020

School vision statement

To respond to the diverse and dynamic needs of the students to build resilience which will enable them to continue their education and achieve learning outcomes.

School context

Karningul School is a school for specific purposes, located in the south western region of Sydney, catering for students with significant behavioural difficulties aged 9 – 14 years (year 5 to year 8). Students attending Karningul School have a documented pattern of behavioural difficulties, who have received intensive interventions over an extended period of time at their regular school. Most of the students have experienced significant disruption to their schooling.

The primary aim of the school is to assist students in their successful return to their regular school.

The programs focus on teaching students the social, behavioural and academic skills necessary for them to make a successful transition into their home school and continue further education. To aid in this re–integration, Karningul School operates a full time program, with students attending their home schools if possible, on Wednesday each week. Alternative arrangements can be made when necessary. Each student has a case manager that is a teaching staff member from Karningul and visits are arranged with the home school on a regular basis.

Karningul School is located at Regents Park in purpose built facilities. The facilities incorporate three classrooms, a recreation room, a staff room, an administration area, a living skills room and additional office space for staff.

School planning process

Surveys to parents, staff and mainstream schools were disseminated to provide information about the service Karningul School provided and how it could be improved.

Data was collected on attendance.

Staff meetings were held to discuss future plans and directions enabling all staff to comment on best practice.

Students were interviewed independently and informally about the school.

Karningul School 5581 (2018-2020)

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Student Learning

STRATEGIC DIRECTION 2
Teaching

STRATEGIC DIRECTION 3
Transition

Purpose:

To provide a stimulating learning environment that has high expectations for all students and promotes and celebrates student success.

To provide a personalised learning environment that extends and challenges students and provides opportunities to practice their skills in various settings.

To raise expectations and enhance the quality of student learning.

Purpose:

To provide quality teaching and build the capacity of all staff to meet the professional standards required for maintenance and accreditation.

To offer and encourage consistent collegial support to enhance practices, recognise achievements, celebrate success and maintain equity.

To support staff well–being and self–care in order to meet the needs of our complex environment.

Purpose:

To provide strategies for students to enable them to adapt when moving between school settings and the community.

Karningul School 5581 (2018-2020)

Strategic Direction 1: Student Learning

Purpose

To provide a stimulating learning environment that has high expectations for all students and promotes and celebrates student success.

To provide a personalised learning environment that extends and challenges students and provides opportunities to practice their skills in various settings.

To raise expectations and enhance the quality of student learning.

Improvement Measures

Increased attendance rate for all students.

A decrease in educational time lost due to less suspensions as a result of inappropriate behaviour.

An increased proportion of students improving on internal and external literacy and numeracy measures.

People

Students

- can access other learning opportunities through interaction with the broader community and experience real world context.
- regularly attend school and intervention is sought when problems arise.
- can expect the experiences in their classrooms to allow them to achieve and have their success celebrated.

Staff

Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity.

- develop individualised professional learning plans explicitly targeted at developing teacher capacity to cater for learning diversity.
- design and implement programs and lessons that incorporate PDHPE, social skills and resilience.
- maintain weekly contact with mainstream schools to monitor progress during integration.

Parents/Carers

- are involved with the school as learning partners and parent/carers engage with the school to understand their child's learning needs and learning progress, both academically and socially.
- monitor their child's daily goals and provide adequate support and attend annual review meetings to discuss their child's achievements and future plans.

Processes

Music Program

The Arts are an integral part of the programs offered at Karningul. The school has committed to this by employing a specialist music teacher one day per week and purchasing a wide range of instruments. The students participate in one hour class lessons as well as individual tuition on an instrument of their choice each week. The instruments are offered on loan for further practice at home. Individual tuition is offered for 30 minute sessions.

MultiLit Program

MultiLit is a research–based initiative of Macquarie University, which aims to address the needs of students with reading disabilities by providing an intensive, structured, systematic program of instruction in reading and related skills. Students attend 30 minute sessions individually, 4 days per week.

Rap 4 Change

An intensive 10 week program to help educate young people in the awareness of current social concerns, including bullying, through rap music, motivational speaking and interactive audience participation. The aim of the program is to influence and impact young people to make positive choices in all aspects of life.

Evaluation Plan

- Survey parents and teachers from Karningul School and the mainstream schools about the effectiveness of the program..
- Monitoring of current attendance

Practices and Products

Practices

Personalised learning plans for all students developed in consultation with parents/carers.

MultiLit reading program is delivered daily to identified students one to one by a school learning support officer.

Products

Increased attendance in both school settings due to students feeling supported in their learning.

The school's Facebook page is updated regularly to inform parents of events and to display student's work and achievements.

Differentiated programs and assessment tasks that allow for individual learning needs and achievement of outcomes.

All subject learning programs are explicit and have embedded literacy and numeracy strategies that engage students using authentic texts and contexts. Success is evidenced through the range of student assessment strategies used.

Processes

patterns compared to student's previous attendance.

- Analyse data from regular assessments to ensure progress in Literacy and Numeracy.

Strategic Direction 2: Teaching

Purpose

To provide quality teaching and build the capacity of all staff to meet the professional standards required for maintenance and accreditation.

To offer and encourage consistent collegial support to enhance practices, recognise achievements, celebrate success and maintain equity.

To support staff well–being and self–care in order to meet the needs of our complex environment.

Improvement Measures

Increased attendance rates for all students.

Increased percentage of students attend school every day in both settings.

Improved consistency in language use by all staff.

People

Staff

- Demonstrate a consistent approach to reinforcing values and using common language

- Show a common understanding of student behaviour and respond appropriately at all times.

- Participate in school events that reinforce our creative, consistent and shared vision of student learning and achievement.

- Develop the capabilities and mindset to lead and implement a wide variety of quality learning and teaching experiences.

Students

- show empathy to others and value diversity.

- understand the core values of being a Respectful, Responsible Learner.

- have high expectations of themselves

- engage in the positive behaviour awards system offered by the school

- develop an understanding of and acknowledge aboriginal culture by participating in lessons.

Parents/Carers

Work together to establish meaningful and proactive partnerships to engage the students in 'real world' activities and experiences.

Processes

Professional Learning

All staff identify their professional learning needs in their annual professional development plan. Courses are offered to match need. Training is provided for all staff to develop their skills in understanding behaviour disorders, mental illness and anxiety.

School Management Project

School wide processes and the reward system are used effectively and consistently and are regularly reviewed and adapted to meet student needs and their behavioural goals .
All staff enforce the expectations of common language.
Boundaries are set for limited tolerance of disrespectful behaviour in designated areas of the school.

School Leadership Project

A class captain is appointed to increase understanding of responsibilities and to contribute to the learning of other students as well as the broader community.

Class captains represent the student body as a school council and meet fortnightly to discuss ideas.

Evaluation Plan

- Survey responses from mainstream executive and classroom teachers.

- Survey responses from parents, students, teachers and school learning support officers about the effectiveness of the Karningul program and how it can be improved.

Practices and Products

Practices

The daily behaviour sheets from each student will be assessed and the data is used to develop individual learning goals represented in student's learning plans.

Students attend school more regularly and are engaged in the learning programs.

Products

A decrease in the number of suspensions for inappropriate behaviour, improves attendance rates.

Processes

Strategic Direction 3: Transition

Purpose

To provide strategies for students to enable them to adapt when moving between school settings and the community.

Improvement Measures

Students gain additional integration time back at their mainstream school within their first three months of the Karningul program.

A high percentage of students return full time to their mainstream school where they successfully reintegrate and continue their schooling.

People

Staff

• will contact and visit the mainstream schools to establish a working relationship and maintain contact by email, phone or attendance at the school to monitor progress.

• will participate in the annual review process determining the suitable placement of the students.

• will provide staff at mainstream schools information about the Karningul program and ideas for managing the behaviour of the shared student.

• will provide authentic learning experiences in real life situations beyond the boundaries of the school.

Students

• have a repertoire of skills to successfully manage their behaviour in a range of settings

• will attend their regular school on the negotiated time and day

.• will practice the skills acquired at Karningul at their regular school.

• will follow the school rules when integrating.

Parents/Carers

Enter collaborative partnerships with the school community and outside agencies to support student's successful transition into their mainstream schools and the wider community.

Processes

Annual reviews

Meetings are held annually with all stakeholders to ensure the Karningul program is serving the needs of the student and their families. Appropriate placement and future planning is discussed and projected.

Transition Plans

Transition plans are negotiated between the two schools and and monitored weekly. Separate transition plans are written for students moving to new settings including Year 6 to 7.

Resilience and Well–being Programs

Staff focus on resilience programs to build character and well–being in students to enhance their successful transition and return to their mainstream school.

Evaluation Plan

• Survey responses from mainstream schools.
• Survey responses from parents.
• Monitoring of attendance
• Monitoring of placement after leaving the Karningul program for the first 12 months.

Practices and Products

Practices

Students gain additional integration time back at their mainstream school within their first three months of the Karningul program.

Students integrating back into their regular schools are managing their behaviour and increasing their number of hours during the week towards full time attendance.

Products

A high percentage of students return full time to their mainstream school where they successfully reintegrate and continue their schooling.

Less students transition to another behaviour setting.