

School plan 2018-2020

Woniara Road School 5609



School background 2018–2020

School vision statement

Learning for Life

Woniara Road School's vision is to strengthen our culture of care, respect and empowerment by being committed to delivering a positive, supportive, enriching and engaging learning experience for all students.

By promoting quality evidenced-based individual education, student wellbeing and transition opportunities, we aim to enable our students to become successful learners, confident and creative individuals and active and informed citizens.

Woniara Road School is committed to providing every student the opportunity to achieve their personal best through engaged, active and supported learning in a safe, respectful and nurturing school environment. In doing so, the school aims to be a Centre of Excellence in promoting individualised learning, student wellbeing, engagement and academic success.

School context

Woniara Road School is a NSW government school for specific purposes located in the Hurstville area. The school enrolls secondary-aged students from the Sydney area and caters directly for students diagnosed with an internalising emotional disorder and/or mental health issues.

Woniara Road School is a diverse learning environment that values and develops each student's strengths, unique talents, and academic potential. The school adopts a strategic and planned approach to support each student's cognitive, emotional, social and wellbeing needs, providing educational experiences and opportunities combined with wellbeing management that develops students' social skills, independence, personal worth, and responsibility.

The school works in consultation with parents, carers, mental health professionals, community supports, and the students themselves to develop highly personalised individual learning plans that address students' unique academic, social, and emotional needs.

The majority of students access a mainstream curriculum via Sydney Distance Education High School. This curriculum is supported by extensive in-school programs that support learning and increase students' independence, social skills and anxiety management skills.

It is Woniara Road School's objective to provide each student with an educational pathway leading to the attainment of an academic and/or vocational accreditation.

School planning process

In 2017, through the school's ongoing review processes and external validation procedures, the 2015–17 School Plan was reviewed with an eye to developing school improvement for the next three year cycle.

Consultation took place between staff, students, parents, carers and the broader school community consisting of a range of organisations the school works in collaboration with, including Community Health, Shopfront Theatre, St. George Youth Services, Job Support Agencies, local businesses, Sydney Distance Education High School and Principal School Leadership.

Data was gathered from a range of sources, including student surveys, termly parent meetings, complex case management meetings, personalised academic and wellbeing plans, student reports, NAPLAN and HSC results, as well as the data collected from our transition programs and engagement programs.

This data was analysed and interpreted in the context of the School Excellence Framework, which enabled the school to identify its areas of strength and designated areas in which it needed to grow. As a result, three strategic directions were identified for future development across the school:

- Improved Student Engagement and Learning
- Improved Quality Teaching
- Positive Pathways

School strategic directions 2018–2020



Purpose:

To improve student outcomes by embedding evidenced-based, collaborative, personalised and future-focused learning experiences within a framework of high expectation and wellbeing supports. Through improving student engagement, students achieve higher than expected growth in individual plans in the key areas of literacy, numeracy, and creativity, enabling them to confidently access future opportunities.



Purpose:

To create a culture of continuous improvement where staff are supported and inspired to engage in professional learning and develop evidence-based, future-focused quality teaching practices, enabling them to facilitate improved academic and wellbeing outcomes for all students.



Purpose:

To create and strengthen a network of community partnerships, providing students with greater access to individuals and organisations that can support them in their wellbeing, academic goals, and social development, culminating in the collaborative development of comprehensive transition plans for students that addresses their needs and goals at every transitional stage.

Strategic Direction 1: Improved Student Learning and Engagement

Purpose

To improve student outcomes by embedding evidenced-based, collaborative, personalised and future-focused learning experiences within a framework of high expectation and wellbeing supports. Through improving student engagement, students achieve higher than expected growth in individual plans in the key areas of literacy, numeracy, and creativity, enabling them to confidently access future opportunities.

Improvement Measures

Increased proportion of students achieving higher than expected growth on internal data measures.

Increased proportion of students achieving stage-based outcomes in literacy.

Increased proportion of students achieving stage-based outcomes in numeracy.

Increased proportion of students actively engaged in their learning and seeking HSC or equivalent vocational certification.

People

Students

Students actively engage in future-focused, collaborative learning processes with a growth mindset, adopting personalised learning and wellbeing strategies to improve confidence, engagement, and academic outcomes.

Parents/Carers

Parents actively participate in collaborative practices that support wellbeing, engagement, and high expectations in student learning.

Staff

Staff continuously develop their capabilities to evaluate, develop, deliver and assess teaching strategies, giving the highest priority to evidence-based teaching strategies that enhance wellbeing, engagement, and academic performance.

Leaders

Leaders adopt a coordinated approach to promoting evidence-based teaching and learning strategies, educational aspiration, and a growth mindset in the whole school community.

Processes

Individual Learning with a Growth Mindset:

Develop and incorporate specific measures of student achievement, methods of assessing the effectiveness of individual learning strategies, and evidence-based strategies to improve student outcomes in the key areas of literacy, numeracy and creativity.

Engagement Programs and Future-Focused Learning:

Implement evidenced-based small group and collaborative learning practices in the areas of literacy, numeracy, and STEM.

Data Skills and Use:

Implement effective student tracking, assessment and reporting systems to identify school performance and student growth in key areas.

Evaluation Plan

IEPs

PDPs/Classroom Observations

Teacher Reflections

Student Learning Surveys

Student Interviews

Reviews

Practices and Products

Practices

Individual learning plans that incorporate effective visible learning strategies such as explicit teaching, effective feedback, and self-assessment.

A systematic process of identifying and addressing individual students' learning needs in the key areas of literacy and numeracy.

Students reflect and report on their achievements and learning goals. They demonstrate confidence as learners and identify areas of development and progress in their own individual learning plans.

Products

The school has implemented evidence-based teaching and learning strategies, resulting in measurable improvements in the school's internal wellbeing and performance measures.

Students' individual plans include student voice and provide contextual information that is personalised, comprehensive and provides clear information about learning growth and improvement measures.

Students receive evidence-based explicit teaching and effective feedback at their point of need, and teaching, learning, and engagement programs are dynamic and collaborative, showing evidence of student input and improved learning and wellbeing outcomes for students.

Strategic Direction 2: Improved Quality Teaching and Learning

Purpose

To create a culture of continuous improvement where staff are supported and inspired to engage in professional learning and develop evidence-based, future-focused quality teaching practices, enabling them to facilitate improved academic and wellbeing outcomes for all students.

Improvement Measures

Increased use of evidence-based teaching strategies by all teachers.

Improved data collection and analysis processes provide a comprehensive view of student progress, which then informs future teaching and learning strategies.

Increased proportion of teaching staff have attained and are maintaining accreditation at Highly Accomplished or Lead teacher in key areas of the professional standards.

People

Students

Students engage in evidence-based, future-focused learning practices and programs which support their wellbeing and academic needs.

Leaders

School leaders build the capacity of the school community to collect and use data when developing quality teaching and learning practices.

Parents/Carers

To provide feedback on school performance and to collaborate with the school in addressing that feedback.

Staff

To work collaboratively in developing and delivering evidence-based quality teaching practices that are adapted to fit the school's context.

Processes

Evidence-based Teaching:

Develop, implement, and engage in high quality evidence-based professional learning, with a focus on effective feedback, direct instruction, and explicit teaching.

Collaborative Practices:

Develop and implement innovative collaborative teaching and learning practices tailored to the school context.

Evaluation Practices:

Develop and implement robust data collection and analysis processes that inform future modifications to teaching and learning practices.

Evaluation Plan

IEPs

PDPs/Classroom Observations

Teacher Reflections

Student Learning Surveys

Student Interviews

Reviews

Tracking Sheets

Practices and Products

Practices

Teachers share expertise, model effective practice, and use student data, feedback and research to evaluate the effectiveness of their teaching plans, practices and programs. They regularly work collaboratively to review each student's learning, and provide explicit, specific, and timely feedback to one another to promote the most effective strategies.

The school is committed to collecting and using data when implementing plans for continuous improvements to teaching practices that meet the diverse academic, social, transitional and mental health needs of all students.

Products

The use of data is embedded in the school's processes for decisions, interventions and initiatives.

Teachers' PDPs reflect an understanding and implementation of evidence-based teaching practices and collaborative learning.

Students' Individual Learning Plans include well-developed and evidence-based teaching practices and incorporate student feedback and data in identifying and addressing individual student needs.

Strategic Direction 3: Promoting Positive Pathways

Purpose

To create and strengthen a network of community partnerships, providing students with greater access to individuals and organisations that can support them in their wellbeing, academic goals, and social development, culminating in the collaborative development of comprehensive transition plans for students that addresses their needs and goals at every transitional stage.

Improvement Measures

Increased proportion of students meeting or exceeding transition targets.

Increased percentage of students reporting that they are confident with community engagement.

Increased proportion of students actively engaged with mental health and vocational supports.

People

Students

Students engage with personalised support and transitions plans and programs and demonstrate behaviours, attitudes and expectations that enhance wellbeing and lead to improved transitional outcomes.

Staff

School staff support a culture of high expectation and actively promote community engagement that supports students' academic, wellbeing and post-school needs.

Staff also maintain and expand knowledge of best practices in wellbeing and transition management, and constructively contribute to the promotion of the school's positive and caring learning environment.

Parents/Carers

Parents/carers engage in and support student-focused transition planning that delivers positive pathways for students.

Community Partners

Community partners engage in and support student-focused transition planning that delivers positive pathways for students.

Leaders

School leaders establish a culture of community connectedness and actively develop new partnerships and support structures that improve student outcomes throughout all transitional periods.

Processes

Transition Partners (Vocational):

Establish and strengthen partnership with TAFE to develop school-specific TAFE-based courses.

Transition Partners (Wellbeing):

Improve level of collaboration in transition planning processes with partners to develop a shared ownership for providing students and families access to successful long term mental health support.

Community Engagement:

Provide greater opportunities for community engagement through student leadership initiatives, SRC programs and volunteering, empowering students to become active and engaged citizens in the community.

Evaluation Plan

- Transition Plans
- Teacher Reflections
- Student Community Engagement Surveys
- Student Interviews
- Reviews
- Tracking Sheets
- Partnership Agreements

Practices and Products

Practices

Provide students with access to supported mainstream vocational opportunities that develop their independence, self-management and social skills, and lead to post-school options.

The school works openly in partnership with the community to provide opportunities that promote student engagement, leadership, participation and confidence.

Students have high quality, collaboratively developed transition plans, where all parties are actively invested in delivering improved transition outcomes.

Products

All students have detailed, collaboratively developed transition plans that address students' academic and wellbeing needs to successfully prepare them for the next step in their journey.

Student reflection survey data after community engagement programs show that students are well-prepared, confident and motivated by a sense of purpose.