

# School plan 2018-2020

Coreen School 5637



# School background 2018–2020

## School vision statement

At Coreen School our vision is to inspire students to be self-reliant, responsible and socially appropriate members of the community. We will equip our students with skills to experience personal achievement in managing their emotional and behavioural needs.

## School context

Coreen School is a NSW Department of Education school for high school students with assessed additional needs in learning and behaviour. Students are referred to Coreen School through a Regional placement panel and parents/caregivers visit the school prior to enrolment. Coreen School has a maximum of 49 students at the main campus on Hereward Highway, and a further 21 students at the Blacktown Tutorial Centre (BTC) campus on Sunnyholt Road. There are a total of 10 classes across both campuses. Coreen School is well resourced with facilities including: Visual Arts and Industrial Arts rooms, Hospitality Trade Centre, library and community connections room; a swimming pool, hall, all weather artificial turf court, oval, sports sheds with bikes and two school buses.

## School planning process

Schoolplanning followed the following processes:

- Term 3, 2017 – Coreen School staff commenced evaluating the current school plan in preparation for developing the 2018–2020 School Plan. Executive staff, teachers and school learning support officers worked collaboratively to review the school’s vision statement, strategic directions and practices. The staff identified areas of achievement, issues with implementation, their possible solutions and new directions for school improvement. The outcomes from this review lead to the development of the school’s future directions.
- Term 4, 2017 – Executive working group attending a school planning workshop with local schools to commence drafting the 2018– 2020 School Plan.
- School self-assessment using the School Excellence Framework.
- Term 1, 2018 – School teams (Wellbeing, Learning and Support, Positive Behaviour for Learning, Strategic Management, Community and Curriculum) reviewed recommendations and developed improvement measures for their areas of responsibility.
- Community Team meetings discussed direction and individual needs to support staff, students and Families/Carers including, community incursions and excursions, feedback from parents/caregivers, staff, students, CLO and community organisations.
- Consultation with Karabi Community Development Services to review and provide input into the 2018 – 2020 School Plan.
- Aligning the school plan with the School Excellence Framework Version 2.
- Term 1, 2018 – whole school review of draft School Plan 2018– 2020.

# School strategic directions 2018–2020



**Purpose:**

At Coreen School our focus is to establish rapport and build relationships with students through a variety of engaging learning experiences so that they become self-reliant and responsible citizens equipped with skills to negotiate life.



**Purpose:**

At Coreen School we aspire to develop socially appropriate and responsible students. We will achieve this by equipping our students with social and vocational skills that enable them to interact positively with and contribute to their wider community.



**Purpose:**

We value and cater to individual learning needs through the delivery of practical, engaging and significant teaching practices which will enable our students to achieve personal best in their learning.

# Strategic Direction 1: Student Engagement and Achievement.

Purpose	People	Processes	Practices and Products
<p>At Coreen School our focus is to establish rapport and build relationships with students through a variety of engaging learning experiences so that they become self-reliant and responsible citizens equipped with skills to negotiate life.</p>	<p><b>Students</b></p> <p>Building the academic, work and social readiness of all students through participation in a diverse curriculum delivered in a variety of settings.</p>	<p><b>School structure promotes the effective development of all students in their preparation for beyond Coreen School.</b></p> <ul style="list-style-type: none"> <li>Allocation of funding and appointment of staff to supervise programs for Blacktown Tutorial (BTC) and Coreen School students. SLSO support will be provided to meet transition program goals.</li> </ul>	<p><b>Practices</b></p> <p><b>School structure promotes the effective development of all students in their preparation for beyond Coreen School.</b></p>
<p><b>Improvement Measures</b></p>	<p><b>Staff</b></p>	<p><b>School structure supports student engagement and achievement:</b></p>	<p><b>School structure supports student engagement and achievement:</b></p>
<p>Student success will be tracked by using internal school performance measures and aligning student achievement to the goals and benchmarks listed in their Personalised Planning and Support Plans (PLSPs), Individual Transition Plans (ITPs) or Personalised Learning Pathways (PLPS).</p>	<p>Provide all staff with professional development opportunities to build their capacity to deliver Project Based Learning pedagogy, work experience programs, Positive Behaviour for Learning, a Social Skills program and team teaching opportunities across the two campuses. Access DoE personnel to support program implementation.</p>	<ul style="list-style-type: none"> <li>Individual attendance and transition plans are developed to engage students in learning and to facilitate movement into and beyond Coreen School.</li> <li>Delivery of programs to enable BTC students successfully transition/return to their mainstream school. Tracking of course outcomes to monitor ITPs and their home school's curriculum requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Junior campus (Years7–9, Coreen School site) – where Literacy, Numeracy, Health, Sport and Project Based Learning pedagogy are embedded across the curriculum.</li> <li>Senior Campus (Years 10 –12, Blacktown Tutorial School site) – where Literacy, Numeracy, Health, Sport and Project Based Learning, Vocational Education and work experience programs are embedded across the curriculum.</li> </ul>
<p><b>80%</b> of Senior Campus students are engaged in vocational education and/or work experience programs.</p>	<p><b>Leaders</b></p>	<ul style="list-style-type: none"> <li>Refine procedures for the development of transition education plans between campuses and the student's mainstream school.</li> </ul>	<ul style="list-style-type: none"> <li>BTC students identified with programs developed in collaboration between Coreen School executive and their home school in preparation for transition to their mainstream setting. Programs are shared between schools to enable effective learning and transition.</li> </ul>
<p><b>80%</b> of students achieve a positive PBL reward annually</p>	<p>Strengthen the leadership and management capacity of all staff through participation in teams, where initiatives will be investigated and recommendations made to the school executive.</p>	<ul style="list-style-type: none"> <li>Partnership with BTC transition students' mainstream schools to refine expectations, procedures and transition processes to achieve successful outcomes for students.</li> </ul>	<ul style="list-style-type: none"> <li>Student PLSPs, ITPs and PLPS will target programs to meet their goals and learning needs ensuring successful transition beyond Coreen.</li> </ul>
<p><b>10%</b> annual reduction in negative Sentral welfare notifications.</p>	<p><b>Parents/Carers</b></p>	<ul style="list-style-type: none"> <li>Provide ongoing opportunities and training for staff to develop Project Based Learning Programs, their delivery, assessment and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>School teams consisting of all staff are reviewed annually to lead the development, implementation and evaluation of the school's strategic directions.</li> </ul>
<p>20% annual increase in positive referrals recorded in Sentral.</p>	<p>Parents/caregivers will have opportunities to provide input into Coreen School.</p>	<ul style="list-style-type: none"> <li>Project Based Learning scope and sequence will include electives using Indigenous Education themes.</li> </ul>	<ul style="list-style-type: none"> <li>External Indigenous educators provide services that are integrated across the curriculum.</li> </ul>
<p><b>10%</b> annual reduction in school suspensions.</p>	<p><b>Community Partners</b></p>	<ul style="list-style-type: none"> <li>Orientation programs in place to facilitate student transition from the junior to senior school and from Years 6</li> </ul>	
<p><b>10%</b> annual improvement in student attendance rates.</p>	<p>Work together to establish meaningful and proactive partnerships to engage all students in “real world” activities and learning opportunities.</p>		
<p>10% annual increase in students achieving RoSA or HSC.</p>			

# Strategic Direction 1: Student Engagement and Achievement.

## Processes

into 7.

### Positive Behaviour for Learning (PBL)

- PBL teams evaluate existing PBL practices, develop PBL data parameters, and develop a scope and sequence for Social Skills.
- PBL lessons are implemented into the classroom, creating a whole school understanding of Safe, Responsible and Respectful.
- Staff and student training in PBL practices.
- Implement Behaviour Management Flow Chart through TPL and mentoring.
- Results of PBL evaluations are reviewed with recommendations implemented.

### Wellbeing Systems

- Evaluate and refine the process of developing PLSPs, ITPs and PLPs.
- Continued professional learning on the use of Sentral for the reporting, management and tracking of data for school administration, PBL, LST, Wellbeing and student management.
- Case management of students by the Learning Support and Wellbeing teams to support engagement.

### Evaluation Plan

Internal regular tracking against milestones, school attendance, suspensions, participation rates in

## Practices and Products

- Expanded Transition Data Wall for utilisation across both campuses is used to track student engagement in work experience, travel training, vocational education and transition to mainstream schools.
- Transition team ensures NESAs mandatory hours are maintained for BTC students.
- Executive staff ensure mandated NESAs requirements are tracked to confirm RoSA and HSC requirements have been met.

### Positive Behaviour for Learning principles are embedded into school practices.

- PBL expectations and socially appropriate behaviours are integrated into school programs including; reward systems, assemblies, excursions, classrooms and other places of learning.
- A Social Skills scope and sequence is developed and fully integrated into Coreen School's structure and embedded in PLSPs, PLPs and reports.
- Increased focus on recording positive referrals in Sentral.
- Utilise Sentral to track, investigate and monitor data to develop programs to address behaviour management practices.
- Implement student leadership programs to build their capacity to support school programs and to develop their own personal confidence.

### Wellbeing systems are structured to

# Strategic Direction 1: Student Engagement and Achievement.

## Processes

programs, work samples, transition students returning to home schools, Transition Wall, elective choices, PBL rewards, Sentral data, social skills continuum, completion rates at Stage 5/6 or 17 years and post school destinations.

## Practices and Products

### **facilitate student engagement and achievement.**

- Wellbeing Team systems are evaluated and refined to support student engagement and achievement.
- All staff recognise and follow the referral and feedback process for both Learning Support and Wellbeing teams.
- All staff are familiar with Sentral for the management, tracking and reporting data for school practices.
- PLSPs, ITPs and PLPs are reviewed by staff each term.

## Products

**School structure promotes the effective development of all students in their preparation for beyond Coreen School.**

**Positive Behaviour for Learning principles are embedded into school practices.**

**Wellbeing systems are structured to facilitate student engagement and achievement.**

# Strategic Direction 2: Community Culture and Values

## Purpose

At Coreen School we aspire to develop socially appropriate and responsible students. We will achieve this by equipping our students with social and vocational skills that enable them to interact positively with and contribute to their wider community.

## Improvement Measures

Student success will be tracked by using internal school performance measures including: attendance, participation rates in the school community based programs, academic attainment and post school pathways. Parent/Caregiver engagement will be measured through attendance at school events and participation in developing PLSPs, ITPs and PLPs.

Improvement measures will include: increased student participation in work experience or vocational education programs, school attendance rates, academic attainments, transition to home schools and post school pathways.

**10%** annual increase in parent/carer participation in school organised events.

**100%** of eligible BTC students are supported with access to a mainstream curriculum.

**80%** of BTC students are engaged in vocational education programs.

**50%** of BTC students are engaged in transition programs with their home school.

## People

### Students

Partnerships with the broader community provide students with the opportunities to engage in vocational training, work experience, mentoring and community participation programs to prepare them for the transition beyond Coreen.

### Staff

Staff will be provided with opportunities to work collaboratively with local businesses, schools, Aboriginal and other community organisations.

### Leaders

Initiate, build and support links with the broader community.

### Parents/Carers

Encouraging parents/carers to engage in their child's education and welfare by providing them with the opportunities to develop a connection with the school.

### Community Partners

Build the expectations and capacity of home schools and community by working with Coreen School to establish meaningful and proactive partnerships

## Processes

### Established community partnerships:

- Re-establish community programs in collaboration with Community Team and Senior Campus staff.
- Utilise Social Media to communicate with Coreen School community.
- Continue to develop links with businesses, Indigenous and community organisations.
- Re-establish community and business network list which is available to all staff.
- Re-employment of a Community Liaison Officer (CLO) and a community room continues to be supported and resourced.
- Community Team in liaison with community agencies implement programs across Coreen School.
- Community facilitated programs for boys to be implemented.
- Expanding partnerships with primary and secondary settings to deliver a range of learning opportunities.
- Utilise community funding to establish and maintain programs.
- Utilise government agencies and clubs to assist with the implementation of learning programs.
- Communication lines are established with caregivers to engage them in the development of their child's learning and welfare.
- Providing support for parents and caregivers that will facilitate engagement of students.

## Practices and Products

### Practices

**Established community partnerships (Coreen Community Connections) are maintained and new links with business, schools, parents/caregivers and community organisations are formed.**

- Enhanced community links to support vocational education, work experience and post school pathways.
- Expanded partnerships with schools, including the local learning community to share resources and provide a range of learning/sporting opportunities for all students.
- Links developed with support services in the local community.
- Parent/caregiver support programs are provided within the school.

**All students have the opportunity to engage in a breadth of curriculum that is supported by the broader community.**

- Senior Campus students participate in work experience and/or vocational education programs.
- Interagency Support is utilised to provide incursions and excursions for students and parents/caregivers to support in-school programs.
- Excursions integrated into teaching/learning programs to support a broader community based curriculum.

### Products

# Strategic Direction 2: Community Culture and Values

## Processes

- Communication with parents using SMS.

### Engaging in a breadth of curriculum:

- Transition plans for Coreen to home school and beyond Coreen are developed.
- Induction and support programs are provided for students transitioning to their home school.
- Induction and support programs are provided to students engaging in external work experience programs.
- Protocols and policies are developed to ensure all mandatory work experience requirements have been covered.
- Refine in-school work experience programs.
- Students interviewed to match and identify their vocational needs and goals.

## Evaluation Plan

Internal regular tracking against milestones with input from all stakeholders. Tracking participation rates in work experience, vocational education, students returning to their home school, work ready and community facilitated incursions and excursions. Feedback from parents/ carers, staff, students, CLO and community organisations which support Coreen School in the delivery of programs will be essential in evaluating their impact on student learning and wellbeing.

## Practices and Products

**Established community partnerships (Coreen Community Connections) are maintained and new links with business, schools, parents/caregivers and community organisations are formed.**

**All students have the opportunity to engage in a breadth of curriculum that is supported by the broader community.**



# Strategic Direction 3: Teaching & Learning

## Purpose

We value and cater to individual learning needs through the delivery of practical, engaging and significant teaching practices which will enable our students to achieve personal best in their learning.

## Improvement Measures

**80%** of students with regular attendance will meet or exceed their pre-test results in literacy and numeracy.

Building staff capacity to support learning will be measured through staff achieving the goals set out in their Performance and Development Plan (PDP). Improvements in teacher quality will also be measured through the accreditation process with NESA.

**100%** of teaching and SASS staff have a PDP.

**100%** of teachers are achieving their PDP goals and are meeting NESA accreditation requirements.

**40%** of teachers are engaged in leadership roles within the school.

## People

### Students

Students will be engaged in enhancing their literacy, numeracy, social and life skills learning through a variety of curricular and extra-curricular programs that cater to their individual learning needs.

### Staff

All staff will participate in professional learning to enable them to design and implement teaching, learning and assessment to achieve best practice. Teachers will be supported in their accreditation with NESA. All staff at Coreen School will be supported in the development of their PDPs.

### Leaders

Lead initiatives within the school to build the capacity of all staff to implement quality teaching practices and to provide mentoring and opportunities for all staff to engage in professional learning.

### Parents/Carers

Parents/Caregivers will engage with their children's learning through the development of Individual Education Plans and providing feedback to the school.

### Community Partners

Engage community organisations in supporting the delivery of curriculum and learning experiences.

## Processes

### Students are achieving growth in literacy and numeracy:

- Planning processes ensure literacy and numeracy outcomes are evident across all teaching programs.
- PLSPs, ITPs and PLPs contain detailed information about student achievement across the curriculum and identified areas requiring additional support.
- Expansion of ICT programs including; Matific and RAZ to support teaching/learning programs across the curriculum and to meet the individual needs of students.
- Staff professional learning in using Life Skills outcomes from across the NESA Learning Areas to support the development of teaching/learning programs.
- Implementation of individual literacy and numeracy programs, PLSPs and PLPs for all students based on individual needs. Students from an Indigenous background will have their PLSPs and ITPs integrated into their PLPs (Personalised Learning Pathways).
- The Curriculum Team will be responsible for the delivery of teaching and learning programs across the school.
- A common program template is used across the school for teachers to implement their teaching/learning programs.
- Appoint a KLA Literacy Coordinator to focus on improving literacy teaching/learning programs and to support both staff and students.

## Practices and Products

### Practices

#### Students are achieving growth in literacy and numeracy outcomes as measured against the goals and benchmarks set out in their PLSPs or PLPs.

Literacy and numeracy outcomes are integrated into all teaching/learning programs.

- Pilot and evaluate ICT programs with key teachers prior to implementation across the school.
- All staff use the school's curriculum program template to develop their teaching/learning programs.
- Embedding 8 Aboriginal Ways of Learning into program development and curriculum delivery.
- Timetable structures include daily one hour sessions dedicated to both literacy and numeracy teaching.
- Data is used to inform program development, PLSPs, ITPs, PLPs and to evaluate student achievement.
- Literacy and Numeracy Data Walls are refined to track student achievement across identified outcomes.
- Quality teaching is the foundation for learning. Providing all staff with the opportunities to engage in professional learning that will build their capacity to deliver quality teaching and support systems.

#### Professional learning opportunities and programs are available for all staff.

# Strategic Direction 3: Teaching & Learning

## Processes

- Appoint a KLA Numeracy Coordinator to focus on improving numeracy teaching/learning programs and to support both staff and students.
- Embed literacy and numeracy outcomes in Project Based Learning units.

### Professional learning opportunities and programs are available for all staff:

- Executive and senior staff will take leadership roles for committees with a team of teachers and SLSOs.
- Succession training opportunities will be established for leadership roles.
- Provide professional learning opportunities for SLSOs to support them in implementing school priorities, their PDPs and individual professional needs.
- The school develops and registers courses for staff professional learning through MyPL and NESAs.
- Mentoring programs are in place to support teachers in the full implementation of the Australian Professional Standards for Teachers.
- Teaching programs are developed to include the explicit use of the quality teaching framework. This is supported through mentoring sessions.

## Evaluation Plan

Internal regular tracking against milestones, tracking numeracy and literacy progress against benchmarks, pre and post tests, work samples and diagnostic literacy and numeracy assessments.

## Practices and Products

### Practices:

- Systems are in place to support staff in achieving their accreditation goals with NESAs.
- A staff mentoring program is established to support teachers in developing their teaching/learning practices and in gaining accreditation.
- All teaching staff will have their own Professional Development Plan linked to the Australian Professional Standards for Teachers.
- All non-teaching staff will have access to training and development programs to meet their professional development goals.

## Products

**Students are achieving growth in literacy and numeracy outcomes as measured against the goals and benchmarks set out in their PLSPs or PLPs.**

**Professional learning opportunities and programs are available for all staff.**

# Strategic Direction 3: Teaching & Learning

## Processes

Building staff capacity will be measured through achievements against professional learning goals, accreditation with NESA, mentor observation, MyPL and NESA records.