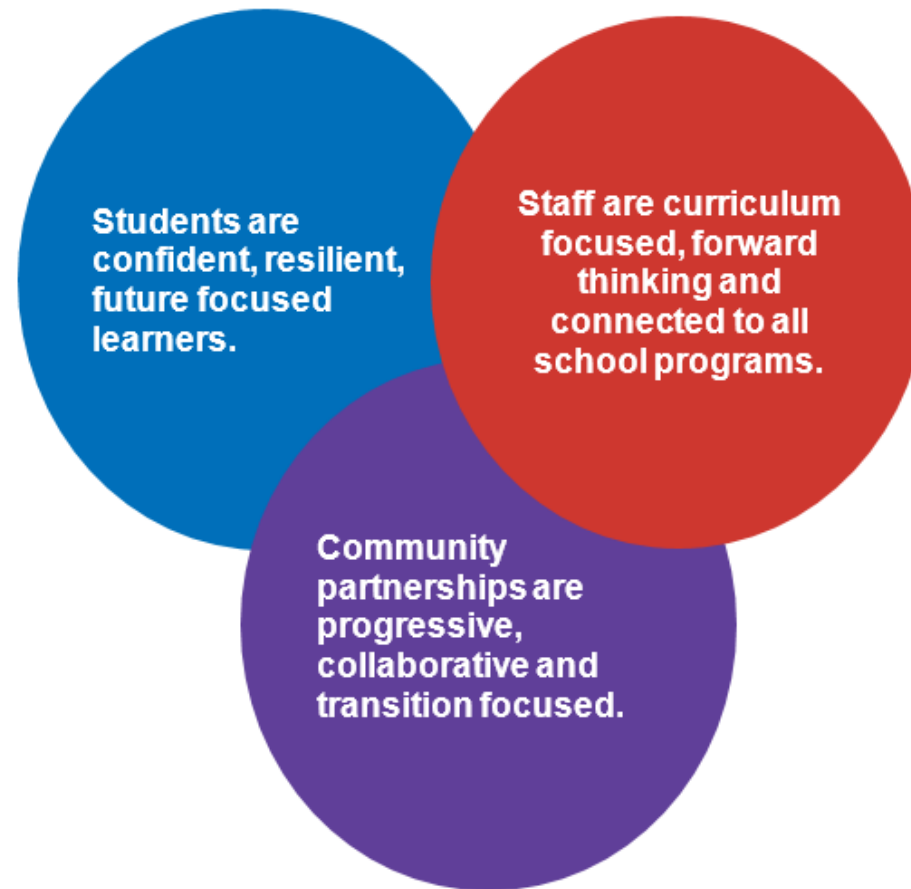


School plan 2018-2020

Rivendell School 5654



School background 2018–2020

School vision statement

The Rivendell School community prides itself on promoting shared and individual responsibility for positive and respectful relationships; safe behaviour; cooperation and participation in quality teaching and learning which is underpinned by the quality teaching framework.

We are committed to a shared vision that fosters an inclusive school culture and is evident in the ways in which we guide, inspire and challenge our diverse student population. Every student is given the opportunity and support to achieve their individual goals and develop personal resources for future success and wellbeing.

As a staff we are committed to critically reflecting on our practice, respecting student and community voice and exploring innovative teaching and learning.

School context

Rivendell School is part of a joint NSW Ministry of Health and Department of Education (DoE) facility. It is located within the historical Thomas Walker Estate at Concord West and shares the site with the Rivendell Child, Adolescent and Family Mental Health Service. Rivendell School provides the educational component for students admitted to the Yaralla and Lawson programs of the Rivendell Adolescent Mental Health Unit.

The school also has two DoE programs for students with an emotional disorder. The Paterson program caters for students in Stages 4 and 5. The Sulman program is a stage 6 program.

There are two learning centres staffed by Rivendell School on off-site campuses. One is within the Walker Adolescent High Severity Psychiatric Unit in the Concord Centre for Mental Health. The other learning centre is at Gna Ka Lun Acute Adolescent Mental Health Unit attached to Campbelltown Hospital.

The school provides a broad academic curriculum, Individualised Education and Wellbeing Programs, targeted vocational programs, and the opportunity for students to participate in a range of extra curricula activities.

The school has a committed staff with a strong ethos of communication and collaboration with the wider school community.

School planning process

Our strategic directions were developed with input from our school community. This included Rivendell School staff, Rivendell Health staff, students and parents.

A school development day was set aside for staff to work with the executive and an external consultant to review the progress and achievements of the 2015 – 2017 school plan, and to consider and draft future directions for the new 3 year plan. Rivendell executive worked together to draft the three strategic directions and reflect on their purpose. At each stage consultation occurred with all staff.

Surveys were sent to parents and Rivendell Health staff. The surveys invited feedback and suggestions for forward planning and school improvement. The SRC was closely involved in the planning and consulted their student colleagues.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Students are confident, resilient,
future focused learners.

Purpose:

To provide students with a positive educational pathway in a teaching and learning environment that has high expectations, prepares students for life beyond Rivendell and affords students opportunities to develop academically, socially, in leadership capabilities and in their areas of talent.

STRATEGIC DIRECTION 2

Staff are curriculum focused,
forward thinking and connected
to all school programs.

Purpose:

To support staff in their delivery of quality teaching and learning across all school programs, engagement in strategic professional learning and innovation in curriculum delivery. This will support a culture of reflective practice, enabling successful student outcomes.

STRATEGIC DIRECTION 3

Community partnerships are
progressive, collaborative and
transition focused.

Purpose:

To nurture community partnerships that support students in the achievement of their goals at Rivendell and as they transition to future educational and vocational settings. To ensure all stakeholders work collaboratively in order to support students in their achievement of positive outcomes. To develop and sustain community partnerships that are innovative and progressive in the way they enhance the school community.

Strategic Direction 1: Students are confident, resilient, future focused learners.

Purpose

To provide students with a positive educational pathway in a teaching and learning environment that has high expectations, prepares students for life beyond Rivendell and affords students opportunities to develop academically, socially, in leadership capabilities and in their areas of talent.

Improvement Measures

50% of students will report an increase in positive peer support.

100% of students will have a collaboratively developed individual education plan.

100% of stage 4 and 5 curriculum will be developed by Rivendell faculty teams and delivered in the Rivendell Learning Centre, and for stage 6 to be delivered by an external curriculum provider.

100% of students will have access to leadership opportunities within and beyond the school.

People

Students

Gain confidence and independence, experiencing success in a respectful learning environment.

Make informed decisions about their learning and the integration/transition process.

Practise social skills in a wide range of activities.

Staff

Build their capacity, through Professional Learning, coaching and mentoring from supervisors, in order to set high expectations for all students.

Work closely with students across the whole school to support them academically and socially.

Parents/Carers

Will be an integral part of the students' learning, integration and transition program.

Community Partners

Our community partnerships will be extended and valued, and will be integral to the social, sporting and formal activities at Rivendell School.

Processes

Individual Education Plan The IEP process is revised to better reflect students' literacy and numeracy needs, learning goals, required adjustments and input from parents and students. If possible there will be a standardised IEP across 5 programs.

Transition A carefully constructed transition program will be developed.

Evaluation Plan

Feedback/evidence will be seen/collected as a result of assessments within faculties.

IEPs will inform progress and success.

An increase in peer support will be measured by survey on admission and on discharge.

Practices and Products

Practices

Learning Students are seen to support their peers in order to enhance connections, confidence and wellbeing.

Students are actively engaged in their learning across all curriculum areas, with clear emphasis on their future directions.

All students will have a collaboratively developed Rivendell School IEP which will inform the 6 areas: academics, social/emotional, transport, living skills, transition, vocational education.

Teachers will work together to develop, deliver and assess quality academic programs within faculty areas.

Student Leadership The Rivendell SRC leadership program will provide a regular forum for student voice and connection to the school and our community. Students are confident and willing to engage with leadership opportunities both within and beyond the school.

Products

50% of students will report an increase in positive peer support.

100% of students will have a collaboratively developed individual education plan.

100% of stage 4 and 5 curriculum will be developed by Rivendell faculty teams and delivered in the Rivendell Learning Centre. Stage 6 be delivered by an external curriculum provider.

100% of students will have access to leadership opportunities within and beyond

Strategic Direction 1: Students are confident, resilient, future focused learners.

Practices and Products

the school.

Strategic Direction 2: Staff are curriculum focused, forward thinking and connected to all school programs.

Purpose

To support staff in their delivery of quality teaching and learning across all school programs, engagement in strategic professional learning and innovation in curriculum delivery. This will support a culture of reflective practice, enabling successful student outcomes.

Improvement Measures

100% of staff will apply their Performance and Development Plan to improve their practice.

100% of the Stage 4 and 5 curriculum will be developed and delivered by Rivdendell staff.

100% of Rivdendell curriculum will be planned following a 2 year cycle.

100% of staff engage in targeted professional learning.

People

Staff

All staff will use the Performance and Development Framework as their personal strategic plan to identify and align their learning needs, supporting their role at Rivdendell school.

Students

Students will be supported by quality teaching and individually differentiated programs.

Leaders

Leaders and executive will coach, mentor and support staff in their professional growth.

Processes

Performance and Development Framework

Each year all staff will develop their PDP, building upon the previous year's achievements.

Professional Learning is planned and is aligned to the school's 2018 – 2020 strategic directions.

Curriculum

Learning Centre: Teachers will deliver a full stage 4/5 curriculum in the Learning Centre, supported by faculty teams, executive supervision and relevant Professional Learning.

Technology: Staff capacity and competency is developed and classrooms employ a range of innovative approaches to embed technology into engaging learning experiences. SASS staff build their capacity to manage data and the technology demands of their role.

Evaluation Plan

Feedback will be collated as a result of Learning Centre attendance, student engagement, work product and subject grades.

Feedback will be evident in observations and discussions within the PDP process.

Practices and Products

Practices

All staff will use their Performance and Development Plan as a working document.

All Professional Learning will reflect the needs of individual staff and will be related to the Strategic Directions.

Staff access Professional Learning and share this learning in a variety of ways with the whole staff, expanding their skills and leadership opportunities.

Australian Professional Standards for Teachers are embedded in teaching practice at Rivdendell School.

Staff work collaboratively to deliver quality learning experiences, with a future focus, within and across school programs.

Products

100% of staff will meet regularly with their supervisor to engage in reflection around their professional practice and their PDP.

Learning Centre curriculum delivery, resources and student progress reports will be digitised and accessible to all staff.

Curriculum planning meetings will be built in to the school meeting timetable.

Strategy groups supporting the school plan delivery will meet regularly.

Strategic Direction 3: Community partnerships are progressive, collaborative and transition focused.

Purpose

To nurture community partnerships that support students in the achievement of their goals at Rivendell and as they transition to future educational and vocational settings. To ensure all stakeholders work collaboratively in order to support students in their achievement of positive outcomes. To develop and sustain community partnerships that are innovative and progressive in the way they enhance the school community.

Improvement Measures

100% increase in school website updates from baseline data taken in 2018.

Double the number of community partners.

100% of students will have a transition plan (IEP).

People

Staff

Will continue their effective communication with diverse parent and community groups to promote and expand positive and connected partnerships.

Parents/Carers

Continue to communicate openly with staff, attend term review meetings, school events and respond to strategies and structures to support home/school learning partnerships.

Students

Successfully access the community for integration and transition.

Community Partners

Community Partners: increase visibility and connection with Rivendell through events and planned activities. Maintain a strong connection with Rivendell SRC.

Health Partners: maintain collaborative communication and continue to build on the positive relationships already established.

Leaders

Will work towards building a collaborative and connected community of learners.

Processes

Community Partnerships

Build on existing partnerships and grow new and diverse connections within the community.

Transition

Community partners will contribute to the development of transition programs.

Evaluation Plan

Feedback regarding the transition progress will be evident in observations and discussions within the IEP review process.

Feedback/data from partners regarding successful transitions will be collated.

Events and activities at Rivendell will host community partners.

Practices and Products

Practices

Community Partnerships: our partners will contribute to Rivendell School in ways that support and enhance relationships and opportunities for student growth.

Transition-focused:

Partnerships between Rivendell School and the community will support and enhance the education, decision-making, and future directions of Rivendell students.

Products

All school staff will be trained to contribute to the school website, resulting in current information and resources being shared with the school community. This will encourage strong connections between the home, the wider community and school activities.

There will be an expansion of new and existing partnerships between Rivendell School and the wider community, including local schools and community organisations.

100% students will have a transition plan (included in IEP).