

School plan 2018-2020

Clarke Road School 5655



School background 2018–2020

School vision statement

Banner statement–

At Clarke Road School, we are committed to "Opening New Worlds" for every student.

Our purpose–To provide a caring and vibrant learning environment that engages students to achieve their personal best. To open new worlds for every student.

Our outcomes–The following outcomes drive our practice– Students are engaged in vibrant learning; Our school is a safe, caring and happy school environment; The creation of a voice for our students; Being part of your community; An outstanding teaching team; Directing a road to independence; Engaging, connecting and ensuring students belong.

Our values– Effective teamwork. Striving for excellence. Innovative practices and new ways of thinking. High standards in staff performance. Respect– Showing care and concern for other.

Our beliefs and assumptions– All students can learn. All students will receive a quality educational service. Individualised programs are essential. Every day is a learning opportunity. By understanding students we can better target learning. Parents and families play a most significant role in supporting learning at school and beyond.

Key strategies–

In The Zone For Learning (ITZ)

Creating a voice (CaV)

The communication passport (CP)

TEACCH

Functional Learning Interactive Program (FLIP) assessments.

School context

Clarke Road School is located in Sydney's Macquarie Park educational network. All students who attend have an intellectual disability and other associated support needs. Students range in age 4 years to 18 years. Thirty one percent of students are second language learners, whilst many of our students have communication impairments.. Students are placed at our school through the recommendations of a Department of Education placement panel in consultation with families.

At Clarke Road School, teachers and SLSOs work seamlessly together in the classroom, well supported by other support staff across the school – They all operate and are respected as "teachers".

We provide personalised and individualised educational programs for all students designed in consultation with families and stakeholders. We Implement the NSW BOSTES (NESA) Curriculum incorporating The Australian Curriculum, with accommodations and adjustments for complex learners. We specialise in many programs that support students who learn differently and require differentiated curriculum. We continue to provide professional learning across Australia for many schools and networks.

We have strong community networks and inclusive programs that foster belonging in the broader community. Our students are encouraged to develop skills and knowledge to manage themselves in our broader community and community access maintains an important place in our programs.

We have a strong community, state and national reputation for quality special education programs and provision of educational services. We have strong local links with Barker College and Hornsby South primary School. We continue to seek opportunities to strengthen links with other like schools in our state.

Be are a proud school, with a proud history. We strive for excellence in everything we do.

School planning process

Our school plan is completed following collaboration with families, the school Parents and Citizens Association and school staff. School Strategic Directions and priorities are discussed and milestone established to ensure we are accountable in progressing toward our goals. At Clarke Road we have used the Tell Them from Me surveys now for 3 years. Thanks to the teachers and families that participate we are provided with some great information and feedback that informs our planning for the following year.

Our school directions are drawn from knowledge of best teaching and learning practices for students with special education needs and feedback from families and parents surveys. Our plan reflects our commitment to delivering high standard programs to all of our students.

We completed External validation with the NSW Department of Education High Performance unit in November 2017. This provided insights into future planning and acknowledged our performance at excelling in 1 of the 14 areas.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning–Deep personalised
learning

Purpose:

We want students to have access to and use a unique set of learning tools that will help them to understand their world and open new opportunities. This means we must have a deep understanding of how our students learn and engage. Student centred personalised learning is central to the success of our students. We want to understand how the latest research and literature from neuroscience impacts teaching and learning for students with complex learning needs. We will then use this information to deliver on increasingly personalised learning.

We believe that student wellbeing is central to all learning and engagement and we will provide deeply personalised approaches to health care and wellbeing for our students.

STRATEGIC DIRECTION 2

Teaching–High Impact
classrooms

Purpose:

We aim to develop a deeply reflective culture of teaching practice and collaboration amongst our teachers. We want to shape new pedagogy, practices and thinking to realise on our purpose of opening new worlds for all students.

We want our learners to be successful. Teacher need high impact capabilities, skills, mindsets and knowledge to support the delivery of teaching and learning in our classrooms.

STRATEGIC DIRECTION 3

Leading– High Impact
leadership

Purpose:

We aim to develop a deeply reflective culture of leadership practice and collaboration. By focusing on high impact leadership we are embedding a culture of high expectations, genuine collaboration, deep self reflection and building leadership capabilities within our learning communities.

Strategic Direction 1: Learning–Deep personalised learning

Purpose

We want students to have access to and use a unique set of learning tools that will help them to understand their world and open new opportunities. This means we must have a deep understanding of how our students learn and engage. Student centred personalised learning is central to the success of our students. We want to understand how the latest research and literature from neuroscience impacts teaching and learning for students with complex learning needs. We will then use this information to deliver on increasingly personalised learning.

We believe that student wellbeing is central to all learning and engagement and we will provide deeply personalised approaches to health care and wellbeing for our students.

Improvement Measures

Students show progress against the Communication Passport assessment in the areas of cognition, receptive, expressive and social domains.

Decreased incidence of negative student behaviour and increases in the level of student engagement in learning over time.

There is evidence of the implementation of personalised tools from TEACCH, ITZ, Communication passport and Flip in all classrooms across the school.

People

Students

Students will access to a suite of learning tools that support their educational outcomes. Students will receive deeply personalised learning designed in collaboration with families and based on evidence based practices.

Staff

Staff will continue to grow their understanding of how our students learn and how brain function impacts learning. Collaboration, professional learning communities and mentoring with our academic partner will support teachers to develop their capabilities, skills and knowledge.

Parents/Carers

Parents will engage in professional learning communities that grows their understanding of how their child learns and how they can support learning. Parents will receive quality feedback on student's progress.

Leaders

Leaders will continue to sharpen their skills and capacities. They will grow strong leadership across the school that responds to the personalised needs of students.

Processes

Continue to embed the innovative curriculum framework, the Communication Passport. (CP) .

Continue to embed In The Zone for Learning. (ITZ) to assist students to be in an optimum state for quality teaching and learning to take place within classrooms.

Extend our knowledge of students with autism and the impact of patterns of learning using the TEACCH professional learning, practices and tools.

Conduct health clinics in association with the NIDHC.

Continue to embed and strengthen Positive Behaviour to Enable Learning (PBEL) so positive behaviour is taught and rewarded every day.

Our PBEL leadership team will continue to implement whole school systems and Investigate future directions and improvements of our whole school and personalised supports.

"Creating a Voice (CaZ)" teams will be continued. Teachers will continue to be mentored by an academic partner, and begin developing personalised process to support backgrounds including Aboriginal and migrant backgrounds.

Evaluation Plan

Develop a framework for the measurement of success and impact of whole school initiatives.

Use data to drive improved leadership /teaching and learning using evidence from wellbeing and CP

Practices and Products

Practices

Professional learning communities are the forum for innovation on students learning.

Student learning is focused on building on student's Cognitive, Receptive, Expressive, and Social skills.

Students are safe, good learners, good friends and care for themselves and for their school.

Health clinics deliver better health so we can focus on teaching and learning.

Products

Teachers use CP assessment data to design personalised learning and strengthen curriculum access. Teacher collaborate in professional learning communities around the passport and pedagogy to innovate students learning.

Increased knowledge in neuroscience and learning impact. Teacher create learning spaces that meet the needs of complex learners. Teachers use ITZ profiles to gain deeper understanding of student needs to design powerful learning experiences.

Teachers better understand autism and develop innovative strategies to support students to manage effectively, at and beyond school. Increased use of TEACCH practices in classrooms and improved resourcing to support students use of schedules and patterns of learning. Teachers align tools to students need.

Our students are part of your community; they have a strong voice in their learning and in the community.

Strategic Direction 2: Teaching—High Impact classrooms

Purpose

We aim to develop a deeply reflective culture of teaching practice and collaboration amongst our teachers. We want to shape new pedagogy, practices and thinking to realise on our purpose of opening new worlds for all students.

We want our learners to be successful. Teacher need high impact capabilities, skills, mindsets and knowledge to support the delivery of teaching and learning in our classrooms.

Improvement Measures

All teachers will be trained and implementing the new NESA syllabus documents as they become available.

New IT tools are engaged to increase communication with families and our new web site is operationalised.

The increased capacity of staff to apply new learnings in neurology and brain function to the strategies they engage to support complex learners across the school

Improved results on the Teachers Tell Them from Me survey and the People Matters survey.

People

Students

Students will receive high standard educational delivery focused on communication, wellbeing, curriculum access and capabilities for regulating engagement. Our learning environment will be designed to meet students need.

Staff

Strong, collaborative professional learning communities will increase teacher growth. Teacher accreditation and mentoring will build capabilities with the framework of the Australian Teachers and Principal standards.

Parents/Carers

Parent engagement in school projects, clinics and meetings will build capacity to understand student needs more deeply and to understand interventions that focus equally on cognitive, receptive, expressive and social domains and apply beyond school time.

Leaders

Leaders will continue to develop growth mindset capabilities and will engage using Art of leadership tools for internal control theory. Leaders will facilitate strong, respectful teamwork where innovation, reflection and high standards are valued. Leaders will build capacity of staff through distributive leadership, accreditation and credentialing processes.

Processes

Investigate and invest in technology that facilitates implementation of our key initiatives and improved communication with parents.

Increase our understanding of the impact of brain function on student engagement and then reframing and interpreting student behaviour from a brain perspective.

Collaboratively design and display visible learning progressions (data walls) that allow teachers to engage in professional learning conversations on student's performance.

Increase staff wellbeing and improve strategies to manage workload through engagement in clinics, mentoring, professional learning, meetings and learning communities

Implement mandatory NESA syllabus documents with individualised differentiation to meet the unique needs of our each of students

Trial the use of FLIP resourcing from our *Success for Complex Learners* project to strengthen just in time teaching and learning

Evaluation Plan

Develop a framework for the measurement of success and impact of whole school initiatives.

Use data to drive improved leadership /teaching and learning using evidence from wellbeing and CP

Practices and Products

Practices

Teachers are more able to deeply reflect on student's baseline data and the value add they aim to achieve.

More consistent whole school practices support students with complex behaviours and to increase engagement levels in learning.

Teachers display a deeper knowledge of our students and how they learn. .

Increase engagement in learning.

All staff are up to date with current syllabi requirements and are implementing scope and sequences in each subject area.

Products

More teachers gain higher levels of professional learning, accreditation or credentials.

Health clinics are consistently implemented with teacher engagement. Learning clinics are investigated as a forum for parents engagement for complex cases.

Improved resourcing for classroom and playground environments that meet students needs.

Improved communication with our community.

An outstanding teaching team directing a road to independence

Strategic Direction 3: Leading– High Impact leadership

Purpose	People	Processes	Practices and Products
<p>We aim to develop a deeply reflective culture of leadership practice and collaboration. By focusing on high impact leadership we are embedding a culture of high expectations, genuine collaboration, deep self reflection and building leadership capabilities within our learning communities.</p>	<p>Students</p> <p>Students will participate actively in in learning. Students will have deeply personalised learning delivered by highly qualified and capable teachers.</p> <p>Staff</p> <p>Our staff will be part of professional learning communities that have a strong student centred focus. Teacher will be encouraged to be innovative and take risk that facilitate new ways of operating and teaching.</p> <p>Improve the IT skills and capabilities of leaders and administrative staff.</p> <p>Parents/Carers</p> <p>Parents and community members will be supported to work together successfully to build inclusive networks of support for our students and school. Together we will grow our thinking about how to improve educational and life outcomes for special needs students.</p> <p>Leaders</p> <p>Improved personalised teaching and programming will be driven and supported by our school plans and values.</p> <p>Leadership is developed at all levels within our school. Our leadership team will drive improvement in performance and delivery of teaching and learning for special education at broader state and national levels. Leaders will engage in leadership credentials, professional learning and accreditation to sharpen our skills.</p>	<p>Increase parents understanding of the educational needs of students living with complex disabilities.</p> <p>Implement the School Plus Fair education project "Success for Complex Learners" (SCL) over the next three years in collaboration with The Hills School, William Rose School and Halinda School, Willans Hill School, and the support units of Lalor Park Primary School and Broken Hill High School. .</p> <p>Support leaders through 3 stages of a coaching framework.</p> <p>.</p> <p>Support the implementation of Leading Learning for All (LL4A)</p> <p>Investigate a collaboration with Glasser instructors– R. Stones and J. Hatswell to write a course for parents on internal control therapy for complex learners.</p> <p>Leaders will reflect on their capabilities against the national leadership standards or other tools..</p> <p>Evaluation Plan</p> <p>Develop a framework for the measurement of success and impact of whole school initiatives.</p> <p>Use data to drive improved leadership /teaching and learning using evidence from wellbeing and CP</p>	<p>Practices</p> <p>All staff, parents and community have increased knowledge and instructional capabilities in the implementation of our key initiatives– In The Zone, CaV, Communication Passport, TEACCH and Flip.</p> <p>A strong statewide professional community is formed as a result of our Fair Education project– Success for Complex Learners. .</p> <p>There will be improved school wide, statewide and national wide practices that support complex learners.</p> <p>Increased technology resourcing and capabilities make our work practices are more effective and efficient..</p> <p>Products</p> <p>A new parenting course for the families of complex students is designed, trialled and implemented successfully.</p> <p>Leaders complete credentials and/or accreditation at increased levels of attainment.</p> <p>All leaders, staff and community contribute in engaging, connecting and ensuring students belong.</p>