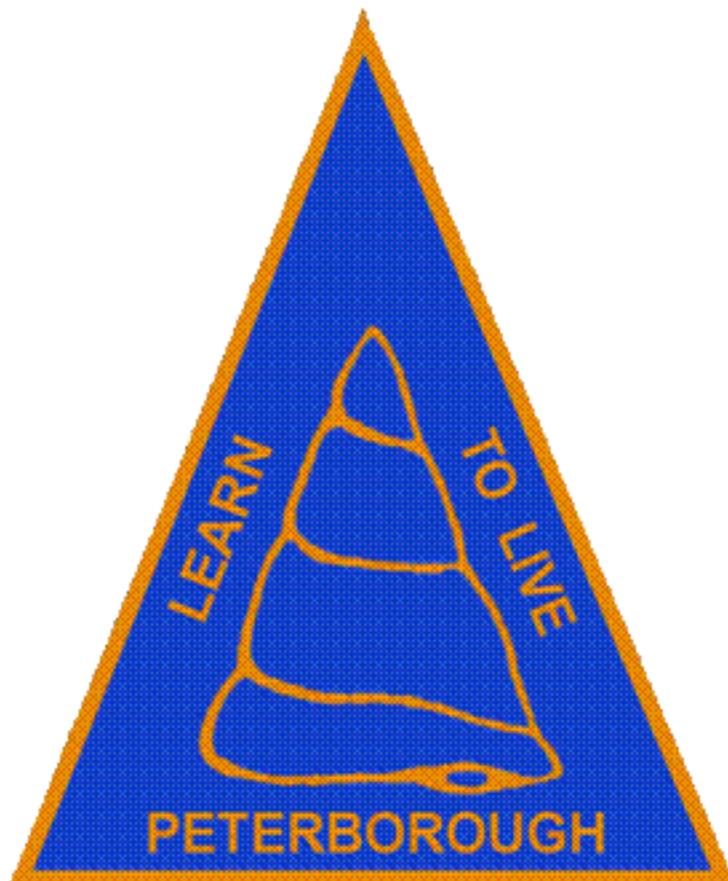


School plan 2018-2020

Peterborough School 5666



School background 2018–2020

School vision statement

We believe that all students can learn.

Our vision is to:

- Provide each student with a safe, positive, inclusive and innovative learning environment
- Develop school programs that are individualised and meaningful
- Immerse students in quality programs
- Empower each student to reach their potential
- Provide students with the tools to become valued citizens of the future

School context

Peterborough School caters for students aged 4 – 18 years of age with moderate to severe intellectual, physical and multiple disabilities including autism and mental health disorders.

The School currently has an enrolment of 99 students.

Students come from a range of socio economic backgrounds and cultures.

In consultation with parents, carers and support personnel staff develop individualised programs for each student.

Class programs cover all Key Learning Areas while still focusing on individual student learning.

The School is supported by a Parents and Friends Association and has strong links to the community.

Features of the school include:

- Hydrotherapy pool
- Safe play and sensory withdrawal spaces
- Library – computer lab and communication resource room
- Buses – community access , school camps
- Performing Arts Program – Rhythm Village, dance and signing choir
- Specialised equipment and resources including augmentative and alternative communication devices (switches, iPads).

School planning process

The school planning process involved consultation with the community, parents / carers and school staff.

Opinions were sought from parents and carers during individual student planning meetings.

Much of the plan was driven by findings drawn from participation in external validation in 2017.

The collation of information from consultation and external validation provided directions in a number of key areas including; the need for the development of consistent and regular assessment data and improving consultation and collaboration.

School strategic directions 2018–2020



Purpose:

To actively engage every student in meaningful, consistently challenging and individually focused learning experiences.

To deliver adjusted and modified curriculum content that caters to individual needs while still focusing on syllabus elements.

To ensure staff collaborate to effectively deliver quality educational experiences for students.

Purpose:

To ensure the wellbeing of every student at Peterborough School as a priority.

To strengthen staff capacity, safety and wellbeing.

To build workforce capacity by creating a positive culture of mutual trust and support.

To strengthen the partnerships between families, the community and the school through mutual support.

Purpose:

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to meet the diverse needs of our students.

To support the effective and sustainable operation of the school by collecting school wide assessment data.

To ensure that every student is working toward achieving success as measured against SMART goals and milestones.

Strategic Direction 1: Delivering a Diverse Curriculum

Purpose

To actively engage every student in meaningful, consistently challenging and individually focused learning experiences.

To deliver adjusted and modified curriculum content that caters to individual needs while still focusing on syllabus elements.

To ensure staff collaborate to effectively deliver quality educational experiences for students.

Improvement Measures

At least 80% of students will be demonstrating individual growth per semester as measured against the Peterborough Communication and Literacy Continuum using the SWANS Assessment tool, MATRIX or individual checklists and data collection.

At least 80% of students will be demonstrating engagement and participation in Key Learning Areas.

People

Students

Students engage in learning, experience the joy and celebration of success, use skills and learning in other environments, make choices and direct their lives.

Students engage /participate in alternative and innovative educational learning opportunities.

Staff

Staff collaborate across stages to develop effective curriculum modifications and adjustments

Teachers gain confidence in knowledge of new syllabi.

Staff promote student ability in all activities.

Staff participate in professional learning.

Leaders

Leaders facilitate effective curriculum planning, meet regularly with team and individual members.

Leaders support class staff in reflection and collegial dialogue and guide staff and students toward success.

Aspiring leaders will be given the opportunity to lead working parties and present ideas on alternative therapies.

Parents/Carers

Parents are partners in learning. They share in the learning process, celebration of achievements and future learning

Processes

ADJUSTING THE CURRICULUM

- Develop a scope and sequence for Primary Science using the High School Format developed as part of our previous school plan by; explore existing resources within the school to align with the new K–6 Science syllabus
- Purchase Clarke Road money kit. and research, catalogue and align current school technology resources with the money program
- Provide information to staff in the form of mini presentations.

ENHANCED LITERACY

- Develop a whole school literacy scope and sequence by; using library resources to match literacy texts to student abilities, needs and interests
- Collate existing Four Blocks resources into a workable document by; incorporating 2017 best practice survey results and information from Jane Farral workshops

EXPLORING SENSORY EDUCATION

- Develop and organise sensory workshops in order to facilitate a sensory fun day for siblings and families by; *incorporating previous sensory workshop material and brainstorming new ideas*

KEEPING THEM SAFE

- Investigate school SoSafe resources and align with current practice and investigate an app (currently under

Practices and Products

Practices

Staff will develop scope and sequence, adjustments, assessment tools and teaching strategies for the new syllabi including Stage 6 Syllabus – Mathematics, History, English and the K–6 Science Syllabus

Staff will review our PDHPE continuum incorporating elements from SoSAFE and other resources into a K–6 continuum

Every teacher will use the communication continuum to plot student progress and to write a SMART communication goal ensuring that communication tools and strategies are matched to the needs of students

Every teacher will incorporate 4 Blocks literacy into their class programming

All teaching programs(class and individual) will reflect the scope and sequence, adjustments and teaching strategies devised.

Mentor and leadership groups will support staff in developing programs and guide staff in understanding and writing SMART goals

Students will be engaged/participate in new and meaningful learning experiences

Products

Scope and sequence, associated units of work shared and accessed on teacher share drive

- Stage 6 Mathematics, History, English

Strategic Direction 1: Delivering a Diverse Curriculum

People

directions.

Parents support learning at home, provide home resources and regular feedback.

Parents participate in parent training to enhance knowledge and use of communication tools and communication strategies and other school initiatives including sensory processing and zones of regulation

Community Partners

Community partners engage in school initiatives and planning

Processes

development) which will replace the People and Relationships Book.

ABORIGINAL EDUCATION

- Investigate exiting school resources that are used to support Aboriginal Education and align lesson plans, resources and strategies to key events including; *National Sorry Day, Reconciliation, NAIDOC week*

Evaluation Plan

School based assessment data, Individual plans, class programs and observations.

Meeting minutes.

Feedback from families and siblings during planning meetings and from students using YES NO visuals and other AAC methods.

Practices and Products

- K– 6 Science
- PDHPE
- School money program

Review and complete work on the school continuum.

Zones of Regulation and sensory processing aligned to individual class and school programs

Alternative therapies investigated and implemented

Increased community engagement in school– wide projects.

Strategic Direction 2: Promoting School Wellbeing

Purpose

To ensure the wellbeing of every student at Peterborough School as a priority.

To strengthen staff capacity, safety and wellbeing.

To build workforce capacity by creating a positive culture of mutual trust and support.

To strengthen the partnerships between families, the community and the school through mutual support.

Improvement Measures

At least 80% of students will be demonstrating individual growth per semester in self – regulation

By the end of the planning cycle all students will be working toward using a personalised “toolkit” enabling self–regulation

Increase in parent and community engagement as demonstrated through community fundraising and involvement in special projects, events and school initiatives.

Positive and respectful relationships across the school community underpin a productive learning environment.

Improvement in student wellbeing and health.

People

Students

Students will demonstrate increased engagement and positive behaviours for learning in class and playground settings.

Students have clearly defined behaviour support strategies and plans that incorporate ‘Zones of Regulation’ and sensory tools.

Staff

Staff will have a clear understanding of each student and support students through individual goals and positive and proactive strategies.

Behaviour support plans and risk assessments will reflect knowledge and understanding of student needs.

Staff attending regular student welfare meetings and stage meetings to collaborate and develop consistent strategies at whole school level.

Staff mentors and support groups will meet to develop specific goals to address professional needs.

Leaders

Team leaders set expectations and goals for the team through consultation and collaboration.

Engage staff and community members in professional learning that is personal and relevant.

Parents/Carers

Processes

STUDENT WELLBEING

Staff member trained in Managements of Actual or Potential Aggression (MAPA)

- All staff to complete refresher training in MAPA on a designated Staff Development Day with additional refreshers conducted each semester.
- Fortnightly student welfare meetings held with additional student welfare discussions as part of stage meetings with meeting minutes circulated to all staff and stored in x drive
- Build an understanding of EBS and training in data entry:

– Monitor use during welfare meetings

– Compare data at the end of each term/semester, identifying any patterns and improvements

- Examine possible training in mindfulness
- Establish an implementation team/Focus Group across the school to develop a Student ‘Well Being’ Policy.
- School ‘Student Wellbeing’ policy document written and delivered to staff over cycle of School Plan

Document will include :

– individual students strategies (particularly sensory tools)

– shared resources in sensory systems

– reference to Zones of Regulation Program

Practices and Products

Practices

Shared school–wide responsibility is evident through purposeful leadership, quality teaching and learning, and community engagement.

A strengthened school–wide approach to Student Welfare will reflect the vision to: Provide each student with a safe, positive, inclusive and innovative learning environment

Through a culture of mutual respect and support staff will use well–being and resilience strategies consistently across all school settings

Students use well–being and resilience practices across all school settings

Products

Review of school wide student wellbeing

Increased number of students showing positive, resilient behaviours and a decrease in anxiety related behaviours

Students will have access to a personalised tool kit

Students and families accessing the Kogarah Clinic and Dental clinic.

Systems for managing volunteers and placement students.

An engaged sibling support group working with school personnel and outside agencies to foster home relationships that will increase the wellbeing of students and their families.

Strategic Direction 2: Promoting School Wellbeing

People

Parents/Carers will be involved in a collaboration that defines individual behaviour goals and strategies

Parents understand school expectations around the NDIS

Parents involved in mental health and paediatric clinics

Parents will increase knowledge, skills and understandings to enable them to support student learning through collaborative planning and implementation of home /school initiatives

Community Partners

Volunteers and placement students assigned to classes to support specific students and/or programs

Therapy staff supporting students through NDIS packages that meet school guidelines and expectations

Continued involvement of the Kogarah Diagnostic and Assessment Team

Successful introduction of the dental clinic

Processes

– data based results from EBS

– use of common spaces strategies– music room, library, playground, courtyard

– student supervision requirements across environments

– playground strategies

– reference to Kogarah DAS

ZONES OF REGULATION

- Principal and Assistant Principal participation in International Zones of Regulation webinar –information distributed to all staff during Term 2 SDD
- Stage meetings to share the resources that have been developed and successfully used
- Teachers' resources including visuals, powerpoints, signage and ideas shared to the x drive
- Incorporate Zones strategies across the school's PDHPE programs and 'Student Wellbeing Policy Document'
- Mentoring to develop the use Zones of Regulation Behaviour Plans

STAFF WELLBEING

- Mentoring Systems
- establish and communicate timeline of professional requirements including casual folders, class programs and individual plans

Practices and Products

Increased school and community understanding of the impact of the NDIS

All staff responsible for reporting incidents and keeping mandatory professional development up to date

Strategic Direction 2: Promoting School Wellbeing

Processes

- Meeting and written feedback to teachers for each of these requirements.
- Encourage mentoring systems through staff Performance and Development Plans (PDP's)
- Staff PDP process established through mentoring at the development and reviewing stages of the plan
- Introduction of group analysis (supervisor and teachers who they supervisors) mid year
- Promotion of the worth of observations in the PDP process as a valuable mentoring tool
- Supply and encourage consistent use of staff diaries and school calendar at all meetings.
- Mentoring pairs (once a term in staff meeting time)to discuss students reports (Terms 2,4), review behaviour plans (Term 2),shared expertise Term3)
- Mentoring of pre 2004 teachers by teachers who have completed accreditation at proficient or higher

HEALTH AND SAFETY

- Health and Safety Officer and committee elected to encourage staff to build responsibility for:

Strategic Direction 2: Promoting School Wellbeing

Processes

- consistent use of Hotline to record issues
- knowledge and responsibility of mandatory training and eLearning requirements
 - Systems in place to record and monitor
 - Review of incident report forms and data and risk assessments
 - Designated Health and Safety as part of meeting agendas
 - Review of Safe Operating Procedures documents and how they can be incorporated across environments

POSITIVE COMMUNITY PARTNERSHIPS

- Parents & Friends Association (P&F)

Liaise with P&F at monthly meetings to discuss timeline to obtain two new buses.

Designated staff member/s responsible for the bus fleet.

Bus protocols written and delivered to staff

Protocols saved to XDrive

Designated classes responsible for bus cleaning

Organised celebration in recognition of the new buses.

- NDIS

Attendance of staff at events such as iDo expo and VSN meetings (each term) to network with other special educators

Strategic Direction 2: Promoting School Wellbeing

Processes

Gathering information using DoE and NDIA sources

Source and organise an independent speaker to address school staff in the NDIS process.

Collate information for staff.

Individual planning to include Statement of school/staff role in NDIS process to be published in newsletter and on website

- Clinic Reviews

- Principal and School Counsellor meet with Kogarah team to review clinic process and logistics

- Systematically discuss students who require an initial visit or follow up visits to the clinic as part of IEP /ITP meetings and stage meetings.

- Introduction to staff of My Toolkits website and resources

- Network to deliver clinic information to other Specialist School Principals

- Parents have access to a psychiatric and pediatric clinic held at school each term.

- Volunteers

- Volunteer coordinator appointed as a contact to liaise with volunteers

- Knowledge of requirements for personnel to be placed at the school – ID, WWCC

Develop protocol booklet for volunteers – review Mel's previous work and Principal document

Strategic Direction 2: Promoting School Wellbeing

Processes

Survey staff's needs in relation to volunteers and staff willing to accept TAFE and University placements

Develop a spreadsheet to match volunteers/student placement with class teachers

Examine ways to assess the suitability of volunteers

- Sibling Support

Survey families to identify those interested in a support group.

Investigate other sibling programs in the local area and beyond

Meetings to develop and co-ordinate workshops for siblings based on:

- My sibling has a disability (guest speakers from staff)
- Sensory Processing
- Key Word Sign

Deliver workshops (each semester /annually)

Survey/Evaluation for each workshop delivered

- Dental Clinic

Initial contact with clinic personnel to develop a time line

Co-ordinate the clinic – parent/carer information, organisation and permission

Strategic Direction 2: Promoting School Wellbeing

Processes

Visuals designed and produced to support student attendance at the clinic

Assess the success of initial clinic and the merit and viability of future clinics

Evaluation Plan

Constructive and deconstructive observations

School based assessment data.

Individual plans and class programs.

Meeting minutes.

Analysis of behaviour records, data sheets and incident reports.

Parent / carer and sibling surveys

Strategic Direction 3: Developing Best Practice

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to meet the diverse needs of our students.

To support the effective and sustainable operation of the school by collecting school wide assessment data.

To ensure that every student is working toward achieving success as measured against SMART goals and milestones.

Improvement Measures

A sound understanding of student learning underpinned by increased baseline data and profiles that inform directions and interventions.

At least 80% of students will be demonstrating individual growth per semester as measured against school developed numeracy assessments.

All students will be working toward one SMART Goal each Semester. Staff will evaluate progress at the end of each Semester to ensure the goal was achieved in the set timeframe and that the goal was an accurate reflection of need.

People

Students

Work toward achieving one SMART Goal each semester

Work toward achieving a SMART Communication goal

Develop self-regulation skills and abilities

Staff

Develop class and Individual programs that reflect knowledge, understanding and planning expectations

Develop a clear understanding of each of their students and programing will reflect the schools *vision*.

Establish SMART goals with teacher professional learning taking place to support learning

Participate in teacher professional learning to establish SMART goals to support learning

Report writing will identify progress in relation to student SMART goals

Leaders

Executive support structures and professional learning opportunities.

Experienced staff will provide mentoring of all staff and guide future leaders to successes.

Aspiring leaders will be given the opportunity to lead working parties and present ideas.

Processes

SMART GOAL PLANNING

- Classroom observations and annotations are collected and used to assist in the development and reporting on of student SMART goals.
- Staff complete professional learning in developing and assessing appropriate SMART Goals and use this knowledge in the development of student IEP/ITP's. Student IEP/ITP goals and curriculum
- Students will work towards achieving one SMART goal per semester as documented by comprehensive and individualised data collection.

SCHOOL – WIDE ASSESSMENTS PLANNING AND DATA COLLECTION

- Students in their kindergarten equivalent year will be assessed using the Best Start and Communication Matrix.
- Look at relevant data collection tools – SWANs, Matrix – implement and assess in the NAPLAN years (3,5,7,9)
- Trial a time frame for performing assessment (e.g. all eligible students complete assessments during Term 2 of each year).
- Data will be stored in the student's current year folder on the shared school drive.

IMPROVED REPORTING

- Student progress is reported to parents twice a year formally and more frequently informally (i.e. communication books) and in consultation with parents goals are then

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the schools recognised assessment tools

Teaching and learning programs embed personal development lessons focused on well-being and resilience

All teaching programs (class and individual) will reflect the scope and sequence, adjustments and teaching strategies devised.

Purposeful leadership will guide staff in developing high level assessment, programming and planning

Products

Student profiles, reporting, planning, data and assessments indicate a deeper knowledge of students capabilities and inform intervention and practice

Student seating assessments conducted by an occupational therapy team to support learning across environments

Student learning goals more accurately reflect their needs in the form of SMART Goals

All teaching /learning programs are differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples and observations

Personalised plans reflect a deep understanding of student ability and strategies to extend and promote the ability

Strategic Direction 3: Developing Best Practice

People

Executive staff will support and guide staff in programming and evaluation.

Parents/Carers

Involved in a collaboration that defines individual SMART goals.

Develop an understanding of and value the theories and models behind SMART Goals and Zones of Regulation.

Work collaboratively in developing consistency across environments.

Community Partners

Engaged in supporting the development of assessment tools and strategies.

Occupational therapy team involved in the development of seating plans

Resources used to purchase specialised equipment.

Processes

adjusted appropriately.

- School reports will be adjusted to align with new IEP/ITP SMART goal setting.

SUPPORTING STUDENT LEARNING THROUGH BEST PRACTICE

- A Communication audit of equipment will be carried out with recommendations made to staff reappropriate communication aids/devices for student use to meet their IEP/ITP goals.
- Student seating assessments conducted by an occupational therapy team to support learning across environments.
- Teacher professional learning in the importance of appropriate seating will be reflected in classroom management strategies and practice.

Evaluation Plan

School based assessment data with student formal assessment data will be accessible through students individual folders on the school shared drive

Student goals in the SMART format are achievable

Feedback from staff and parent/carers on student performance

New report format completed and in use.

Student work samples. analysis of data and therapy assessments.

Practices and Products

of each student

Enhanced leadership capacity, reflected through greater collaboration to improve teaching practice.