

School plan 2018-2020

Karonga School 5670



Karonga School

School background 2018–2020

School vision statement

We believe all students can learn. Our school provides quality, individualised education in a positive and supportive environment through the implementation of meaningful learning experiences which encourage resilience and independence. We are committed to developing partnerships with families and the community that supports students to become life-long learners and valued members of society.

Karonga's vision is supported by our collective commitment to Learning, Independence and Partnership.

School context

Karonga SSP currently has an enrolment of 77 students with moderate to severe intellectual disabilities from 4 to 18 years of age. Many of the students also have additional behavioural, medical, physical and/or sensory needs. The school is committed to improving student outcomes for all students, providing a balance of academic and functional programming that successfully addresses each student's needs and aspirations as well increasing their participation in the community. Karonga prizes its parents and caregivers as key partners in their child's education. Highly skilled and caring staff are guided by an inclusive, collaborative ethos and collegial approach to strengthen social and emotional wellbeing across the whole school community. Karonga has a strong focus on communication and developing independence and life skills. Karonga has strong and dynamic connections with the broader community and outside agencies.

Pennant Parade Tutorial Centre (PPTC) is located within the grounds of Karonga School. The centre offers an intensive 20 week intervention program, with an additional 10 weeks if appropriate; to assist students with identified educational, social and/or behavioural difficulties. The centre is designed for 14 students in Years 5–8, who have experienced problems in their ability to access the academic, behavioural and social curriculum of their mainstream school. PPTC has a strong focus on academic, behaviour and social skills with the aim of successful reintegration back into mainstream schooling.

School planning process

The school planning process has involved consultation with parents, school staff and the community. The Karonga and PPTC school vision was collaboratively developed across a term long process involving key stakeholders in the refinement of key elements that describe our school, the students and the wider community.

Parents are regularly consulted to provide input on programs at Karonga. This takes the form of online surveys, discussion forums and smaller group meetings.

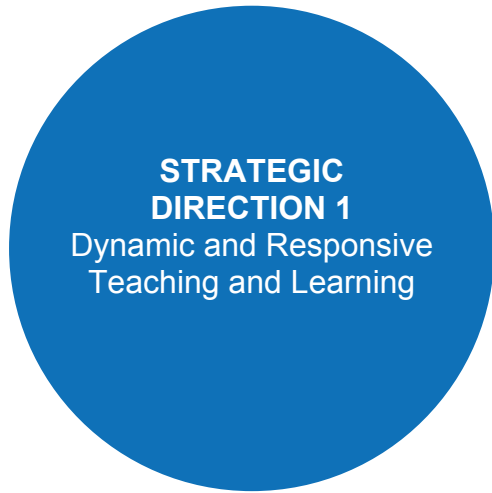
School executive identified key elements for the development of the strategic plan through an analysis of the Schools Excellence Framework to establish a baseline for our strategic directions and improvement measures. This framework forms the basis of the Karonga school strategic plan.

Three key strategic directions were identified;

- Dynamic and Responsive teaching and learning
- Tools for teaching together
- Connecting, Thriving and Succeeding

The Karonga School Plan 2018–2020 flows from these three Strategic Directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years, working in partnership with parents and the community. All parents, students and staff are committed to continued school improvement.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Dynamic and Responsive
Teaching and Learning

Purpose:

Students at Karonga have highly individualised need. Students learn at their own pace, reflected in the development of robust personalised learning plans. Staff are challenged with the responsibility of providing teaching and learning programs that offer continuity throughout the school and consistency across staff while allowing opportunities for staff to share effective classroom practice and to learn and grow from each other.



**STRATEGIC
DIRECTION 2**
Tools for Teaching Together

Purpose:

External performance measures are not readily available for our student group. Without these there is a challenge in being able to effectively identify the impact of our teaching and learning. Through providing teachers with a suite of tools for their teaching they are empowered to validate classroom practice. These tools will directly impact student learning outcomes. School wide implementation provides reliability and consistency to allow identification of value add / impact for students at Karonga.



**STRATEGIC
DIRECTION 3**
Connecting, Thriving and
Succeeding

Purpose:

To be ready to learn our students have particular need in regulating their own state of wellbeing. At Karonga there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Strategic Direction 1: Dynamic and Responsive Teaching and Learning

Purpose

Students at Karonga have highly individualised need. Students learn at their own pace, reflected in the development of robust personalised learning plans. Staff are challenged with the responsibility of providing teaching and learning programs that offer continuity throughout the school and consistency across staff while allowing opportunities for staff to share effective classroom practice and to learn and grow from each other.

Improvement Measures

Students provided with complex and individualised programs that are monitored by whole school processes as evidenced by pre and post data.

Student communication learning needs enhanced by teacher professional learning as evidenced by teaching and learning exchanges and programming which reflect a variety of communication supports.

Teaching and learning programs describe expected student progression in knowledge, understanding and skill level and the assessments that measure them as evidenced by program supervision documentation and monitoring.

Student assessment is focussed through specific, measureable, achievable, relevant and time limited goals.

People

Students

Communicating, making choices utilising a variety of communication means matched to their individual needs.

Staff

Draw on a variety of sources to understand their students and how they learn. Collaborating across the school to see breadth of practice sharing resources, ideas, plans, programming, tips, tricks and tools. Authentic documentation – clearly articulated information that gets to the core of the student need/programming.

Leaders

Leading professional learning community discussion.

Challenging teachers about their decision making and the evidence upon which these decisions are based.

Leaders equipped with coaching / mentoring skills to facilitate challenging conversations.

Parents/Carers

Parents know and understand the basis of professional thinking with regard to the implementation of PECS / KWS and communication development.

Processes

Key Word Signing

Class teams, parents and school networks invited to participate in Basic Workshop training.

PECS

Staff PL base established [2019].

Development of appropriate physical resources.

Professional learning communities discussion and support for implementation of PECS in classrooms, and around the school site.

Communication Passport

KCP trial teams established [2019].

Staff PL base established [2020].

Evaluation Plan

Baseline data on; number of trained staff, number of students supported with PECS, KWS and other Adaptive or Alternative Communication [AAC] supports, PLP goals with communication outcome and those with identified AAC as an element within this.

Identification of variety of visual supports across school with the intent of examining the change over time.

Practices and Products

Practices

Teachers articulate sequence of language acquisition and key elements of meaningful communication.

PLP identifies skill base prior to teaching and learning program. Reports then reflect directly on impact of teaching and learning.

Supervisors utilise assessment data and PLP information indicating baseline to authenticate PLPs.

Staff actively engaging with professional learning and implementation of PECS / KWS and Communication Passports in classrooms.

Products

Picture Exchange Communication Systems [PECS] Level 1 training.

Key Word Signing [KWS] Whole staff training Level 1, parent and network training opportunities.

Professional Learning Communities across school. Team meetings structured to include reflection of classroom practice, current professional learning, discussion and support.

Communication Passport core team identified and trained. Trial student or class with whole school implementation cycle developed.

Strategic Direction 2: Tools for Teaching Together

Purpose

External performance measures are not readily available for our student group. Without these there is a challenge in being able to effectively identify the impact of our teaching and learning. Through providing teachers with a suite of tools for their teaching they are empowered to validate classroom practice. These tools will directly impact student learning outcomes. School wide implementation provides reliability and consistency to allow identification of value add / impact for students at Karonga.

Improvement Measures

KITZ trial: students demonstrate increased regulation and engagement in learning as evidenced by physical zones of learning and reduction in incident report data, incident response and serious behaviour.

Students demonstrate increased regulation and engagement as evidenced by comparative pre-post data. Teachers utilise Kitz sensory profiling tool as evidence base for making PLP decisions and classroom adjustments.

Student centred learning is affected by teachers participating in collaborative practice as evidenced by collegial development of PLP goals including extra goals with point in time requirement.

Student assessment and monitoring is enhanced by implementation of PLP style guide inclusive of supervision of teacher assessment evidence sets.

People

Students

Students are calm and engaged in differentiated learning.

Staff

Recognise students levels of alertness [KITZ]

Recognise their student's signals.

Draw on a variety of sources to understand their students and how they learn including NSW Syllabus for the Australian Curriculum.

Collaboration across the school to see breadth of practice, sharing resources, ideas, plans, programming, tips, tricks and tools.

Leaders

Actively seek opportunities to lead and support others to lead.

Leading PLC discussion.

Challenging teachers about their decision making and the evidence upon which these decisions are based.

Equipped with coaching / mentoring skills to facilitate challenging conversations.

Processes

Karonga In the Zone for Learning [KITZ].

Data taken in classrooms that reflects increased student levels of engagement and also reduced incidents reports for serious behaviour.

Staff PL base established [2018].

Collaboration and sharing in PLCs.

Core KITZ trial teams established.

Core KITZ teams implementation.

KITZ whole school implementation [2019].

Evaluation Plan

Baseline – Challenging Behaviour Response Plans, sensory data, current classroom setup/learning zones, sensory goals in PLP, incident report baseline data referring to student serious behaviour and/or linked to anxiety/emotional regulation. Recorded use of specific indoor and outdoor learning spaces in classroom.

Student engagement baseline data developed as: point in time, specific and standardised across school to be authentic and robust.

Practices and Products

Practices

Utilising the ITZ framework, teachers understand and develop classroom environments to specifically address the identified needs of individual and groups of students.

Teachers understand student learning and the processes for developing student independence.

Staff record information [incident notifications for serious behaviour or injury reduced] Data utilised to make change.

Staff work collaboratively to develop PLPs and class programming.

Products

Staff equipped with further suite of tools to identify and support student learning outcomes.

Students ready for learning, learning is more effective, learning is independently monitored and teaching staff are enabling this process.

Collaboration and professional learning communities established.

Strategic Direction 3: Connecting, Thriving and Succeeding

Purpose

To be ready to learn our students have particular need in regulating their own state of wellbeing. At Karonga there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement Measures

Students thrive through appropriate support developed through school wide collection and analysis of data.

Students succeed through whole school processes and programs that identify, regularly monitor and review individualised teaching and learning content selection.

Student engagement, connection and learning is enhanced by PBL and other expectations of behaviour management. These strategies are explicitly and consistently taught. PBL expectations are clearly implemented in classrooms and through programs and student PLPs.

People

Staff

Draw on a variety of sources to understand their students and how they learn.

Collaborating across the school to see breadth of practice: sharing resources, ideas, plans, programming, tips, tricks and tools.

Leaders

Actively seek opportunities to lead and support others to lead.

Challenging teachers about their decision making and the evidence upon which these decisions are based.

Equipped with coaching / mentoring skills to facilitate challenging conversations.

Processes

PBL

PBL team to monitor roll out matrix of whole school and specific area expectations mapped.

Resources and teaching plans developed.

Visuals package completed.

MAPA

Reviewing MAPA expectations for all staff with ongoing maintenance cycle. Reinforce strategies for application of techniques with annual induction for new members of staff.

Behaviour Data – fields of meaningful data defined and shared with an appropriate method for storage and retrieval developed.

Celebrate Me

Develop accessibility of the resource both in current format and investigating share platform. Reviewing expectations and reinforcing strategies with annual induction for new members of staff.

Evaluation Plan

Centralised behaviour data provides evidence of ongoing quality of support and also changes in practice.

Survey of parents indicates knowledge and understanding of school based wellbeing initiatives.

Feedback from external sources gathered to indicate schools accessing and using Celebrate Me!.

Practices and Products

Practices

Staff utilising data in referring students for additional support and guidance through LaST applying school policies for referral through a variety of channels.

Use of language/conventions associated with PBL and MAPA incorporated in all documentation.

School wide support and implementation of specific PDHPE programs Celebrate Me and SoSAFE.

Products

Implementation of PBL including visuals, expectations, teaching material and whole school processes mapped against PBL framework.

MAPA maintained with training renewal cycle developed.

Behaviour data including school based systems of meaningful data collection developed. Learning and support team [LaST] policy developed. LaST referral processes developed.

Celebrate Me! shared resource hub developed with active sharing in professional networks as evidenced by staff presenting material and training other schools.