

# School plan 2018-2020

## Gadara School 5674



# School background 2018–2020

## School vision statement

We empower students to develop skills and strategies to become successful, independent citizens striving to reach their full potential in a supportive learning environment.

## School context

Gadara School is part of the Department of Education schools in N.S.W. The school is located in Tumut and is part of the Cootamundra Network of schools. The school provides an enthusiastic and specialised educational environment in which all students' access quality educational programs within a varied and balanced curriculum.

The school caters for students from Preschool to Year 12. The students present with a diverse range of disabilities, requiring individualised planning which is developed in consultation with parents and interagency groups. Students, parents and staff work as a team to create a positive school culture with high expectations. Education through collaboration is the cornerstone of Gadara School's philosophy.

## School planning process

The school undertook a planning process to inform the strategic directions for the next three year school plan. This process assisted the school in identifying its strengths and areas of need, the key aspects impacting student learning and determining priorities for future planning. As part of the planning process:

Staff attended training in 2017 on the school plan and then came back to school and assessed current programs, their strengths and weaknesses across the school.

Discussion looking at the previous school plan – what we had achieved and identifying further and new directions for the school.

Discussion with the P&C about their involvement in the planning process and directions for the school. Information to the school community through newsletters and parent meetings.

Discussions about how the local community can work in partnership with the school to improve opportunities for the students.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Student learning and  
engagement

**Purpose:**

To ensure a student-centred learning environment that nurtures and guides all students with quality programs so that every student reaches their full potential.



**STRATEGIC  
DIRECTION 2**  
Strong and connected  
community partnerships

**Purpose:**

The school engages in strong collaboration between parents, school and the local community to enhance student outcomes.



**STRATEGIC  
DIRECTION 3**  
Quality teaching

**Purpose:**

To promote high quality educational practices with consistently high standards.

# Strategic Direction 1: Student learning and engagement

## Purpose

To ensure a student-centred learning environment that nurtures and guides all students with quality programs so that every student reaches their full potential.

## Improvement Measures

An improvement in the behaviour of all students across the school is evident through the data captured.

Teachers use reliable assessment to capture information about student learning especially in literacy and numeracy.

## People

### Students

Students are actively engaged in the many school programs that will prepare them for their life after school.

### Staff

Have high expectations of their students and are engaging their students in purposeful learning through relevant programs.

Continue to improve teacher capacity to use assessment to differentiate learning particularly in the areas of literacy and numeracy.

### Parents/Carers

Continue to grow parents' capacity to work collaboratively with the school in their understanding of the many programs that are implemented in the school.

## Processes

Teaching and learning programs and delivery are developed in consultation with parents and other professionals.

Parent information afternoons to develop understanding of Student Wellbeing programs implemented at the school.

Continue to develop whole school assessment procedures to track students' progress towards their identified priorities.

## Evaluation Plan

Programs are evaluated and student data recorded.

Data is gathered regularly through the student wellbeing programs.

Parent feedback from formal and informal meetings.

## Practices and Products

### Practices

Each teacher uses curriculum differentiation to meet the learning needs of each student including adjustments to support individual student achievement – the development of personalised learning.

Shared school-wide responsibility is evident with the implementation a whole school approach to student wellbeing.

### Products

The school's teaching and learning programs and assessment lead to all students developing their knowledge and skills in literacy and numeracy.

Wellbeing and social skills programs reflect the identified needs of students and the core values of the school.

# Strategic Direction 2: Strong and connected community partnerships

## Purpose

The school engages in strong collaboration between parents, school and the local community to enhance student outcomes.

## Improvement Measures

Increase in number of students attending work placement in the community, independently.

Parents and community members engage in a range of school-related activities which help build the school as a cohesive educational community.

## People

### Students

All students develop strong connections within the school and wider community.

### Students

Are actively engaged in their work placements.

### Staff

All staff continue to develop positive relationships with parents and inter agency supports.

### Staff

Continue connections with the local community to foster support and opportunities for students.

### Parents/Carers

Members of the school community work together and demonstrate support for the school's programs and interaction with the local community.

### Community Partners

Provide opportunities to inform and develop community knowledge and understanding of the school's programs and specifically the Transition to Work program.

## Processes

Evaluate and build on the current approaches of communication between the school and the community.

Parents and community members have the opportunity to engage in a wide range of school related activities.

Prioritise meetings with families and allocate resources to support planning, both school based and transition programs.

## Evaluation Plan

Feedback from parent meetings.

Work placement data and feedback from support staff

Number of work placements accessed by students that are maintained and ongoing.

Number of parents and community members who attend school events.

## Practices and Products

### Practices

All secondary students are engaged in the school's work experience programs.

The school community participates in school based activities and has a better understanding of educational partnerships and school connections.

### Products

The school continues to develop strong relationships with the local businesses and industry plus local community organisations to facilitate multiple learning opportunities for all students.

Increased parental involvement in school events and decision making.

# Strategic Direction 3: Quality teaching

## Purpose

To promote high quality educational practices with consistently high standards.

## Improvement Measures

Teachers engage in professional learning targeted to school priorities, the needs of their students and the achievement of their professional goals.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.

## People

### Students

Targeted programs for individual and groups of students .

### Staff

Staff are encouraged to take on leadership and delivery of new and established programs that provide high quality educational outcomes.

### Parents/Carers

Engage in a shared vision for their child's learning and provide more information about the high-quality programs delivered at the school.

## Processes

Staff engage in professional learning that is in line with the School Plan and individual PDPs.

Utilise assessment information to evaluate programs and track student learning over time.

## Evaluation Plan

Teachers collaboratively analyse programs and data to inform further planning.

Achievement of PDP goals.

Analysis of teaching practice and strategies implemented.

## Practices and Products

### Practices

Every teacher uses data to inform and differentiate their teaching and learning.

Teachers engage with the PDP framework to reflect on and improve their performance.

### Products

All teaching and learning programs demonstrate syllabus content and differentiation for individual student learning.

School staff work collaboratively to improve teaching practice and delivery of programs.