

School plan 2018-2020

Hunter River Community School 5687



School background 2018–2020

School vision statement

Hunter River Community School is committed to providing quality and adaptive education within an engaging and nurturing environment which values the cultural diversity of our community. Our core business is to provide all students with access to high quality education that is free from all forms of discrimination and disadvantage. We hold high expectations for all our students and aim to promote a culture of positivity through the provision of meaningful, relevant, caring and supportive learning experiences. We actively encourage and promote school culture underpinned by the beliefs of being safe, caring and being a learner.

WE ARE SAFE

WE CARE

WE LEARN

School context

Hunter River Community School is an established K–12 School for Specific Purpose (SSP), catering for the complex needs of 67 students with a moderate to severe intellectual disability and associated conditions. The school was relocated to a state of the art facility in Metford at the beginning of 2014.

The school serves a diverse population of students from six local government areas. There are currently 67 students attending the school, all of whom have high level support needs and complex communication disorders. The school has ten classes with each class staffed with a full-time Specialist Teacher and a School Learning Support Officer. The school population includes 20% of Aboriginal students and 15% of students in an Out of Home Care arrangement.

All students have a Personalised Learning Plan developed in conjunction with a Multi-Disciplinary Team, including parents, health care professionals, community agency professionals and special education consultants.

With a Family Occupation and Education Index (FOEI) of 148, the school receives equity funding to improve the learning outcomes of students from low socio-economic backgrounds.

As a result of ongoing school evaluation and reference to educational research our school priority areas focus on improved learning outcomes for students through, innovative student learning programs, quality teaching and leadership initiatives and enhancing supportive community engagement and participation opportunities.

School planning process

Throughout term 4, 2017, a comprehensive process was undertaken across all areas of the school to review current practice and collect evidence. This included student performance data, attendance, behaviour and participation, parent focus groups, staff focus groups, along with survey data from the 'Tell Them From Me' survey evaluation system. Teaching staff also conducted a review of key educational reforms which were 'drivers' behind the plan, including The Melbourne Declaration and Good Teaching and Inspired Learning.

This collective evidence was presented to staff through a series of staff meetings, and included a review of strengths and opportunities and areas for development across the school. The process also included a review of desired 'exit' outcomes for students leaving the school. This consolidated information was then presented to parent representatives through a focus group session.

As a result three key strategic directions were identified:

To develop and implement challenging, innovative and inclusive curriculum that enables students to be effective community citizens.

To develop a clear focus on teacher and leadership learning to increase our capacity to deliver excellent outcomes for all students.

To develop community trust and strategic support to ensure students become successful and confident citizens.


School strategic directions 2018–2020



STRATEGIC DIRECTION 1 QUALITY TEACHING AND LEARNING

Purpose:

To promote, build and sustain the professional learning and development of all staff members through the creation of a professional culture to benefit young people with complex disabilities.. Staff will be encouraged to follow a tiered level of development – engaging in school based mentoring and sharing opportunities, networking with colleagues, and participating in formal, delivered professional learning opportunities for the increase of outcomes for all students.



STRATEGIC DIRECTION 2 COMMUNITY ENGAGEMENT AND POSITIVE PARTNERSHIPS

Purpose:

To develop relationships with people in our community which support our students in finding greater success and confidence as citizens. Through encouragement of partnerships with community members and groups, we can create a broader knowledge of how our students can achieve with their support and as part of their network.



STRATEGIC DIRECTION 3 STUDENT LEARNING AND WELLBEING

Purpose:

To develop and implement challenging, innovative and inclusive curriculum that enables students to be effective community citizens. Having effective communication skills and positive well being school practices will enhance student learning outcomes.

Strategic Direction 1: QUALITY TEACHING AND LEARNING

Purpose	People	Processes	Practices and Products
<p>To promote, build and sustain the professional learning and development of all staff members through the creation of a professional culture to benefit young people with complex disabilities.. Staff will be encouraged to follow a tiered level of development – engaging in school based mentoring and sharing opportunities, networking with colleagues, and participating in formal, delivered professional learning opportunities for the increase of outcomes for all students.</p>	<p>Students</p> <p>Students access the curriculum through best practice with academic achievement set to their level.</p> <p>Staff</p> <p>Staff access to professional development to assist in programming and planning for the advancement of our students learning.</p> <p>Quality teaching practices will be evident in programming and planning. Teachers will use the professional teaching standards to drive programs and be offered advice during peer mentoring sessions, Instructional Leadership Rounds, weekly staff meetings, and targeted Professional Development Days.</p> <p>Parents/Carers</p> <p>Parents and primary care givers continue to be involved in Focus Groups, Curriculum Meeting and Finance Committee's and Learning Support Team Meetings to become actively involved in core school business</p> <p>Leaders</p> <p>Leaders continue to model best practice and support staff in the development of knowledge and skills. Leadership opportunities will be presented to all staff members to shape a strong staff body and build the ethos of the school.</p>	<p>Professional Learning in relation to the national standards</p> <ul style="list-style-type: none"> Key staff will continue to develop explicit knowledge of the core principles of PDF through regional based training opportunities. Executive staff will assist in driving and delivering effective PDF. Staff members will become familiar with the accreditation and professional maintenance process to ensure all teachers are collecting evidence to address each standard. <p>Adapting Curriculum</p> <ul style="list-style-type: none"> Teachers will have their Teaching Programs evaluated each term. Student results will be monitored through the schools developed assessment schedule. Teaching staff will have access to feedback of their lessons through peer mentoring, classroom observations, walkthroughs and Instructional Leadership Rounds. <p>Building Staff Capacity</p> <ul style="list-style-type: none"> Staff will be engaged in professional learning, focusing on Quality Teaching Framework, the Professional Teaching Standards and Australian Curriculum areas: embedding knowledge and skills into the development of best practice teaching methods and programs Instructional Leaders will be selected and will lead staff in professional opportunities, focusing on development of 	<p>Practices</p> <p>Teachers continue to adhere to the school's Professional Development Application Guidelines.</p> <p>Teachers set PDP goals that address their areas for further development and link to the National Standards.</p> <p>Teachers will provide evidence of differentiation within their program using 3 standards per term as per the generated schedule.</p> <p>Instructional Leadership Teams will be established in the school.</p> <p>Lesson observation/classroom observation sheets will be adapted to reflect Quality Teaching Practices and the National Teaching Standards.</p> <p>Teachers will use the Professional Teaching Standards to establish a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers.</p> <p>Products</p> <p>100% of teaching staff will be engaging in Professional Development to satisfy their commitments toward accreditation and professional maintenance.</p> <p>Teaching programs will reflect the teaching standards. Teaching staff will develop a deeper understanding on how to adapt the National Curriculum to meet the needs of the students.</p> <p>As a result classroom practice will reflect</p>
Improvement Measures			
<p>Increasing the number of teachers who use the national standards within their PDP to improve classroom practice to 100%</p>			
<p>An increasing capacity of teachers to explicitly differentiate the curriculum to create teaching and learning programs for young people with complex learning disabilities.</p>			
<p>Staff increasingly demonstrate a culture which values mentoring and collaboration.</p>			

Strategic Direction 1: QUALITY TEACHING AND LEARNING

Processes

skills, knowledge and understanding of curriculum content, implementation requirements and teaching standards.

Evaluation Plan

- Regular monitoring of professional practices to ensure that improved teaching and learning programs have facilitated positive student outcomes
- Analysis of Assessment data.
- Analysis of behaviour incidents and suspension data
- Professional Development Plans analysis
- Classroom observation
- Classroom programs
- Student data
- Staff survey
- Student surveys
- Work samples

Practices and Products

feedback received from supervisors

High quality professional learning will be delivered to all staff to support improving staff culture

Strategic Direction 2: COMMUNITY ENGAGEMENT AND POSITIVE PARTNERSHIPS

Purpose

To develop relationships with people in our community which support our students in finding greater success and confidence as citizens. Through encouragement of partnerships with community members and groups, we can create a broader knowledge of how our students can achieve with their support and as part of their network.

Improvement Measures

Increasing the effectiveness of the connections between individual goal setting, student's school outcomes and post school outcomes.

There will be an increased level of satisfaction with the communication strategies employed by Hunter River Community School.

An increasing positive impact of partnerships with outside agencies and the students of Hunter River Community School.

People

Students

Students provide opportunities for students to engage in quality learning opportunities that involve community events, members and venues.

Students will be given opportunities to engage with the community through excursions, incursions, involvement in community events, visiting venues and exhibitions and accessing existing programs in the local area.

Staff

Staff will endeavour to enhance existing professional partnerships with members of the school community and consider how to utilise and create opportunities for students to access the community.

Parents/Carers

Parents and Carers will engage in learning opportunities, participate in school open days and events., they will be encouraged to acknowledge and respond to the Facebook page, newsletter, SMS communication and emails, and be provided with other opportunities to engage with our school community.

Leaders

Executive will support staff in developing motivating opportunities that will enhance the students opportunities for developing community partnerships.

Community Partners

Processes

Student outcomes

- Development of core knowledge and understanding to enhance effectiveness of the goal setting process.

Community relationships and partnerships

- Supporting and informing our school community.

Transition

- Facilitate successful transition to post school life:

Evaluation Plan

- Community surveys of a broader sense
- Parent/carer surveys
- number of Facebook hits
- Number of Webpage hits
- Increased numbers at P&C Meetings
- Increased numbers at community events
- Feedback from school administration team
- Successful transition
- Transition data
- Work experience reports
- Local business feedback

Practices and Products

Practices

From now on Executive staff will encourage and support students, staff and community members to maintain and further develop existing and new positive partnerships.

From now on Staff will include parents and community members in event and program planning, engaging them in short term and long term involvement through effective communication.

From now on Integration and transition programs will be supported by staff and community members and involve local schools, businesses and individuals.

From now on Staff will engage with local events and programs and consider when programing and planning.

Products

The school provides more information for parents and community regarding the curriculum.

Parents and community members will have more involvement in school programs and be given opportunities to offer staff and students support when interacting with community programs.

Staff will be confident and capable in supporting student's families, collaborating with all services involved, with post school life options and be able to assist them in utilising their NDIS plan in relation to service providers.

Strategic Direction 2: COMMUNITY ENGAGEMENT AND POSITIVE PARTNERSHIPS

People

Our existing community partners will be acknowledged for their support and involvement with our school programs through social media and other communication avenues.

Community partners will be invited to attend school events and become involved with programs inside the school and in the community.

With support they will actively engage in opportunities with school community to facilitate the successful transition to post school life.

Strategic Direction 3: STUDENT LEARNING AND WELLBEING

Purpose	People	Processes	Practices and Products
To develop and implement challenging, innovative and inclusive curriculum that enables students to be effective community citizens. Having effective communication skills and positive well being school practices will enhance student learning outcomes.	Students Students will communicate effectively within the school environment and within the community by focussing on their identified communication skills. Students will demonstrate school values and learn within a safe and supportive school environment	Communication: Research and implement best practice strategies for communication with children with complex disabilities. Wellbeing: Evaluate and plan effective wellbeing practices across all school contexts to enhance individual and system wide effectiveness. Aboriginal Education: Deliver quality professional learning on Aboriginal learning to enhance classroom practices and school wide celebrations.. Science and Technology: To revise, refine and implement best practice STEM teaching in the K–12 school environment.	Practices Staff will develop a communication profile for all students and students will use a range of communication strategies.. Participation in Professional Learning focused on Well–Being. AP Admin to assist with student attendance, assisted travel and part day exemptions. All members of the School Learning Community will work collaboratively with members of the Aboriginal Community. Staff will engage in ongoing Professional Development that will enhance the development and implementation of a K–10 Scope and Sequence that reflects NSW Syllabus and the implementation of Australian Teaching Standards.
Improvement Measures	Staff Staff will develop, plan, program and implement Quality Teaching programs in the areas of Science and Technology and PD/H/PE. Staff make accurate communication assessments and plan for future learning. Staff demonstrate culturally appropriate practices.	Evaluation Plan <ul style="list-style-type: none"> • PBL data • Analyse communication profiles • Survey the augmentative communication technologies used • Staff surveys • Student surveys regarding Aboriginal Education • Analyse school wide systems in regards to behaviour • Class program collection and analyse inclusion of Aboriginal Education • Analyse welfare data, attendance data and suspension data as an executive team • Data collection regarding awards for PBL 	Products 100% of students will have a completed and updated Communication Continuum.–Communication Matrix. Implementation of Student Well–being Policy including implementation of PBL lessons and student attendance strategies. Students will demonstrate an understanding of Aboriginal culture through the Creative Arts Program A Scope and Sequence is to be developed for all stages of learning of Science and Technology, in line with NESA requirements. This will include the implementation in 2019, of the new Technology Mandatory Syllabus.
As a result of the programs, 100% of students will have a communication profile that reflects their individual communicative needs and incorporates augmentative communication technologies as required. .Students increasingly demonstrate the school's values of 'We are Safe – We Care – We Learn'. As a result of the program, staff will have greater knowledge of Aboriginal culture and increase the prevalence of Aboriginal perspectives in their teaching and learning programs. An increasing engagement of Science, Technology, Engineering and Maths (STEM) in the Science and Technology Curriculum (K–10).	Leaders Leaders will be driven by researching best practices to improve learning and well–being for students with complex and diverse needs. Parents/Carers Will develop an understanding of the curriculum, differentiated supports and collaborative teaching practices and how they can support their children. Will collaboratively participate in assessment and goal setting in the area of communication and well–being during the Learning Support Team Process.		

Strategic Direction 3: STUDENT LEARNING AND WELLBEING

People

Community Partners

Positive and and co-operative connections will be established with community partners to develop knowledge and understanding of the diverse learning and social needs of our students .