

School plan 2018-2020

Havenlee School 5698



School background 2018–2020

School vision statement

To deliver Education and Training that inspires students to succeed, fosters high expectations and prepares them for participation in our society.

School context

Havenlee School is an SSP in North Nowra, part of the northern Shoalhaven Community of Schools. The school consisting of 8 classes (9 starting in 2018), years pre–school to year 12 (seven IO/IS & 1 MC). The students present with moderate to severe intellectual disabilities, often accompanied by secondary physical, behavioural and other disabilities such as Autism Spectrum Disorder. Aboriginal students make up approximately 38% of Havenlee School enrolments.

All K–6 students follow the NSW K–6 syllabuses and the year 7–12 students follow the Life Skills syllabuses (Stages 4–6). Each student has a Personalised Learning Plan (PLP) from which an adjusted Individualised Education Program (IEP) is devised and implemented.

There is a commitment at the School to deliver a quality education to all students in a safe and stimulating environment. The school has invested heavily in technology and is proactive in the development of interesting, engaging and challenging educational programs so to include all students regardless of disability.

Havenlee School values the input from a variety of allied health professionals. Through professional collaboration, the School provides an education that values and supports the intellectual, creative, physical and emotional development of each student, develops positive self–concepts and values diversity.

There is a practical Vocational Education Program across the whole school which includes both in–school and out of school work experience programs. The school has close connections with several post–school options organisations in the Nowra area.

Havenlee School also benefits from connections made with local Charities who generously donate their time, resources and money to the school.

School planning process

- Discussion and collaboration with Havenlee School P&C
- P&C committing funding for the projects they prioritise
- Teacher and Student surveys; learning bar
- Questionnaires to parents and staff (eg: PBL, Hydrotherapy)
- Parent consultation during PLPs
- Executive/ staff Meetings/ planning days

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning: Learning for Living

Purpose:

To promote a holistic approach to educating students, focusing on social, emotional and physical well-being so as to develop each student's self-esteem and identity. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

STRATEGIC DIRECTION 2

Teaching: Teaching skills for life

Purpose:

To provide educational experiences and opportunities that will enable students to have a fulfilling life and equip them so they can purposefully communicate and participate fully in society.

STRATEGIC DIRECTION 3

Leadership: Sustaining and Improving

Purpose:

To maximise student outcomes through building stronger relationships as an educational community by leading and inspiring a culture of collaboration, quality teaching, engaged communication, empowered leadership and organisational practices.

Strategic Direction 1: Learning: Learning for Living

Purpose

To promote a holistic approach to educating students, focusing on social, emotional and physical well-being so as to develop each student's self-esteem and identity. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

Improvement Measures

Personal Development/ Child Protection Framework

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.

Health Care and Management Plans

Partnerships with parents and students support clear improvement aims and planning for learning.

People

Staff

Personal Development/ Child Protection Framework

Professional discussions during committee meetings, Aboriginal Education School Leaders's collaboration, scheduled professional development and planning sessions.

Health Care and Management Plans

staff member from committee create new templates

teachers trained by committee leader in how to adjust templates for individual students

relevant teachers and SLSOs collaborate with committee members regarding specific student's individual Health Care and Management plans

Teachers share completed templates with all relevant staff

Leaders

Personal Development/ Child Protection Framework

Demonstrate instructional leadership and modelling of best practice.

Health Care and Management Plans

Committee Leader Creates new template

Committee Leader trains teachers how to

Processes

Personal Development/ Child Protection Framework

Develop a whole school, personal development scope and sequence, that includes culturally specific content and delivery of Men's and Women's Business to Indigenous students. Introduce child protection training package which reflects best practice in students with disabilities.

Health Care and Management Plans

Review and Design universal Health Care and Physical/ Behaviour Management plan templates to adjust for individual students across the whole school

Evaluation Plan

Personal Development/ Child Protection Framework

Staff forum on discussion of barriers to implement change of practice .

Staff feedback on implementation of new child protection practices.

Review of focus student in junior and senior school, with IEP's that reflect the incorporation of child protection practices in their health care plans, class programs and individual outcomes.

Health Care and Management Plans

Looked at a specific student's Health Care Plan and because we failed to secure extra funding, decided that we could improve on the setting out and content of the plan for this student and thus all relevant students' plans.

Practices and Products

Practices

Personal Development/ Child Protection Framework

Staff use research based evidence, from Australian based reputable sources, to inform best practice in teaching personal development and child protection to students with disabilities.

Health Care and Management Plans

All staff use up to date, relevant student information to inform ongoing planning and programming.

Every student is known, valued and cared for in the school.

Products

Personal Development/ Child Protection Framework

Whole School Personal Development/Child Protection framework embedded across all learning environments.

A Health Care and Management Plan template suitable to be used and adjusted for every student across the school.

Strategic Direction 1: Learning: Learning for Living

Improvement Measures

People

adjust templates for individual students

Committee Leader provide support for teachers when they are adjusting templates for individual students

Community Partners

Personal Development/ Child Protection Framework

Direct consultation with Family Planning NSW, local AECG, and local school community.

Health Care and Management Plans

Health Care professionals consulted for accuracy of procedures and strategies for individual student's Health Care and Management Plans (eg: therapists, Waminda, Aboriginal Medical Service)

Parents/Carers

Personal Development/ Child Protection Framework

Parents consulted and informed at specific stages, during the planning and implementation phases.

Health Care and Management Plans

Parents/ caregivers consulted for accuracy of procedures and strategies for individual student's Health Care and Management Plans

Processes

re-designed health care Plan to be sent to Trish Boss to evaluate

Feedback from staff, parents on new draft format

Survey staff, parents and relevant health care professionals on final proformas to give feedback on clarity and accuracy of information and all staff being able to follow the procedures accurately and consistently for individual students

Practices and Products

Strategic Direction 1: Learning: Learning for Living

Improvement Measures

People

Parents/ caregivers consulted (eg during PLPs) for their priorities/ preferences for Health Care and Management for their child

Processes

Practices and Products

Strategic Direction 2: Teaching: Teaching skills for life

Purpose

To provide educational experiences and opportunities that will enable students to have a fulfilling life and equip them so they can purposefully communicate and participate fully in society.

Improvement Measures

SWANs Tool (Literacy and Numeracy)

Students' assessment data is regularly used school wide to identify student achievements and progress, in order to reflect teaching effectiveness and inform future directions.

Whole School Scope & Sequence

All lessons across all subjects are systematically planned as part of a coherent program that has been collaboratively designed.

People

Students

SWANs Tool (Literacy and Numeracy)

Student growth is identified through internal assessment measures (SWANs)

Progress of Indigenous students is tracked throughout the year, records kept for future comparison

Whole School Scope and Sequence

All students will enjoy an interesting, engaging and challenging program of learning which meets the NESA syllabus requirements.

Staff

SWANs Tool (Literacy and Numeracy)

Staff trained in Four Blocks of Literacy program

Staff trained in SWANs online assessment tool

Staff participate in assessment moderation sessions

Whole School Scope and Sequence

Staff will provide feedback on proposed units of work and develop engaging and challenging programs based on the new scope and sequence of electives and integrated units.

Leaders

SWANs Tool (Literacy and Numeracy)

Processes

SWANs Tool (Literacy and Numeracy)

Implement the SWANs assessment tool across the school and assess each student (Indigenous and non-Indigenous) in Literacy and Numeracy once per semester.

Whole School Scope and Sequence

Havenlee School will develop an ten class scope and sequence for electives and integrated units, reflecting new NESA syllabus requirements and scaffolding an engaging and challenging program.

Evaluation Plan

SWANs Tool (Literacy and Numeracy)

Literacy baseline data

Teacher survey: effectiveness of 4 Blocks/SWANs refresher in-service

Whole School Scope and Sequence

Scope and Sequence: staff surveys and questionnaires, trials and staff feedback.

Practices and Products

Practices

SWANs Tool (Literacy and Numeracy)

Reports are used to inform all student program adjustments.

Consistent approach to assessment between staff and over time.

All young people have a strong foundation in literacy and numeracy and confident in their ability to learn, adapt and be responsible citizens.

Whole School Scope and Sequence

Teachers will follow the new Scope and Sequence for electives and integrated units when planning their classroom programs.

Collaboratively developed integrated curriculum is implemented across K-12.

All children make a strong start in life and learning and make a successful transition to school.

Every student is engaged and challenged to continue to learn.

All students finish school at Havenlee School well prepared for post school options.

Products

SWANs Tool (Literacy and Numeracy)

All students have three comparative assessments in Literacy and two in numeracy showing improving student outcomes.

Strategic Direction 2: Teaching: Teaching skills for life

Improvement Measures

People

Executive ensure the learning needs of all students are catered for through differentiated curriculum and assessment

Whole School Scope and Sequence

Executive will oversee the development and the implementation of the new scope and sequence, ensuring that programs meet DoE and NESA requirements.

Community Partners

SWANs Tool (Literacy and Numeracy)

Staff participate in opinion polls/surveys on current and developing scope and sequence

Whole School Scope and Sequence

Staff trial developing scope and sequence

Processes

Practices and Products

Whole School Scope and Sequence

10 class scope and sequence across all subjects has been developed, trialled and evaluated for implementation in 2021.

Strategic Direction 3: Leadership: Sustaining and Improving

Purpose

To maximise student outcomes through building stronger relationships as an educational community by leading and inspiring a culture of collaboration, quality teaching, engaged communication, empowered leadership and organisational practices.

Improvement Measures

Staff Wellbeing

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and staff wellbeing.

People

Students

Student benefit through improved staff wellbeing.

Staff

Staff participate in wellbeing survey and wellbeing framework

Staff will provide feedback on wellbeing survey

Staff trained in developing PDP wellbeing goals

Staff will provide feedback on the PDP process for wellbeing goals

–Staff will participate in the development of the wellbeing framework

Staff will provide feedback on the wellbeing framework draft

Leaders

Executive will oversee the development and implementation of the wellbeing framework

Executive will ensure the learning needs of staff are met for PDP wellbeing goals and support the process

Processes

Staff Wellbeing

Design a framework to improve performance and support staff wellbeing.

Train staff to implement 1 wellbeing goal in PDP's for every staff member.

Evaluation Plan

–Staff wellbeing baseline data

–Teacher survey: wellbeing

– Staff feedback

–TTFM – staff

Practices and Products

Practices

One wellbeing PDP goal for Aboriginal and Non-Aboriginal staff by 2020.

Promote connection to country for Aboriginal staff.

Every teacher, every leader improves each year

Education is a great place to work and our staff is of the highest calibre

Products

A sustainable, ongoing staff wellbeing framework.