

School plan 2018-2020

Edgeware School 5737



School background 2018–2020

School vision statement

To provide opportunities for successful academic, social and transitional achievement by students.

We aim to work in partnership with families, carers and community supporters to assist with all aspects of student engagement, achievement and development strategies.

We want to provide a safe, well resourced, attractive and welcoming teaching, learning and working environment where expectations are clear and achievements are celebrated.

Our staff will continue to demonstrate a strong commitment to public education and professional development.

School context

Edgware School for a Specific Purpose is located at Hurlstone Park. The school currently caters for 35 year 7 to 12 students from across the Sydney metropolitan area who have been clinically diagnosed with an emotional disturbance or disorder. They demonstrate a wide range of anti-social and serious disruptive behaviours.

Student enrolment is offered through a placement panel process coordinated by the local educational services team. Applications may be made by mainstream schools, other special settings or from outside the Government school system.

An Individual Education Plan is developed for each student which emphasises academic progress, vocational education, social skills and the refinement of socially appropriate behaviour.

Transition plans are prepared to support students at critical points which may include returning to mainstream, entering TAFE, joining the workforce or engaging in alternative educational or social programs.

The school maintains close contact with families and carers and strong relationships with community agencies and supporters involved in assisting our students such as other schools and NSW DoE employees, Family and Community Services, Juvenile Justice, Police, Health services, TAFE and employment providers.

The school motto is “Engage, Achieve, Develop”.

School planning process

During 2014 and 2015 the school staff, students, families and community agencies and supporters were consulted regarding our current practices and future directions.

Consultation occurred during formal and informal staff meetings, parent interviews, discussion groups, through phone and email contact and via written surveys.

Questions were asked regarding what type of school we wanted to be, what sort of students do we want to produce, what context are students headed for beyond this school, how well they are prepared for them and how expert are our teachers in providing experiences to assist in student learning and development.

As responses were considered and Departmental resources were made available the school was able to commit to the following three strategic directions:

1. Improved learning through consistent application of key high quality practice elements.
2. Strategic implementation of key teaching elements across the school with excellence as our goal.
3. A self-sustaining and self-improving school community committed to the highest level of leadership elements.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Further progress achievement in engagement and learning through wholistic school initiatives and programs.

Purpose:

Engage, enable and provide all Edgeware students with wholistic school programs that encourage participation in a range of learning opportunities that develop student skills, knowledge and self management that are transferable throughout life.

STRATEGIC DIRECTION 2

Informed planning and purposeful practices that lead to targeted outcomes and sustained learning.

Purpose:

To invest in; efficient practices to improve student outcomes, professional standards to advance expertise, school reflection to monitor progress and build a framework of continuous improvement.

STRATEGIC DIRECTION 3

Quality leadership that fosters whole school improvements.

Purpose:

School plans for continuous improvement with clear strategic directions that drive high expectations of school performance in engagement and participation of students, community and leaders.

Strategic Direction 1: Further progress achievement in engagement and learning through wholistic school initiatives and programs.

Purpose	People	Processes	Practices and Products
Engage, enable and provide all Edgware students with wholistic school programs that encourage participation in a range of learning opportunities that develop student skills, knowledge and self management that are transferable throughout life.	Students <p>Improve students ability to use school time productively to support their overall learning.</p>	<p>Development and inclusion of a range of assessments across required stages and subjects that will support review of current student abilities, skills and knowledge to evaluate and modify student wholistic plans. Confirm students are learning what is being taught and plan further teaching.</p>	Practices <p>Inclusion of a range of assessments as documented in student's wholistic plans identifying improvements made and further improvements necessary to support and meet learning needs and levels required in students academic, behavioural, transition and wellbeing components.</p>
Improvement Measures <p>100% of all teaching staff to expertly include formative and summative assessments in wholistic student plans, 100% of students completing a range of assessments, assessing progress across curriculum and identifying improvements required for teaching and learning practices.</p>	Staff <p>Further develop skills specifically in assessments to enable reviewing and evaluating student learning and to be able to direct development of student wholistic plans.</p>	<p>Formalised whole school practice in documentation through school systems detailing participation across all 4 components including academic, behavioural, transition and wellbeing.</p>	<p>Shared explicit communication and responsibility is evident through documentation between wholistic student plan and multi agency management.</p>
<p>Increase the proportion of students to more than 85% demonstrating constructive participation across their wholistic student plans including academic, behavioural, transition and or wellbeing components at school.</p>	Parents/Carers <p>Reciprocate consistent clear communication to school about happenings with their child and continue encouraging constructive participation in all learning areas. Have clear understanding about their child's wholistic learning plan.</p>	<p>Executive and teaching staff to include and make effective use of current and new programs or community supports available and encourage ongoing student participation.</p>	<p>Students are actively involved, completing, participating or attending wellbeing learning opportunities within school or community.</p>
	Community Partners <p>Ongoing continued support across a range of agencies that complement and provide specific support of student wholistic student plans especially in relation to all transitions.</p>	Evaluation Plan <ul style="list-style-type: none"> • Wholistic student plans/data. • Professional Learning records. • Student work samples including assessments. • Staff meeting minutes. • School organisational calendar. • Record of student meetings/communications. • Attendance and participation data. • School reports, district reviews. • Case conference meetings. • Art Engagement Program. 	Products <p>100% of all teaching staff to expertly include formative and summative assessments in wholistic student plans, 100% of students completing a range of assessments, assessing progress across curriculum and identifying improvements required for teaching and learning practices.</p>
	Leaders <p>Effectively guide teachers to implement whole school's movement towards transforming current student plans I.E.P's to wholistic student plans that include wellbeing as an extra component.</p>		<p>Increase the proportion of students to more than 85% demonstrating constructive participation across their wholistic student plans including academic, behavioural, transition and or wellbeing components.</p>
			<p>100% of students actively participating, connected or accessing internal or external wellbeing program or support that results in improved engagement.</p>

Strategic Direction 2: Informed planning and purposeful practices that lead to targeted outcomes and sustained learning.

Purpose	People	Processes	Practices and Products
To invest in; efficient practices to improve student outcomes, professional standards to advance expertise, school reflection to monitor progress and build a framework of continuous improvement.	Students Actively engage in learning opportunities explicitly linked to core learning and behaviour standards. Increasingly extend responsibility for preparation to transition into the workforce.	Data portfolios defined and templated. Analyse and score data to focus staff collaboration and problem solving. School practice adjusted. Increase learning opportunities for students measured. Professional learning goals to increase staff capabilities in Data, Literacy and Numeracy. Capacity building in leadership to increase by 25% as learning teams formed into 2 action research teams (Literacy and Numeracy) Leaders from each team evaluate then instruct staff in evidence based learning programs that build proficiency in teaching, assessing and reporting to improve student Literacy and Numeracy outcomes. Programs are sourced or generated and embedded into classroom practice. Programs are differentiated to ability with a strong foundation in Numeracy and Literacy.	Practices Data portfolios assist staff in knowing their students. Data analysis used to identify trends and progress. Collaboration and problem solving directs school transformational improvements in school practices. Instructional leadership through learning teams to share professional learning. Capacity building in leadership to increase by 25%. Professional learning aligns with Strategic Directions, SEF, Accreditation and is recorded in eTAMS. Staff share curriculum knowledge, resources and student progress to implement the most effective teaching programs.
Improvement Measures	Staff Increase tools to drive transformational change that increase student learning opportunities. Seek evidence of student performance and achievement to guide future planning. Build capacity to lead, learn and educate.	Evaluation Plan <ul style="list-style-type: none"> Professional learning hours recorded on eTAMS. Data from Australian Core Skills Framework on Literacy and Numeracy results. Numeracy and Literacy program. Student behaviour data portfolios. 	Products Produce a data portfolio of student time on task. Define system construct/s to increase student time on task. Staff complete 5 hours Professional Learning in each targeted domain of Data, Literacy and Numeracy. Implement a Literacy and Numeracy program. Targeted students engaged and produce evidence of improvement. 75% of Stage 5/6 students achieve Level 3 of the Australian Core Skills Framework.
	Parents/Carers Support the school to manage consistency at school and home in the ways students are supported to achieve academic, behaviour and career goals.		
	Leaders Direct school goals to identified school needs. Encourage dialogue that support school improvement. Build the capacity of the school community to support student learning.		
	Community Partners Provide additional supports for our community to assist them to engage at school, the community and workforce.		

Strategic Direction 3: Quality leadership that fosters whole school improvements.

Purpose

School plans for continuous improvement with clear strategic directions that drive high expectations of school performance in engagement and participation of students, community and leaders.

Improvement Measures

80% satisfaction feedback from 360 tool from parents and community on reporting and effective communication.

100% of executive, or aspiring executive staff participate and complete online training in executive leadership credentials course at lead level.

People

Students

Prepare for learning by setting goals and expectations of achievement.

Achieve personal goals in academic, wellbeing, behavioural and transition components..

Staff

Plan purposeful learning to target student needs and engagement particularly in Literacy and Numeracy.

Increase participation in managing the strategic directions of the school plan.

Leaders

Assess continued and sustainable school improvement practices to refine future school planning.

Plan and guide leadership opportunities for aspiring staff.

Parents/Carers

Support school directions that assist their child's engagement in the school, community and workforce.

Engage in reviewing school plans, processes and achievements.

Community Partners

Provide support that assist engagement of our community to school, the community and the workforce.

Engage in reviewing school plans, processes and achievements.

Processes

Collaborative process including staff meetings and professional dialogue to refer to school plan. Part of professional learning is directed to and aligns with school plan directions. Staff access, manage and report individual and school progress on milestones.

Distribute and implement across school community evaluation tool to enable feedback to be collected and collated in order for community satisfaction to be analysed and measured.

Leadership development is endorsed through opportunities in team leadership, acting up duties and relieving executive positions in other settings. Leadership professional learning through online, face to face and observation are accessed to support aspirational goals of staff.

Evaluation Plan

- Feedback from the 360 Tool
- Staff PDP's and professional learning records
- Online Leadership training records
- 2018–2020 School Plan
- Staff meetings, collaborative planning
- SEF feedback/evidence

Practices and Products

Practices

Collaboration amongst school staff to implement, monitor and review working towards milestones being achieved and maintain continuous improvement.

Increased consultation with parents, community and agencies linked to school, encouraging feedback on school performance.

Participate in and lead practices and strategies to support high quality teaching and learning practice to improve overall educational opportunities.

Products

100% of leadership team successfully plans professional learning to effectively direct school activity towards implementing school plan.

80% satisfaction feedback from 360 tool from parents and community on reporting and effective communication.

100% of executive staff participate and complete online training in executive leadership course at lead level.