

# School plan 2018-2020

**Induna School 5756**



# School background 2018–2020

## School vision statement

Our vision is to provide a positive, supportive, stimulating and challenging environment where our students will recognise and achieve their full potential. This will empower them to make the best choices in life for themselves, their families and the wider community.

## School context

Induna School has a maximum enrolment of 42 students, with currently 7 classes from years 7–12; this includes 76% Aboriginal students. Induna promotes Aboriginal culture and perspectives across the school community.

A significant number of students have special education, social and emotional needs. All students have a Personal Learning Pathway (PLP) that aims to support them in completing a Record of School Achievement (ROSA), Higher School Certificate (HSC), Technical and Further Studies (TAFE) or develop skills for future employment. The school has a committed executive and teaching staff focused on maximising learning outcomes which are reflective of best practice and align with the implementation of teacher accreditation and recent educational reforms. Our Positive Behaviour for Learning (PBL) core values of Respect, Responsibility and Integrity are promoted across the school.

## School planning process

During 2017 the school sought the opinions of parents, students and Induna staff. This process included a review of the strengths, opportunities and areas for development across our school. Data was collected through:

- Electronic/paper surveys of all stakeholders
- Staff meetings
- Executive meetings
- Management meetings with parent body
- The School's Excellence Framework

As a result 3 key strategic directions were identified as a basis for a shared commitment to future developments in our school.

- Student Learning & Wellbeing
- Staff Development
- Community Connections

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Student Learning & Wellbeing

### **Purpose:**

Purpose:

To support student learning through the development of a quality educational environment, underpinned by Positive Behaviour for Learning (PBL) core values, where students gain self confidence and skills to re-engage in education to become lifelong learners. Through the continuous development of teaching programs and assessment strategies, the student's literacy and numeracy skills will improve.

## STRATEGIC DIRECTION 2

Staff Development

### **Purpose:**

Purpose:

To ensure that our school provides the best possible learning opportunities for our students, by supporting staff to improve their capacity as educators and leaders. Students will have access to the best possible learning opportunities.

## STRATEGIC DIRECTION 3

Community Connections

### **Purpose:**

Purpose:

To build positive relationships through a culture of collaboration and increased communication with the wider community. This will result in an environment that is supportive of student success.

# Strategic Direction 1: Student Learning & Wellbeing

Purpose	People	Processes	Practices and Products
<p><b>Purpose:</b></p> <p>To support student learning through the development of a quality educational environment, underpinned by Positive Behaviour for Learning (PBL) core values, where students gain self confidence and skills to re-engage in education to become lifelong learners. Through the continuous development of teaching programs and assessment strategies, the student's literacy and numeracy skills will improve.</p>	<p><b>Students</b></p> <p>Ensure that students have the necessary literacy and numeracy skills and experiences to become lifelong learners.</p> <p><b>Staff</b></p> <p>Design and implement appropriate high quality, engaging assessment tasks based on diagnostic assessment data that provides students with opportunities to set goals achievable for literacy/numeracy improvements.</p> <p><b>Leaders</b></p> <p>Develop their leadership and/or mentoring capabilities to guide staff to embed differentiation in writing to improve student achievement.</p> <p><b>Parents/Carers</b></p> <p>Maintain open communication to facilitate a shared understanding of student's educational needs.</p> <p><b>Community Partners</b></p> <p>Work together with other schools to establish proactive partnerships to support students' individual needs.</p>	<p><b>Processes</b></p> <p>Provide quality training and development through staff meetings and School Development Days (SDD's), to support classroom teacher understanding of students' individual needs.</p> <p>Draw on internal and external expertise to develop and implement high quality professional learning in writing and assessment practices.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Regular monitoring of internal school based assessments and data collection</li> <li>• Classroom observations</li> <li>• Professional learning</li> <li>• Planning meeting /days</li> <li>• Surveys</li> </ul>	<p><b>Practices</b></p> <p>Students are regularly assessed to determine their achievement along the Progressions with teachers implementing appropriate strategies.</p> <p>Every teacher uses diagnostic and formative assessment data to inform and differentiate through the development of their teaching and learning programs.</p> <p><b>Products</b></p> <p>Classroom teachers embed differentiation strategies for writing and assessment into their classroom practice across all KLA's through their teaching and learning programs and daily classroom practice.</p>
Improvement Measures			
Increased number of staff tracking students utilising the Progressions which indicate students positive growth.			
Improved automaticity in Numeracy from individual student's pre / post assessment data.			
Improved vocabulary and reading knowledge in Literacy from individual student's pre / post assessment data			
All teachers implement scaffolded writing techniques to differentiate teaching as evidenced through collaborative planning and classroom observation.			

# Strategic Direction 2: Staff Development

## Purpose

### Purpose:

To ensure that our school provides the best possible learning opportunities for our students, by supporting staff to improve their capacity as educators and leaders. Students will have access to the best possible learning opportunities.

## Improvement Measures

All staff improve their development of leadership skills by supporting SLSO staff in the PDP process and undertake further training where required.

Increased number in staff undertaking and seeking higher duties.

Structured opportunities for teams to engage with school priorities which have led to positive feedback about student engagement.

## People

### Students

Engage in their own learning based on quality teaching and relevant KLA whole school integrated units.

### Staff

Staff participate in professional learning in order to develop knowledge and understanding to contribute to whole school integrated projects.

Teaching staff will meet with SLSO's to provide support and assistance with meeting PDP goals.

### Leaders

The school Leaders will identify growth and development for staff.

### Community Partners

Sustain positive relationships with Collegial Leaders Networks, Grafton Community of Schools and Education and Training Unit (ETU) Community of Schools to meet school priorities.

## Processes

To promote, build and sustain the PL of all staff members, by creating an environment where teachers and leaders learn from each other through collaborative teamwork and shared purpose.

Executive and leaders will ensure that all staff have the opportunity to develop their teaching practice through classroom observation, quality lesson structure and continual learning either external or internal.

## Evaluation Plan

- TTFM teacher survey
- Classroom observation
- SLSO PDPs
- Feedback from staff for leaders
- Staff / Team meeting minutes
- PL
- Integrated Units

## Practices and Products

### Practices

Proactive leadership and organisational practices that allow for the implementation of DoE & Partner policy; Australian Professional Standards; and NSW syllabus for Australian curriculum.

Regular PL occurring which is aligned to the school's strategic directions through the work of school teams, staff meetings and SDDs.

Through the support of supervising Executive, staff develop and evaluate their PDP's that are aligned to their accreditation level and career aspirations. Staff also support at least 1 Student Learning Support Officer (SLSO) in identifying and meeting work and career goals.

### Products

SLSO staff have an identified teacher for support to guide them with the process.

Integrated Units of work developed across KLA's for stage 5. Understanding around how this will work with one complete Unit to be developed for trial and outcomes identified.

# Strategic Direction 3: Community Connections

## Purpose

Purpose:

To build positive relationships through a culture of collaboration and increased communication with the wider community. This will result in an environment that is supportive of student success.

## Improvement Measures

Increased number of students receive the transition pack relevant to their specific community and individual needs.

Effective communication practices strengthened with community to allow cultural inclusion and positive educational pathways.

## People

### Students

Benefit from a collaborative approach to the development of their educational pathways as they transition back into the wider community.

### Staff

Provide opportunities for staff to engage with the community in a variety of academic and cultural collaborations.

### Parents/Carers

The school will strengthen and maintain strong partnerships with carers focusing on successful transition back into the wider community.

### Community Partners

The school will strengthen and maintain strong links with community partners and agencies.

## Processes

Effective organisational and school practices to support learning and social outcomes through case conferences, client services meeting and school events.

Assist students to successfully transition into their wider community.

## Evaluation Plan

- Directory used in transition
- PL
- Relevant Information sharing between education and carers
- Community events and celebrations

## Practices and Products

### Practices

Continue to develop positive relationships with community groups and educational settings.

Relevant information is shared between Induna and the student's transitioning educational or employment setting.

Student achievements recognised at community celebrations.

### Products

A collaborative plan communicated to all stakeholders.

The development of a community based directory for resources and community connections.