

# School plan 2018-2020

**Penrith Valley Learning Centre 5761**



# School background 2018–2020

## School vision statement

At Penrith Valley School we offer a supportive, engaging and broad program that provides students with opportunities to develop the social, emotional and academic skills to become contributing members of their communities.

We seek to assist students to own their actions, create positive patterns of behaviour, become job-ready and develop independent living skills. We strive to endow our students with the confidence and motivation to embrace learning, pursue their individual goals and engage productively with their community at the completion of our program.

## School context

Penrith Valley School (PVS) is an alternative educational setting that caters for students from year 4 to year 12 who have experienced difficulties in mainstream schools. There are seven students in each of our 7 classes at PVS, which are all mixed ability.

Students at Penrith Valley School present with significant Behaviour Disorders and Emotional Disturbances which have resulted in their exclusion from mainstream schools. In many cases, these anti-social behaviours have led to extended absences from school, which have left substantial gaps in their education. In some instances students have limited support at home and significant barriers to post-school success.

PVS has been working successfully with Aboriginal students since the school was established in 2007. Generally the number of students who identify as Aboriginal is between 15% and 25%. Every student at PVS has a Personalised Learning Plan which is developed in consultation with the student, their parents or carers, staff from PVS, our school counsellor and, where possible, staff from the student's home school. These plans set out how each member of the team can assist the student to achieve their goals. The plans are reviewed annually.

## School planning process

Staff members participated in a series of planning sessions in 2017 to determine the strategic direction for our school in the coming three years. The focus of these discussions was to refine and focus our thinking around the areas of student independence and community engagement. Following a review of our vision statement, staff identified projects that will have an impact on student wellbeing, academic progress and preparing students for post-school life. Aboriginal education was identified as an area for improvement, and is central to our 2018 – 2020 School Plan.

Parents and carers were asked to contribute ideas to our planning cycle when they were surveyed in Term 4, 2017 and identified independence, goal setting and readings as focus areas. There is a strong correlation between the responses from parents and staff which reinforces the need to prioritise the development of independent living skills to enable our students to become contributing members of their communities at the completion of their time at our school.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Independent Students

**Purpose:**

To provide a diverse and engaging program that enables students to develop independence across a range of areas including; possessing functional living skills, being job ready, being able to pursue further education, and developing the social competencies and confidence to participate in their communities.



## STRATEGIC DIRECTION 2 Inspiring Staff

**Purpose:**

For all staff to actively pursue career development articulated in their Professional Development Plan, in line with National Teaching Standards and the priorities outlined in the School Plan. For staff to develop the skills to support the academic, behavioural, emotional and social needs of our students grounded in Trauma Informed Practice.



## STRATEGIC DIRECTION 3 Strong Community Connections

**Purpose:**

To establish and foster trusting, professional relationships with a range of community organisations that can provide assistance to our students and their families in areas including; mental health, employment and community engagement, thereby removing barriers to their continuing educational success.

# Strategic Direction 1: Independent Students

## Purpose

To provide a diverse and engaging program that enables students to develop independence across a range of areas including; possessing functional living skills, being job ready, being able to pursue further education, and developing the social competencies and confidence to participate in their communities.

## Improvement Measures

All students meet or exceed 80% of their PLP goals related to literacy, numeracy and independence.

80% of targetted students demonstrate improved wellbeing through improved attendance, punctuality, and compliance with school rules.

20% improvement for students transitioning into work and further education based on 2017 figures.

## People

### Students

Take more responsibility for their own learning, specifically in relation to literacy and numeracy

### Staff

Develop the knowledge and skills to deliver literacy and numeracy confidently across all subjects.

### Leaders

Provide a coordinated approach to the implementation of literacy and numeracy strategies.

### Parents/Carers

Develop the knowledge and skills to better support their child in relation to literacy numeracy and setting and achieving goals.

### Community Partners

Community organisations engage more successfully to support students to identify, pursue and achieve their goals.

## Processes

Embed the use of quality teaching and learning practices across the school to improve student outcomes in literacy and numeracy and develop the functional skills they need to be life-long learners.

Provide opportunities for students to develop independence across a range of areas including; possessing functional living skills, being job ready, pursuing further education, and developing social competencies and confidence to participate in their communities.

Empower students to take responsibility for their actions and make positive choices for their future by implementing best practice educational opportunities to improve student wellbeing.

## Evaluation Plan

Bi-annual benchmarking for literacy and numeracy

Identify and evaluate goals relate to literacy, numeracy and independence for each student

Survey all members of the school community

Collect data in relation to; participation in work experience, successful transition and achievement of PLP goals

Collect attendance, suspension and behaviour data as an indicator of wellbeing

## Practices and Products

### Practices

Implement Newman's Error Analysis across all classes and subjects to improve problem solving skills for all students.

Develop and implement a whole school program that promotes the teaching of quality literacy, focussing on reading and comprehension.

### Products

Develop and implement policies and procedures to assist students to successfully transition within school, between schools and from school to work.

Develop a badge system that recognises the the achievement of independent skills across a range of domains including; personal, interpersonal, community, academic, transition and behavioural.

# Strategic Direction 2: Inspiring Staff

## Purpose

For all staff to actively pursue career development articulated in their Professional Development Plan, in line with National Teaching Standards and the priorities outlined in the School Plan. For staff to develop the skills to support the academic, behavioural, emotional and social needs of our students grounded in Trauma Informed Practice.

## Improvement Measures

All teachers progress successfully through the four stages of accreditation in line with national teaching standards and SASS staff complete their PDPs.

All teachers develop the knowledge and confidence to incorporate cross curricular priorities and general capabilities into their programs and teaching practice.

Teachers provided with the opportunities and support to develop leadership skills through collaboration, self-reflection and participation in cohesive school teams.

## People

### Leaders

Develop PVS into a centre for excellence in Trauma Informed Practice, providing support to Department of Education schools in relation to student wellbeing.

### Staff

Develop leadership skills through engagement in a range of collaborative practices.

Develop the skills to support the holistic development of students and progress through the four stages of accreditation

## Processes

Staff are supported to progress successfully through the four stages of the accreditation process in line with national teaching standards, with additional support for early career teachers and leadership opportunities for experienced practitioners.

Build staff capacity to support the holistic development of students and community members by effectively understanding and utilising the Wellbeing Framework, Trauma Informed Practice and behaviour management strategies.

Build teacher capacity to deliver a cross curricular scope and sequence for Aboriginal Education that is embedded in all teaching and learning programs across the school.

## Evaluation Plan

Lesson observations, team teaching, PDP meetings, PD opportunities

Collect data in relation to; the achievement of PDP goals, success with accreditation

Staff surveys

Achievement of milestones in the school plan

## Practices and Products

### Practices

Staff confidently delivering Trauma Informed Practice through all systems and structures at school in accordance with best practice.

All teachers progress successfully through the accreditation process in accordance with the standards set out in the Australian Institute for Teaching and School Leadership.

Build Leadership capacity across the school by providing a diverse range of leadership opportunities underpinned by targeted, individualised support

### Products

Clear protocols to support all staff to develop the skills necessary to support the holistic development of students at PVS.

Teaching and Learning Programs include a page for cross curricular priorities and general capabilities.

Wrap around approach to assist teachers to develop the skills to support the holistic development of students through subject knowledge, behaviour management, wellbeing and self-care.

Develop a cross-curricular scope and sequence for Aboriginal Education that is embedded in all teaching and learning programs.

# Strategic Direction 3: Strong Community Connections

## Purpose

To establish and foster trusting, professional relationships with a range of community organisations that can provide assistance to our students and their families in areas including; mental health, employment and community engagement, thereby removing barriers to their continuing educational success.

## Improvement Measures

Increase parent and community participation in school events including; assemblies, community days, market days, celebrations and information sessions.

Increase professional partnerships between PVS and local organisations by 20% based on 2017 figures

Increase the participation of PVS in culturally significant events for Aboriginal students by 20% on 2017 figures.

## People

### Staff

Understand Aboriginal perspectives and the importance of valuing and celebrating the contribution of Australia's first people to our society

### Students

Learn about, experience and celebrate the contribution of Aboriginal people to our lives

### Community Partners

Utilise the school to engage strongly with our students and their families.

### Leaders

Develop a culture of acceptance and inclusivity that provides opportunities for all members of the school community to come together and celebrate achievement,

## Processes

Empower students and staff to celebrate local Indigenous knowledge and culture through the implementation of an authentic and visible whole school program that embeds Indigenous perspectives and involves all community members.

Utilise the school as a shared cultural hub to bring together staff, students and community members for a variety of purposes that benefit the school community and local area.

## Evaluation Plan

Identify hours per week of community organisation involvement in 2017 to compare with 2020 figure

Identify number of events of cultural significance for Aboriginal people celebrated in 2017 to compare with 2020 figure

Collect data on parent and carer attendance and participation in school events

Survey students and staff in relation to their understanding and attitudes towards Aboriginal culture

## Practices and Products

### Practices

Establish and maintain strong working relationships with community organisations that provide services to our students and their families.

Utilise Ngala Market and café as a focal point around which to build a strong community that can actively contribute to the life of the school.

Establish an ongoing relationship with the local Aboriginal Education and Wellbeing Officers and Aboriginal Education Consultative Group to enhance educational outcomes for all students in relation to Aboriginal Education.

### Products

Ngala Market becoming a regular event that enhances the life of the school by providing opportunities for all members of the school community to become involved and make a contribution.