

Strategic Improvement Plan 2021-2024

Royal Far West School 5504



School vision and context

School vision statement

Royal Far West School aims to improve the quality of, and the access to, educational services of rural and remote students to learn to their fullest capability, achieve demonstrable learning and wellbeing outcomes in a safe, supportive and healthy environment. The school's culture is that of connectedness, inclusion and collaboration with students, their parents/carers, home school staff, Royal Far West, as well as the wider community.

School context

Royal Far West School (RFWS) provides educational services to the clients of the Royal Far West's (RFW) integrated health, education and disability service. All students are from rural and remote NSW. Students present with a range of medical conditions, including developmental, learning, behavioural, emotional and communication difficulties and disorders. The school works with school aged students, with 25% identifying as Aboriginal or Torres Strait Islander. RFWS respects the cultural safety and identity of enrolled Aboriginal and Torres Strait Islander students and families. All children are accompanied to RFW, a short stay facility, by a parent or carer. The school works in partnership with families, RFW, rural and remote schools and local services to provide information, consultancy, resource advice, professional development and program assistance. RFWS has a strong focus on building capacity in schools across the state using video conferencing and communication for individual, ongoing student support. Within RFWS sits a NSW Centre for Effective Reading (CER) hub and the Sounds, Words, Aboriginal Language and Yarning (SWAY) team.

The CER Manly Hub is a joint initiative with the NSW Department of Education and NSW Health. CER provides a comprehensive assessment by multi-disciplinary teams including special education teachers, psychologists and speech pathologists.

SWAY is an evidence based oral language and early literacy programme based on local Aboriginal knowledge, culture and stories. SWAY has been developed by teachers, Aboriginal Education Officers and Speech Pathologists at RFWS. Through professional development and mentoring, SWAY builds the knowledge and capacity of participants to improve oral language and literacy outcomes of children within rural and remote communities.

The development of the 2021-2024 Strategic Improvement Plan was achieved through a comprehensive situational analysis and the results of the 2020 External Valuation . Our thorough consultation process involved representatives from RFW, home school representatives, our Aboriginal Education Officer (AEO) and external providers. At RFWS we will address the needs of students from preschool to Year 12 through personalised learning and differentiation to engage and enable students to continue their learning journey. We will streamline administrative processes to increase the planning for, and support of, student learning time. We will strengthen communication with all key stakeholders. At RFWS collaborative performance processes will ensure flexibility and high quality service delivery for every student and family within our care.

Strategic Direction 1: Strengthening processes and practices to support engagement in learning

Purpose

To enhance teachers' capacity to meet the needs of all students supporting high levels of engagement within a collaborative, multidisciplinary and complex learning environment.

Improvement measures

Target year: 2024

All teaching and learning programs reflect an evidence-based best practice approach in personalised learning to optimise student engagement. New and innovative ways to design and develop these programs are embedded practices.

Target year: 2024

All teaching and learning programs show evidence of differentiation and the delivery of high quality learning.

Target year: 2024

Streamlined administrative processes have increased the planning for and support of learning time for all staff.

Initiatives

At Royal Far West School we will address the needs of students from preschool to Year 12. Personalised learning and differentiation will be used to engage and enable students to continue their learning journey. We will achieve this through:

- Gap analysis audit of staff skill sets around personalised learning.
- Professional learning focuses on best practice examples of personalised learning, resourcing, assessment and evaluation processes.
- Collaboration, including learning walks, to target explicit teaching and enhance staff professional growth.
- Teaching and learning programs are aligned with NESA requirements with a strong focus on differentiation to cater for the individual needs of all students.

At Royal Far West School we will streamline administrative process to increase the planning for and support of student learning time. We will achieve this by:

- Collaboratively developed PDP goals are aligned with the Strategic Improvement Plan..
- Audit administrative procedures with a goal to reduce teacher time on administrative tasks by 20%
- Streamlining processes and procedures to maximise learning and teaching time.
- Monitor, evaluate and review processes and practices to further inform teaching and learning programs.

Success criteria for this strategic direction

Effective evidence-based teaching methods support personalised learning enhancing student engagement, knowledge, understanding and skills. (SEF Learning Culture)

Differentiated curriculum delivery caters for a variety of learning needs and interest with adjustments and accommodations to support student learning. Review processes monitor curriculum provision to support high levels of student engagement. (SEF Curriculum)

Students report high levels of satisfaction, engagement and success with their learning. (SEF Wellbeing)

Key stakeholders report high levels of satisfaction through the collection of timely, valid and reliable data (SEF - Management practices and Processes)

Teachers collaborate across stages/teams, and with other schools, to share curriculum knowledge and to inform the development of evidence-based programs. (SEF - Learning Culture)

Professional learning emphasises the development of effective instructional leadership to facilitate whole school improvement (SEF - School Planning, Implementation and Reporting)

Administrative systems and processes are streamlined to maximise learning and teaching time. (SEF - School Planning, Implementation and Reporting)

Evaluation plan for this strategic direction

The school leadership team, in collaboration with school staff, will determine whether student learning and wellbeing has been enhanced through high levels of student engagement promoting a happy, productive and collegial working environment where students exhibit degrees of independence, responsibility for their learning and self-regulation.

The following data will be analysed in the determination:

Question: Have we provided engaging, personalised

Strategic Direction 1: Strengthening processes and practices to support engagement in learning

Evaluation plan for this strategic direction

learning for our students?

Data

- teaching and learning programs reflect differentiation to meet individual student interest and needs
- student surveys and comments.
- student work samples
- staff observations, surveys and comments
- parents/carers survey and comments

Analysis and Implication: The analysis of both quantitative and qualitative data we will be able to evaluate the effectiveness of engaging and personalised learning at RFWS.. The results of the data will be analysed and triangulated to inform current and future personalised learning opportunities. for students.

Question: Have we streamlined administrative procedures to maximise teaching and learning time?

Data

- staff surveys and audits
- reduction in administrative tasks
- fine-tuned process and procedure management.
- PDPs and reviews reflect and alignment between student and staff goals
- teacher based administration time
- QDAI assessment and evaluation process.

Analysis and Implication: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. The impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students engage in their learning.

Strategic Direction 2: Strengthen partnerships and support a collaborative culture

Purpose

To enable a holistic and collaborative approach with our partners ensuring best practice optimises support for rural students with complex health and learning needs.

Improvement measures

Target year: 2024

All staff actively contribute to the development of plans and initiatives that focus on improving outcomes for students.

Target year: 2024

All students receive educational and or health services related to their individual needs based on strengthened processes and practices between all stakeholders.

Target year: 2024

100% engagement is facilitated between Royal Far West School and home schools.

Target year: 2024

All staff from RFW and RFWS express high levels of satisfaction with collaboration in supporting students and their complex health and learning needs

Initiatives

At Royal Far West School we will strengthen and streamline communication with all key stakeholders. We will achieve this through:

- The Memorandum of Understanding (MOU), entered into by RFW and RFWS, provides a framework based on the common goal of supporting the health and education needs of rural and remote students.
- Enhanced, structured and regular communication between Royal Far West and Royal Far West School.
- Strengthened ongoing communication and partnerships between RFWS and home schools to support and monitor student growth and achievement.

At RFWS we will develop models to strengthen communication and collaboration between all key stakeholders. Collaborative performance processes ensure flexibility and high quality service delivery through:

- Streamlined, connected and effective practices meet the educational and health needs of every student.
- Enhanced staff value and participation in school planning and evaluation to enable ongoing school improvement.
- Collaborative models to enable the sharing of expertise with RFW, home schools, parents and carers.
- Staff will utilise the Australian Professional Teaching Standards to identify current skills and opportunities to assist in building teacher capacity and collective efficacy.

Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in enhanced wellbeing and engagement to support learning. (SEF - School Planning, Implementation and Reporting)

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers and home schools. (SEF - Curriculum)

Strong collaborations between parents, students, the home school and RFW to inform and support continuity of learning for all students (SEF - Learning Culture.)

The school supports collaborative performance development to ensure high quality service delivery. (SEF - Learning Culture.)

The school regularly solicits and addresses feedback from students, staff, parents and the broader school community ((SEF - Reporting)

Evaluation plan for this strategic direction

All staff will determine whether there has been a strengthening of partnerships and the enhancement of a collaborative culture that focuses on ensuring students and families receive appropriate educational and health services related to their individual needs.

The following data will be used in the determination:

Question: Have we developed clear and open lines of communication between all stakeholders?

Data:

- clear lines of communication and responsibility are documented and understood by all staff
- surveys conducted re the documentation is understood by all staff
- Surveys and interviews (one on one)
- Focus groups

Strategic Direction 2: Strengthen partnerships and support a collaborative culture

Evaluation plan for this strategic direction

- document analysis
- resource allocation analysis

Analysis and Implementation: We will develop, monitor and review communication strategies and pathways to maintain positive partnerships with all key stakeholders. The results of these processes will inform and guide future communication.

Question: Have we developed explicit and effective systems to strengthen the processes for collaboration?

Data:

- Surveys of staff, parents/carers, RFW and home schools.
- School planning and evaluation reflects engagement by all staff.
- Teacher professional learning schedule aligns with the Strategic Improvement Plan
- Audit of resources (time, funds and personnel)

Analysis and Implementation: Explicit and effective systems support collaboration with all key stakeholders. The results of these systems will inform and guide future collaborative practices.