

Strategic Improvement Plan 2021-2025

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.

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 New South Wales (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 program based on local Aboriginal knowledge, culture and stories 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 genuine consultation process involved representatives from RFW, home school representatives, the local AECG, 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 individual needs of all students supporting high levels of engagement within a collaborative, multidisciplinary and complex learning environment.

Improvement measures

Achieve by year: 2025

All teaching and learning programs are dynamic and 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.

Achieve by year: 2025

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

Achieve by year: 2023

Streamlined administrative processes allow staff more time to plan for and deliver engaging and purposeful lessons for students'

Initiatives

Personalised Learning

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, resourcing, assessment and evaluation processes.
- Collaboration, including learning walks, to target explicit teaching and enhance staff professional growth inclusive of data collection and analysis to build instructional leadership capacity.
- Teaching and learning programs align with NESA requirements with a strong focus on differentiation to cater for the individual needs of all students.

Time to Teach, Time to Learn

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 developing PDP goals which align with the Strategic Improvement Plan.***
- ***Auditing administrative procedures with a goal to reduce teacher time on administrative tasks by 20%***
- ***Streamlining processes and procedures to maximise learning and teaching time.***
- ***Monitoring, evaluating and reviewing 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

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.

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

Evaluation plan for this strategic direction

- PDPs reflect the directions of the school plan and student personalised learning
- teacher based administration time prior to and during the students stay

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implication:

The impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students engage in their learning and less time is spent on administrative tasks.

Strategic Direction 2: Strengthen partnerships and support a collaborative culture

Purpose

To enable a holistic and collaborative approach with our partners including Royal Far West, home schools and parents/carers to ensure best practice optimises support for rural students with complex health and learning needs.

Improvement measures

Achieve by year: 2025

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

Achieve by year: 2025

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

Achieve by year: 2025

Stronger engagement is facilitated between RFWS, RFW, home schools and parents/carers.

Achieve by year: 2025

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

Initiatives

Communication

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

- The Memorandum of Understanding (MOU), between RFWS and RFW will include shared protocols and procedures for child protection, health and safety, premises and shared spaces, information sharing and communication.
- Operationalising the shared protocols and procedures at both a whole school and individual staff level.

A Culture of Success

Collaborative performance processes ensure flexibility and high quality service delivery through:

- Staff collaborating and sharing effective teaching and learning practices based on their PDP goals that meet the education and wellbeing needs of every student.
- The Australian Professional Teaching Standards will guide staff in identifying current skills and opportunities for professional learning to assist in building teacher capacity and collective efficacy.
- Staff actively participating in the implementation and ongoing evaluation and reflection to drive individual and whole school improvement.
- Collaborative development with stakeholders of a flexible and responsive plan for the provision of ongoing and educational, health and wellbeing support for each student, inclusive of RFWS, RFW, home schools, parents and carers.

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 home school and parents/carers. (*SEF - Curriculum*)

Strong collaborations between RFW, home school, parents/carers and students to inform and support continuity of learning for all students (*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

Question: To what extent have we achieved our purpose and can demonstrate the impact of refined practice and collaboration that results in clear and open lines of communication between all stakeholders?

Data:

We will use a combination of data sources such as:

- Shared protocols and procedures for child protection, health and safety, premises and shared spaces, information sharing and communication.
- Surveys aligned to the shared protocols and procedures to determine effective implementation.
- Interviews and focus groups
- Protocol and procedures updates when required
- Ongoing review of resource allocation

Analysis: Data is analysed regularly to determine - whether there has been a strengthening of partnerships

Strategic Direction 2: Strengthen partnerships and support a collaborative culture

Evaluation plan for this strategic direction

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.

Implications:

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 for stakeholder collaboration?

Data:

- Staff meeting minutes
- PDPs
- 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: Explicit and effective systems support collaboration with all key stakeholders.

Implications: The results of this analysis will inform and guide future enhancement of processes and procedures and collaborative practices.