

# Strategic Improvement Plan 2021-2025

## **Caldera School 5573**

*Caldera School*



# School vision and context

## School vision statement

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At Caldera School we endeavour to provide young people with opportunities to learn and grow in a setting that is engaging and supportive of their needs. Learning pathways and post-school transitions are planned in collaboration with students and their families, so that all students have the best chance to realise their potential, whilst living healthy and productive lives.

## School context

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Caldera is a School for Specific Purposes, located at Tweed Heads South. The school is an alternative Department of Education facility that has been created to meet the needs of students whose challenging behaviour has prevented them from being maintained in a regular school setting. The school aims to support a student's transition through school into the wider community.

In 2008 Caldera School commenced providing teaching support to the Kamala, Child and Adolescent In-Patient Unit. Kamala is an acute mental health inpatient facility within the Richmond Mental Health Campus, co-located with the Lismore Base Hospital. The Unit provides diagnostic assessments and therapeutic programs for children and adolescents (12-17yrs) with severe and/or complex mental health needs.

Caldera programs operate within an educational model where quality academic and management programs exist in unison. All students have Personalised Learning and Support, which is designed to meet their academic, cognitive, transition, and social goals. The fragile nature of the students at Caldera requires staff to develop programs designed to promote achievements and success, whilst accounting for students' past experiences and capabilities.

A thorough Situational Analysis was completed with community engagement and input. This input was taken into consideration when formulating the 2021-2024 School Improvement Plan.

# Strategic Direction 1: Student growth and attainment

## Purpose

To provide students with access to Vocational Education and Training at Caldera School and measure the impact that has on future study and/ or employment.

## Improvement measures

Achieve by year: 2025

Students in stage 5 and stage 6 will have the opportunity to access a range of Vocational Education and Training (VET) at Caldera School.

Achieve by year: 2025

Students at Caldera School transition into the workplace or into further education and training.

## Initiatives

**To introduce engaging, relevant and achievable Vocational Education and Training courses that can be delivered at Caldera School.**

- Explore VET courses that would be achievable and relevant for students at Caldera School.
- Identify staff that have the relevant training to deliver the identified courses
- High impact PL for staff
- Restructure school processes to facilitate the delivery of VET
- Create the facilities required for the learning to occur.

**Pathways into further education, training and employment are promoted, developed and measured.**

- Local partnerships are developed with businesses that provide students with opportunities to participate in regular work experience.
- Engage with employment service providers to assist in transitioning students into paid employment.
- Partnerships are developed with other local VET providers in order to create a supportive environment in order for students to further their education and training.

## Success criteria for this strategic direction

- Systems and structures in place for the ongoing delivery of VET at the school.
- The leadership team deploys teaching and non-teaching staff to make the best use of available expertise to meet the needs of students.
- The leadership team takes a creative approach to the use of the physical environment to ensure that it optimizes learning, within the constraints of the school design and setting.
- The school is recognized as excellent and responsive by its community because it uses best practices to embed a culture of high expectations and effectively caters to a range of equity issues in the school.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise
- A whole-school approach ensures the most effective evidence-based teaching methods optimize learning progress for all students, across the full range of abilities.
- The staff evaluates professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyze the effectiveness of the initiatives in achieving the purpose and improvement measures of the Strategic Direction. This analysis will guide the school's future direction:

- Evaluate and track the progress of students.
- Feedback from students and staff on delivery and completion of course.
- Feedback form: on each unit.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Statement of attainment.
- The number of students that are successful in attaining employment after completing the course.

### The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Annual professional discussion around the SEF elements and themes
- Executive team and whole staff reflective sessions.

## Strategic Direction 2: Wellbeing

### Purpose

To increase student attendance patterns.

### Improvement measures

Achieve by year: 2025

The combination of engaging activities and the AIP meetings have led to a minimum of 70% of students increasing their individual attendance rates.

Achieve by year: 2025

The school has systems and structures in place to be able to identify every student's barriers to attendance and respond in a timely manner to provide assistance and strategies for students to work towards addressing these issues.

### Initiatives

**Introduce engaging programs in order to improve student attendance rates.**

- Introduce a Breakfast Club
- Waves of Wellness
- Increase group work
- Youth Frontiers
- Muay Thai
- Equine Therapy
- PCYC program
- Pump Track

**Each students attendance will be closely monitored. Each student will engage in regular attendance improvement plan meetings in order to identify barriers, set goals and implement strategies in order to improve their attendance.**

- Have Attendance Improvement Plan (AIP) meetings with all students twice a term.
- Review Part Day Exemptions.
- Encourage students to engage in the coaching/ mentoring program as a means of setting goals to improve student attendance.
- Reach out to other ED/BD SSPs or experts in the field to identify innovative ways they have addressed attendance concerns.

### Success criteria for this strategic direction

#### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the Strategic Direction. This analysis will guide the school's future direction:

- Attendance monitoring
- Part Day exemption reviews
- Staff surveys
- AIP meeting discussions
- Student surveys
- Parent feedback

**The evaluation plan will involve:**

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Annual professional discussion around the SEF elements and themes
- Executive team and whole staff reflective sessions.

## Strategic Direction 3: Effective Classroom Practice

### Purpose

To ensure that students have the opportunity to access a diverse range of resources and programs that encourage them to engage with their learning and work towards meeting syllabus outcomes.

### Improvement measures

Achieve by year: 2025

- Increase in % of students highly engaged in all Key Learning Areas.
- 70% of students have improved their engagement across targeted KLA's.

Achieve by year: 2025

- 100% of staff report an increase in the number of engaging resources available to them.

### Initiatives

**Ensure students have access to a broad range of resources and learning opportunities that cater to their interests and ability levels.**

- Strategic Direction staff seek out a wider range of engaging resources.
- To develop a catalog of all of the resources that teachers have access to in order for them to better be able to engage their students across all KLAs.
- Create a STILE induction package to help teachers engage new enrolments with their learning.
- Review student engagement and seek feedback on resource offerings.
- Staff engage in PL in curriculum and STEM to enhance teaching and learning practices.
- Research effective and engaging curriculum delivery across similar settings.
- Teachers have a regular collaborative catch-up on the most effective and engaging resources.

### Success criteria for this strategic direction

- Effective partnerships with parents and students mean students are motivated to deliver their best and continually improve. (LC, High Expectations)
- The school engages in strong collaborations between parents, students, and the community that support the continuity of learning for all students at key transition points.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/ carers.
- Teaching and learning programs are engaging students who have otherwise experienced difficulty linking with learning in those areas.
- Accommodations and adjustments are made to suit needs as they arise. Learning programs reference student information/ interest and student feedback.
- Teachers engage in professional discussions and collaborate to improve teaching and learning in their classes.
- The leadership team establishes a professional learning community that is focused on continuous improvement of teaching and learning.
- Technology is effectively used to enhance learning and service delivery.
- The leadership team takes a creative approach to the use of the physical learning environment to ensure that it optimizes learning.

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyze the effectiveness of the initiatives in achieving the purpose and improvement measures of the Strategic Direction. This analysis will guide the school's future direction:

- Cross-curricular engagement data
- Student surveys

## Strategic Direction 3: Effective Classroom Practice

### Evaluation plan for this strategic direction

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- Staff surveys
- Staff supervisions

#### The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Annual professional discussion around the SEF elements and themes
- The executive team and whole staff reflective sessions.