

# Strategic Improvement Plan 2021-2024

## Highlands School 5576



# School vision and context

## School vision statement

At Highlands School, our vision is to prepare every student to become a valued and productive citizen in the community. To achieve this purpose, we engage every student in their education, transitioning them to a mainstream school, training facility, workforce or alternative setting.

## School context

Highlands School is a School for Specific Purpose (SSP) located in Renwick, near Mittagong in the Southern Highlands. The school has a current enrolment capacity of 42 students (21 identified Behaviour Disorder (BD) 21 Multi-Categorical (MC)) from schools in Wingecarribee Shire and Wollondilly in Years 7-10 that exhibit challenging behaviours, emotional disturbance and/or Autism Spectrum Disorders (ASD) and the effects of Adverse Childhood Experience's (ACE's). Over half of our students are shared enrolments and placed at the school through a Regional Placement Panel. Parents/caregivers visit the school prior to enrolment into one of our six classes. and a transition plan is devised collaboratively with the Home school.

The school is in a semi rural setting and is well resourced with a Science Laboratory, working Industrial kitchen and Cafeteria, Basketball Court, School Hall, Playing Field., Music Room and Sensory Room. On site we also have an Aboriginal Men's Group that operates after school.

The introduction of a wider range of school based data sources is a major focus in order to support individual student growth in Literacy and Numeracy to address the lack of system wide data collection through tests such as NAPLAN. This data is centralised and available to all staff so the individual learning plans are developed using a robust and effective data-driven decision making process. The data gathered also helps to inform the School's Situational Analysis. within the four year School Excellence cycle.

Our wellbeing programs, including Positive Behaviour for Learning (PBL), are strongly based in whole-school Trauma-Informed Practices (TIPs) and are regularly reviewed with enhancements implemented as required. Staff are all trained in the Berry Street Education Model (BSEM) and adjust practice to ensure the five domains: Body, Stamina, Engagement and Character, all anchored by Relationships are the pedagogical lens through which daily classroom learning is informed.

Student goals for attendance and behaviour are set through a strong collaborative process that involves a positive relationship with parents/carers culminating in a Personal Learning and Support Plan (PLSP) which is reviewed regularly. Parents attend a review meeting three times a year to set goals, discuss any adjustments that can be made, and changes to situations to inform learning and improve wellbeing outcomes.

Through a strong supportive relationship with Bowral, Moss Vale and Picton High Schools a successful transition program is in place that enables the development of healthy, happy, successful and productive individuals that contribute to their own wellbeing and encourages a culture of realistic goal setting..

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in Literacy and Numeracy to build capacity to successfully re-integrate to mainstream schooling or the workforce. We will develop data driven practices that are refined to support academic and behavioural outcomes that are responsive to individual student need.

## Improvement measures

### Target year: 2024

- 100% students have Personal Learning and Support Plans (PLSPs), which reflect effective growth in individual Literacy and Numeracy goals and have progressive targets included for students to measure where they should be at each bi-annual review..

### Target year: 2024

- 100% students have a transition plan in place and are engaged with their school, the workforce or further education within 18 months.

### Target year: 2024

- 100% students completing Year 10 obtain a Record of Student Achievement (ROSA)

## Initiatives

### Student Engagement

- Embed a school-wide culture that is strongly focussed on individual goal setting, communication and negotiation to support learning. To do this staff will be informed in; the deeper use of Sentral as a data source for learning and as a communication tool.
- Adjust existing PLSPs so that Individual goals are set for students in attendance and behaviour plans, supported by parent understanding of the overall pathway for student attainment.
- Positive Behaviour for Learning (PBL) has a systematic review that includes the elements of student and parent voice to support students engagement.
- Embed a program that focuses on student goals for Literacy and Numeracy data driven and expected growth is individually negotiated. Student and Parents are informed of where they should be before the next review.

### Transition and Accreditation

- Embed processes for assessment related to NESA requirements for Record of Student Achievement (RoSA)
- Provide guidance and PL for staff to work with NESA Assessment guidelines and Grading Matrix.
- Ensure indicative hours are achieved in mandatory subjects.
- Build relationships with local High Schools and link teaching content and scope and sequences collaboratively to ensure easy and successful transition
- Build links with local businesses through work experience programs.. Also build links with National Disability Insurance Scheme (NDIS) providers and ensure plans are in place for transition after school.
- Encourage participation in Vocation Education and Training (VET) subjects and work ready activities for all students with an immediate focus on students in

## Success criteria for this strategic direction

- Through the PLSPs each student has what growth is expected and students are achieving higher than expected growth on internal school progress and achievement data.
- Parents/carers are involved in collaboratively negotiating outcomes that will lead to improved student wellbeing and aspirational goals. and an increase in school attendance for every student..
- Planning for learning is informed by sound holistic information about each student in the realms of Literacy, numeracy and behavioural data. All decisions are made from a data-informed platform and will be used to inform the School Improvement cycle.
- Widespread positive and respectful relationships are evident among students, staff and parents, promoting student wellbeing and attainment, ensuring optimum learning conditions.
- Highlands School is seen as a safe and supportive environment for all students who will have a clear direction and pathway both while at Highlands School and beyond.

## Evaluation plan for this strategic direction

Have we achieved the student growth and achievement we set out to achieve?

- The school leadership team will inform staff whether student behaviour and wellbeing programs are enabling students to maximise their learning potential. Collaborative decision making will support students to become independent, responsible and self motivated.
- The following data will contribute to decision-making in order to support students attainment and growth:
- attendance data
- Student feedback and surveys (inc Tell them from me (TTFM))
- Parent feedback and surveys (inc.TTFM)

# Strategic Direction 1: Student growth and attainment

## Initiatives

year 10.

## Evaluation plan for this strategic direction

- Personal Learning Support Plans (PLSPs)
- NAPLAN
- Students With Additional Needs (SWANSs) (for literacy and Socio-emotional development)
- The school will implement evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.

The findings and results from this evaluation will inform future initiatives and directions of the school.

## Strategic Direction 2: High expectations and a culture of collaboration

### Purpose

To establish a culture of High Expectations that are connected to positive behaviour, improved motivation and student self esteem producing higher levels of attendance and successful school completion., supported by a staff who collaborate through ongoing integrated and embedded Professional Learning.

### Improvement measures

#### Target year: 2024

Teacher observation has become part of the culture of the school and 100% of the Teaching Staff see Quality Teaching Rounds as an essential part of their Professional Development.

#### Target year: 2024

- Increase the proportion of students reporting Positive Expectations for Success to be at or above the School-determined target of 80%

#### Target year: 2024

- 'Learning Culture', 'Wellbeing' and 'Effective Classroom Practice' elements of the School Excellence Framework have been maintained at 'Excelling' for 12 Months.

### Initiatives

#### Quality Teaching

- Quality teaching Rounds (QTR) will support teachers to analyse and deliver curriculum, with a focus on high expectations for all students. It acts as a shared lens for teachers and leaders to monitor and review the impact of curriculum on student learning and engagement.
- The QTR Model will help nurture and sustain professional relationships across communities of schools.
- Teachers will understand and engage in the Quality Teaching Model when planning Teaching and Learning programs.
- Teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice in line with 'What Works Best 2012 update'.

#### Collaboration

- Teachers share successful and innovative-evidence informed practices across the school and beyond.
- Teachers analyse and build a collective capacity for the provision of dynamic teaching and learning programs.
- Staff are provided with time to collaborate and plan together.
- School scope and sequences align with those at home schools and close collaborative ties are evident in the core subjects with work being unified for transitioning students.
- All teachers are willing to open their classrooms and participate in structured lesson observations that focus on different approaches and their impact on student learning.
- Staff share observations and information on student learning and expected outcomes in a collaborative and supported environment.

### Success criteria for this strategic direction

- The schools curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable..
- Teachers engage in collaborative planning and development of school teaching and learning programs and experiences to enhance student learning.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices.
- Consistent and authentic student assessment and continuous tracking of student progress and achievement. All student performance data will be used to inform the School Improvement cycle.
- Teaching and Learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged.
- Teaching and Learning programs show evidence that all adjustments lead to improved learning and students and parents are involved in planning to support learning and share expected outcomes.

### Evaluation plan for this strategic direction

Have we achieved the high expectations and culture of collaboration we set out to achieve?

- Tell them from Me (TTFM) Teacher Survey - Challenging and visible goals
- TTFM Student survey - Expectations for success
- Teacher Participation in Quality Teacher Rounds (QTR) - %
- TTFM Teacher Survey - Collaboration, Learning Culture, Teaching Strategies.
- PL funding allocations for QTR
- % Teachers including Quality Teaching elements is teaching and learning programs.

## Strategic Direction 2: High expectations and a culture of collaboration

### Evaluation plan for this strategic direction

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- Post QTR Teacher reflection.
- Student attendance rates
- NSW Education Standards Authority (NESA) Result
- 'What works Best toolkit' as essential part of Professional Learning Plans

The findings and results from this evaluation will inform future initiatives and directions. of the school.

# Strategic Direction 3: Inclusive systems for student wellbeing and continuous improvement

## Purpose

To establish a physical environment where students and staff are safe from harm and injury and a positive emotional environment promotes a healthy lifestyle. Students sense of belonging is increasingly positive, supported by positive teacher-student relationships that promote connectiveness and reduce 'risk taking' behaviours, mental health issues and violence.

## Improvement measures

### Target year: 2024

- Increase the proportion of positive behaviour incident reports on Sentral to be at or above a School-determined target of 60% of all records

### Target year: 2024

- Increase the proportion of students reporting a Positive sense of belonging to be at or above School-determined 50%.

### Target year: 2024

- Decrease the proportion of suspensions related to Physical Violence and Physical Aggression to be at or below a school-determined target of 35%

## Initiatives

### Student Wellbeing

- All staff are proficient in the use of Sentral to record and research student information to support the notion that every student is known, valued and cared for.
- Decision making that supports student wellbeing is evidence-based and targeted to support student learning and positive behavioural outcomes.
- All staff practice the five elements of the Berry Street Education Model (BSEM) as core business in developing a safe and healthy learning environment.
- Regularly review all wellbeing programs and initiatives related to Positive Behaviour for Learning (PBL) and Trauma Informed Practices.
- Explicit PBL and BSEM lessons are taught everyday to address concerning behaviours and self-emotional control.

### Explicit teaching and feedback

- Explicit teaching practices are evident across the school involving teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they are successful.
- The school plan is central to school improvement and the school leadership team actively supports evidence-based change to promote improvement.
- Opportunities for feedback to be shared and the impact of change monitoring are evident within the school culture so that all students and parents receive regular feedback on what they can do and what they need to work on and how to do it.
- All staff are provided with PL and implement learning intentions and success criteria are evident in every classroom.

## Success criteria for this strategic direction

- All students identify with one or more staff members they can touch base with, seek support and assistance so they can fulfil their potential.
- Whole school practices are changed based on evidence-based decision-making resulting in measurable improvements to support wellbeing and engagement and reflected in the review of the School Excellence cycle.
- A school-wide, collective responsibility exists in relation to students learning and success, which is shared by staff, students and parents.
- Positive, respectful relationships exist between staff and students to promote student achievement and wellbeing and Staff proactively teach healthy coping strategies and methods of self-regulation.
- Staff and Parents support consistent and systematic processes to ensure student absences do not impact on learning outcomes.
- Students receive clear effective feedback that allows for continuous improvement of the learning outcomes and supports students to achieve their full potential.
- Explicit teaching of behaviour is evident in every classroom.

## Evaluation plan for this strategic direction

Have we achieved the inclusive systems for student wellbeing and continuous improvement we set out to achieve?

- Well sequenced learning experiences are evident in all teaching and learning programming.
- Tell them from Me (TTFM) student Survey - Quality instruction.
- Formative Assessments provide evidence for updated PLSPs.
- School Reports show improved learning.
- Teacher Professional Learning Plans and reviews

## Strategic Direction 3: Inclusive systems for student wellbeing and continuous improvement

### Evaluation plan for this strategic direction

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- Professional Learning (PL) expenditure on Learning intentions and success criteria
- QT element analysis
- TTFM Teacher survey - Learning Culture
- Personal Learning Support Plans (PLSPs) are reviewed regularly
- Suspension Data
- Attendance records in Sentral.

The findings and results from this evaluation will inform future initiatives and directions of the school.