

Strategic Improvement Plan 2021-2024

Karlingul School 5581



School vision and context

School vision statement

To respond to the diverse and dynamic needs of the students to build resilience which will enable them to continue their education and achieve learning outcomes.

School context

Karningul School is a school for specific purposes, located in the south western region of Sydney, catering for students with significant behavioural difficulties aged 9 - 14 years (year 5 to year 8). The maximum enrollment is 21. Students attending Karningul School have a documented pattern of behavioural difficulties, who have received intensive interventions over an extended period of time at their regular school. Most of the students have experienced significant disruption to their schooling.

The primary aim of the school is to assist students in their successful return to their regular school.

The programs focus on teaching students the social, behavioural and academic skills necessary for them to make a successful transition into their local school and continue further education. To aid in this re-integration, Karningul School operates a full time program, with students attending their local primary or secondary schools if possible, on Wednesday each week. Alternative arrangements can be made when necessary. Each student has a case manager that is a teaching staff member from Karningul and visits are arranged with the local school on a regular basis.

Karningul School is located at Regents Park in purpose built facilities. The facilities incorporate three classrooms, a recreation room, a staff room, an administration area, a living skills room and additional office space for staff.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy and to build on foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

All students will achieve a minimum one year growth in Literacy within a 12 month enrolment period.

All targeted students, as determined by entry testing using PAT and MacLit, will reduce the gap between chronological age and functional level in Literacy.

Target year: 2024

All students will achieve a minimum one year growth in Numeracy within a 12 month enrolment period.

100% of targeted students, as determined by entry testing using PAT and Quicksmart, will reduce the gap between chronological age and functional level in Numeracy.

Initiatives

Data Skills and Use

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students to maximise learning.

Structures are created to ensure weekly collecting and sharing of data. Data is analysed weekly and shared during staff meetings.

Personalised Learning

Embed a learning culture that enables students to achieve their individualised learning goals and receive regular feedback on their learning.

- Professional Learning on the use of literacy and numeracy progressions for all teaching staff.
- Classroom observations conducted twice yearly by colleagues.

Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revision based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

Personalised Learning and Support Plans (PLSP) are developed with explicit literacy and numeracy goals that are communicated to all staff and students.

Students achieve a minimum one year growth in Literacy and Numeracy outcomes within a 12 month period.

Students reduce the gap between functional level and chronological age.

Students are informed of their goals and rewarded for the attainment of them.

Evaluation plan for this strategic direction

Q: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

D: We will use a combination of data sources. These will include: Quicksmart, MulitLit and PAT testing.

A: Analysis will be embedded within the initiatives through progress and implementation monitoring. Teachers will meet at least twice a term and the assigned Assistant Principal will be responsible for collecting evidence that will be analysed on a termly basis. Annually the school will review progress towards the improvement measures.

I: The findings of the analysis will inform:

- Future actions regarding the type of individualised programs being delivered and/or changing of initiative priorities.
- Annual reporting on school progress measures.

Strategic Direction 2: Transition and Case Management

Purpose

To provide strategies for students to enable them to adapt when moving between school settings and the community and ensure all stakeholders are included in the planning.

Improvement measures

Target year: 2024

100% of students will have a case manager that communicates with their mainstream school weekly.

All students will be reviewed, twice annually with all stakeholders to ensure suitability of placement in both settings.

All students will participate in community based activities off campus.

Improve the attendance rate of students attending Karningul SSP (who have been totally disengaged, frequently absent and/or school refusers) to at least 90%.

Karningul staff communicate that high impact professional learning has improved practice within our school setting and other school settings report better management of students when integrating.

Target year: 2024

Initiatives

Community Participation

Introduce a range of activities throughout the year that allows students to access community support.

Enhance support in mainstream schools when students are integrating in learning and during extra curricular activities.

Professional Learning

Supporting mainstream schools by providing and delivering professional development in the following areas to support teaching staff and identified students:

- behaviour strategy management and plans
- access request applications
- WH&S practices
- current research

Success criteria for this strategic direction

Teachers, parents/carers and the community work together to support consistent behaviour models allowing students to participate at all times.

Students have additional integration time or return full-time to their mainstream schools.

Students previously disengaged in schooling have increased their daily attendance at Karningul School.

Teachers in mainstream schools utilise the techniques provided in professional learning by Karningul staff.

Evaluation plan for this strategic direction

Q: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in attendance and participation?

D: We will use a combination of data sources. These will include:

- Students meet behaviour expectations set to attend activities.
- Records of attendance at review meetings
- Records of school attendance
- Survey information from parents, students, mainstream schools

A: Assigned executive leaders will be responsible for collecting evidence for each activity, attendance and surveys that will be analysed on a termly basis or individually for one-off activities.

I: The findings of the analysis will inform:

- Future actions will be decided by the success of the activities offered, the change in attendance patterns and the number of students returning to mainstream schooling.
- Annual reporting on school progress measures.

Strategic Direction 2: Transition and Case Management

Evaluation plan for this strategic direction

Strategic Direction 3: Wellbeing and Development

Purpose

In order to ensure all students within the school maximise their learning potential and improve in all areas every year, individual goals based on self-regulation, behaviour and wellbeing will be established and achieved.

Improvement measures

Target year: 2024

Increase the percentage of students attending > 90% of the time at Karningul School and their mainstream schools.

Target year: 2024

All students participate in wellbeing programs as occurring. all of the time.

The school counsellor is accessed by students and referrals are made to support services in the wider community.

Initiatives

Student wellbeing

Establishment of Initiatives that cater to the diverse wellbeing needs of all students through intervention programs including:

- Breakfast program
- Music Therapy sessions
- Positive Behaviour for Learning (PBL) reward excursions
- Community engagement events

Student Development

Establishment of Initiatives that cater to the developmental needs of all students through programs including:

- RAGE program (Stage 4)
- Fit4Life program (PCYC)
- School swimming scheme
- Sports program

Success criteria for this strategic direction

The implementation of whole school practices that facilitate measurable improvements in wellbeing and engagement that support student learning.

Planning for learning is informed by background information about each student's wellbeing and history in consultation with parents, carers and the school counsellor.

Positive and respectful relationships are evident among all students and staff ensuring optimum learning conditions.

Parents and carers can confidently approach staff to discuss all aspects of the Karningul program supporting their child's wellbeing and learning.

Evaluation plan for this strategic direction

Q: Have the teaching staff used the data to determine whether student behaviour and wellbeing programs are enabling students to maximise their learning potential and develop their ability to self regulate and take responsibility for their own behaviour?

D: The following data will be analysed to measure success:

- attendance data
- student feedback and surveys based on questions from TTFM
- parent feedback and surveys
- suspension data
- behaviour data collected daily
- mainstream schools surveys and feedback

A: The Assistant Principal will need to provide feedback on the impact and progress of the initiatives after analysing the data each term and/or at the completion of the measure.. Annually, the school will review progress towards the improvement measures.

Strategic Direction 3: Wellbeing and Development

Evaluation plan for this strategic direction

I: The findings of the analysis will inform:

- Future actions including, but not limited to, altering the implementation time periods, shift of focus activities and/or changing of initiative priorities.
- Annual reporting on school progress measures.