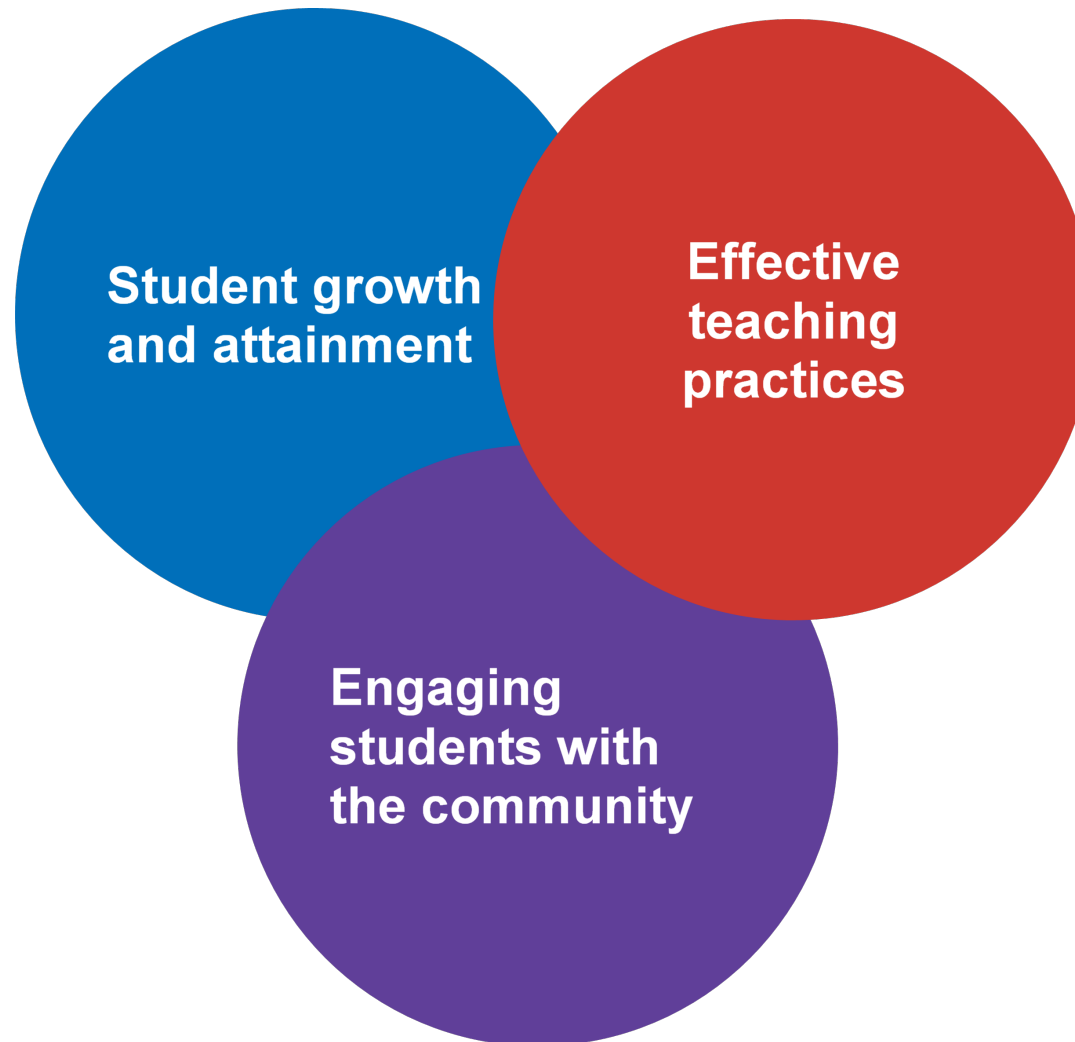


# Strategic Improvement Plan 2021-2025

## Rivendell School 5654



# School vision and context

## School vision statement

The Rivendell School community prides itself on promoting shared and individual responsibility for positive and respectful relationships; safe behaviour; cooperation and participation in quality teaching and learning which is underpinned by the quality teaching framework.

We are committed to a shared vision that fosters an inclusive school culture and is evident in the ways in which we guide, inspire and challenge our diverse student population. Every student is given the opportunity and support to achieve their individual goals and develop personal resources for future success and wellbeing.

As a staff we are committed to critically reflecting on our practice, respecting student and community voice and exploring innovative teaching and learning.

## School context

Rivendell School is part of a joint NSW Ministry of Health and Department of Education (DoE) facility. It is located within the historical Thomas Walker Estate at Concord West and shares the site with the Rivendell Child, Adolescent and Family Mental Health Service. Rivendell School provides the educational component for students admitted to the Yaralla and Lawson programs of the Rivendell Adolescent Mental Health Unit.

The school also has two DoE programs for students with an emotional disorder. The Paterson program caters for students in Stages 4 and 5. The Sulman program is a stage 6 program.

There are two learning centres staffed by Rivendell School on off-site campuses. One is within the Walker Adolescent High Severity Psychiatric Unit in the Concord Centre for Mental Health. The other learning centre is at Gna Ka Lun Acute Adolescent Mental Health Unit attached to Campbelltown Hospital.

The school provides a broad academic curriculum, Individualised Education and Wellbeing Programs, targeted vocational programs, and the opportunity for students to participate in a range of extra curricula activities.

The school has a committed staff with a strong ethos of communication and collaboration with the wider school community.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure that every student demonstrates continual improvement in the areas of wellbeing, literacy and numeracy in order to set them up for success beyond Rivendell. Individual student progress will be monitored through the establishment and achievement of relevant, quality, individual goals.

## Improvement measures

Achieve by year: 2025

'Reporting' and 'Student performance measures' elements of the School Excellence Framework are assessed as excelling.

Achieve by year: 2025

All students achieve higher than expected growth (defined as: growth without intervention = 0) in literacy and numeracy as measured by internal school progress data.

Achieve by year: 2025

All students achieve higher than expected growth (defined as: growth without intervention = 0 or <0) in wellbeing as measured by internal progress data.

## Initiatives

### Effective data use to measure student achievement of goals

- The whole school data monitoring process of achievement of individual goals, including: short term, long term, integration and learning goals is established.
- An individualised literacy and numeracy program, specifically targeting Stage 4 and 5 is supporting student growth.
- There is a whole school literacy program including targeted writing program and employment of Teacher, Learning Support.
- Professional learning is aligned to evidence-based pedagogy

### Wellbeing

- A comprehensive model of integrated, trauma-informed care in line with the DoE Wellbeing Framework.
- Whole school wellbeing initiatives support improved attendance and engagement of our students in line with the research on wellbeing in What Works Best.
- Onsite support/therapy services will best meet the needs of our students.
- Professional learning is aligned to evidence-based pedagogy

## Success criteria for this strategic direction

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan. (*SEF - Learning - Reporting*)

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. (*SEF - Learning - Reporting*)

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (*SEF - Learning - Student Performance Measures*)

Assessments are developed/sourced and used regularly across stages/year levels/subjects areas or the whole school to help promote consistent and comparable judgement of student learning progress, and identify skill gaps for improvement and areas for extension. (*SEF - Teaching - Data Skills & Use*)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (*SEF - Teaching - Professional Standards*)

## Evaluation plan for this strategic direction

Question: Are students demonstrating continual improvement in the areas of wellbeing, literacy and numeracy?

Data:

- Attendance data
- Student, parent, stakeholder and staff feedback and

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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surveys

- IEPs
- Whole school student goal monitoring
- Whole school assessment data

Analysis:

Robust analysis of the data will be undertaken school wide.

Implications:

Following the analysis of this data, the extent to which the purpose has been achieved will be determined and used to inform future directions.

## Strategic Direction 2: Effective teaching practices

### Purpose

To continually build staff capacity to deliver high quality teaching practices to our students and maintain a culture of high performance and professional growth.

### Improvement measures

Achieve by year: 2025

The 'Professional Standards' and 'Data Skills and Use' elements of the School Excellence Framework (SEF) are assessed at excelling.

Achieve by year: 2025

All staff are trained in Growth Coaching. Coaching practices and language are evident in 100% of staff Professional Development Plans.

### Initiatives

#### Quality teaching and learning programs

- Quality, consistent teaching and learning programs are across the school. Current Learning Centre programs deliver academic programs of consistently high quality in a cohesive way across the school.
- Professional learning aligned to evidence-based pedagogy

#### Building Staff Capacity

- Trauma-informed pedagogy is evidenced across the school through layers of learning, teaching and leading.
- All staff are trained in key areas of priority in order to build staff capacity in the areas of Wellbeing, 21st century learning and data driven practice. Areas of focus including: 21st Century literacy and numeracy instruction.
- A culture of high performance is embedded throughout the school. This includes the expansion of leadership opportunities within and beyond the school.

### Success criteria for this strategic direction

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. *(SEF - Teaching - Data Skills & Use)*

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. *(SEF - Teaching - Learning & Development)*

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. *(SEF - Teaching - Learning & Development)*

The school has high performing teaching staff as measured against the Australian professional standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. *(SEF - Teaching - Professional Standards)*

A high proportion of the teaching staff (including specialist teachers) have attained and are maintaining accreditation at Highly Accomplished or Lead teacher professional standards and/or there is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary states of the higher level accreditation process. *(SEF - Teaching - Professional Standards)*

### Evaluation plan for this strategic direction

## Strategic Direction 2: Effective teaching practices

### Evaluation plan for this strategic direction

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Question: To what extent has staff capacity developed in the areas of effective teaching practices and data skills and use? Have all identified staff been trained in Growth Coaching and what is the impact?

Data:

- Teacher and SLSO Professional Development Plans
- Teacher accreditation evidence and submissions
- Student, teacher and stakeholder surveys
- Teaching and learning programs and evaluations
- Professional learning evaluations
- Professional learning feedback surveys and exit slips

Analysis:

Robust analysis of the data will be undertaken school wide.

Implications:

Following the analysis of this data, the extent to which the purpose has been achieved will be determined and used to inform future directions.

## Strategic Direction 3: Engaging students with the community

### Purpose

To increase our students' readiness to transition into and out of Rivendell School so that they can do better in and for society.

### Improvement measures

Achieve by year: 2025

Rivendell Network of Schools is established and demonstrating strong collaborations between contextually similar settings.

Achieve by year: 2025

Rivendell work experience partners are increased by 50% and all targeted students engage in work experience within the community.

Achieve by year: 2025

Student voice is represented in all Learning Centre Curriculum Groups.

### Initiatives

#### Transition Plans and Opportunity Knowledge

- Data is used to measure and evaluate transition pathways for all of our students, at all stages of their educational journey
- Career/vocation readiness is clearly planned for and worked toward at a whole school level, in areas learning, teaching and leading.
- Tertiary study readiness is clearly planned for and worked toward at a whole school level, in areas learning, teaching and leading.
- Professional learning is aligned to evidence-based pedagogy

#### Student Empowerment and Leadership

- Student empowerment is clearly planned for and worked toward at a whole school level, in areas learning, teaching and leading.
- Student leadership is clearly planned for and worked toward at a whole school level, in areas learning, teaching and leading.
- The Student Representative Council is a conduit for student voice within the school, to inform planning and curriculum.

### Success criteria for this strategic direction

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement and its active support of (improvement in) other schools. (*SEF - Leading - School Planning, Implementation and Reporting*)

Teachers directly and regularly engage with parents and the Rivendell community to improve understanding of student learning and strengthen student outcomes. Reporting to parents and the community has been enhanced in response to feedback received. (*SEF - Learning - Reporting*)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (*SEF - Learning - Learning Culture*)

### Evaluation plan for this strategic direction

Question: Has student engagement in the community measurably broadened? Is student voice evident across all programs?

Data:

- Student transition plans
- Personalised Learning Plans (PLPs)
- Student, staff and stakeholder surveys
- Work experience surveys
- School Representative Council (SRC) surveys

Analysis:

Robust analysis of the data will be undertaken school wide.

Implications:

Following the analysis of this data, the extent to which the purpose has been achieved will be determined and used

## Strategic Direction 3: Engaging students with the community

### **Evaluation plan for this strategic direction**

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to inform future directions.