

Strategic Improvement Plan 2021-2025

Hunter River Community School 5687



School vision and context

School vision statement

Hunter River Community School is a Centre of Excellence and specialises in providing quality and adaptive education for young people with complex and additional needs, within an engaging and nurturing environment that values the cultural diversity of our community. Our core business is to provide all students with access to high quality education that is free from all forms of discrimination and disadvantage. We hold high expectations for all our students and aim to promote a culture of positivity through the provision of meaningful, relevant, caring, individualised, highly differentiated supportive learning experiences

Student wellbeing underpins core business, and we strive to provide programs and opportunities that promote wellbeing and fosters an environment of personal growth, equity and success. Our commitment to wellbeing is highlighted through our Positive Behaviour for Learning Expectations of **WE ARE SAFE, WE CARE, WE LEARN**.

School context

Hunter River Community School is an established K-12 School for Specific Purpose (SSP), catering for the complex needs of 75 students with a moderate to severe intellectual disability and associated conditions. The school was relocated to a state of the art facility in Metford at the beginning of 2014. The school proudly sits on Wonnarua traditional country and is a member of the Ka-ai Boorlang Local group of Schools.

The school serves a diverse population of students from six local government areas. There are currently 75 students attending the school, all of whom have high level support needs and complex communication disorders. The school has eleven classes with each class staffed with a full-time Specialist Teacher and a School Learning Support Officer. Students are referred for enrolment via a Regional Placement Panel, with all key stakeholders participating in a collaborative Learning Support Team meeting prior to commencing school.

The school population is diverse and includes 18.4% of students who identify as being Aboriginal and Torres Strait Islander, 12% of students in an Out of Home Care arrangement, and 5.2% of students identify as English Language Proficiency

All students have a Personalised Learning Plan developed in conjunction with a Multi-Disciplinary Team, including parents, health care, community agency professionals and special education consultants. This plan is a holistic overview of the student's needs and is a scaffold which informs targeted teaching and learning.

With a Family Occupation and Education Index (FOEI) of 150, the school receives equity funding to improve the learning outcomes of students from low socio-economic backgrounds.

We walk alongside our community to ensure that young people with complex disabilities are authentically engaged in authentic, inclusive learning.

As a result of ongoing school evaluation and reference to educational research our school priority areas focus on improved learning outcomes for students through, innovative student learning programs and enhancing the wellbeing of students, with particular emphasis on working with young people who have experienced trauma and who are impacted by a fluid mental health state.

Strategic Direction 1: Student growth and attainment

Purpose

To enhance student learning outcomes for individual students through a process of data analysis that encompasses the highly differentiated learning needs of every student.

Improvement measures

Achieve by year: 2022

- Increase the percentage of students moving forward one level within their literacy and numeracy assessment tool by 2.5%

Achieve by year: 2023

Increase the percentage of students moving forward one level within their literacy and numeracy assessment tool by 5%

Increase the percentage of students moving forward one level within their communication assessment tool by 5%

Achieve by year: 2025

Increase the percentage of students moving forward one level within their literacy assessment tool by 8%

Increase the percentage of students moving forward one level within their communication assessment tool by 8%

Achieve by year: 2025

"Teaching Domain" and "Curriculum" elements of the School Excellence Framework are evaluating at excelling.

Initiatives

Data informed learning: School emphasis on using internal student assessment data to identify student progress and underpin effective teaching, learning and reflective practice

- Explicit professional learning that builds capacity in teachers when using data to inform practice when supporting young people with complex disabilities.
- A review of a school based system tracking processes that map individual student progress

Individualised Learning: a commitment to quality teaching, planning, assessment and delivery that is underpinned by an explicit understanding of individualised learning

- Professional learning that focuses on embedding a culture of high expectation for young people with complex disabilities.
- Effective teaching and learning will be underpinned by a model of Instructional Leadership and Mentoring.
- School timetabling will reflect the allocation of explicit, uninterrupted teaching time to support the development of core literacy and communication skills

Incorporating the K-2 into Programming and Planning

- Staff to engage in professional development
- Peer mentoring led by the AP-Curriculum and Instruction
- Establish a scope and sequence for the K-2 Syllabus

Success criteria for this strategic direction

The learning goals for students with complex disabilities are informed by analysis of internal student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Evaluation plan for this strategic direction

What are the common areas for development across the stages?

What practices require immediate attention?

What type of data can we use to show the growth in the areas targeted?

How can this data underpin my teaching?

Do PLPs reflect individual needs?

Data: feedback questionnaires to staff on Professional Development to identify their specific needs? Was any PL effective, has it improved skills? Was the Instructional Leadership and Mentoring models beneficial?

Is data indicating progress for all students?

Analysis: What was the success of the interventions?

Is PL impacting teacher confidence with data use?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications: Impact of interventions and Where to next?

Strategic Direction 2: Are you ready? A holistic wellbeing program

Purpose

To maximise student learning and engagement through the implementation of a diverse platform of programs that focus on wellbeing and self-regulation

Improvement measures

Achieve by year: 2022

In 2020, 1095 incidents with self-regulation as a focus were recorded. In 2022, there will be a decrease of 5% of recorded self regulation incidents

Achieve by year: 2025

All "wellbeing" elements of the School Excellence Framework will be assessed at excelling.

Achieve by year: 2025

- 100% of students will have a "What do I need to be ready to learn" plan

Achieve by year: 2021

Establishment of a School based Medical Support Officer to work alongside students and staff to explicitly support medical needs of students.

Community Approach

Achieve by year: 2025

Community Partnerships

Achieve by year: 2025

Community Partnership: A holistic approach to working with families and friends to support wellbeing across environments

Community Partnership

Achieve by year: 2025

The school will maintain relationships with families, friends and the local community to support wellbeing of all students across environments.

Initiatives

Caring for Students: there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

- High impact Professional Learning that builds staff capacity to identify what individual students require to be in a place ready to learn.
- Establishment of a School based Medical Support Officer to work alongside students and staff to explicitly support medical needs of students.
- All students will have a "What I need to be Ready to Learn Plan
- Employment of additional SLSO Health to support the wellbeing needs of all students across the school

A planned approach to wellbeing: A whole school commitment to implementing a multidimensional wellbeing program which targets providing individual students with strategies to ensure they are in a place to learn

- High impact Professional Learning that focuses on building staff capacity in understanding, managing and supporting young people with complex disabilities and significant mental health and wellbeing concerns
- A whole school commitment to implementing elements of the Berry Street Model
- A whole school commitment to implementing and evaluating the Smiling Minds program
- Introduction of the Season's for Growth Program: trained SRG companions will work alongside participants to develop skills in accepting loss and change. This will encompass a range of external therapies to support learning.
- Introduction of an Art Therapy program

Community Partnership: A holistic approach to working with families and friends to support wellbeing across environments

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school

Evaluation plan for this strategic direction

What are the triggers that are impacting on student wellbeing?

What practices require immediate attention?

What type of data can we use to show the increase in the areas targeted?

What students are being targeted by each wellbeing program?

How can these strategies be implemented into my teaching?

Is the wellbeing of family and friends impacting on student learning?

Data: feedback questionnaires to staff on Professional Development to identify their specific needs? Was any PL effective, has it improved skills? Was the Instructional Leadership and Mentoring models beneficial? Have staff noticed an improvement in student engagement?

Analysis: What was the success of the interventions?

Strategic Direction 2: Are you ready? A holistic wellbeing program

Initiatives

- Seasons for Growth: Staff trained as SFG companions will extend their training to include working with parents and carers.
 - Establish a connection with the community through the development of story boards that can be used to assist with communication with non verbal members of the community.
 - Establishment of a Out Of Home Care officer to check on the wellbeing of students, and to promote collaborative partnerships.
 - First Nations outreach program to be established for developing links to the local First Nations community.
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Evaluation plan for this strategic direction

Are respectful relationships being established?

Are staff able to successfully identify what elements individual student's require to be in a place to learn?

Implications: Impact of interventions and Where to next?