

Strategic Improvement Plan 2021-2024

Havenlee School 5698



School vision and context

School vision statement

To provide a personalised, supportive and adaptive school community aimed at improving student achievement. We believe that our wholistic approach to learning empowers all students to reach their full potential and be active participants in society

School context

Mission: To deliver quality individualised education and care that fosters high expectations and inspires students to achieve. As a professional, collaborative and dedicated team we strive to develop confident and resilient learners who feel they are known, valued and successful.

Havenlee School is on the traditional land of the Wodi Wodi people of the Yuin Nation. It is a SSP in North Nowra and part of the Northern Shoalhaven Community of Schools. The school consists of 9 classes, years pre-school to year 12 (8 IO/IS & 1 MC). The students present with moderate to severe intellectual disabilities, often accompanied by secondary physical, behavioural and other disabilities such as Autism Spectrum Disorder. Aboriginal students make up approximately 38% of Havenlee School enrollments.

Student enrollment at Havenlee School is through an operational directorate placement panel. All K-6 students follow the NSW K-6 syllabuses (ES1- stage 3) and the year 7-12 students follow the Life Skills syllabuses (Stages 4-6). Each student has a Personalised Learning Plan/ Personalised Learning Pathway (PLP) from which an adjusted Individualised Education Program (IEP) is devised and implemented.

Havenlee School is committed to deliver quality education to all students in a safe and stimulating environment. The school has invested heavily in technology and is proactive in the development of interesting, engaging and challenging educational programs so to include all students regardless of disability.

Havenlee School values the input from a variety of allied health professionals (including those with the NDIS). Through professional collaboration, the school provides an education that values and supports the intellectual, creative, physical and emotional development of each student, develops positive self-concepts and values diversity.

There is a practical Vocational Education Program across the whole school which includes both in-school and out of school work experience programs. The school has close connections with several school replacement programs, TAFE and other organisations in the Nowra area.

Havenlee School is supported by the local Nowra AECG and its own P&C. It also benefits from connections made with local Charities who generously donate their time, resources and money to the school.

Strategic Direction 1: Student growth and attainment

Purpose

In order to optimise student learning outcomes in Literacy, Numeracy and Communication we will build strong foundations for individual success. We will further develop and refine whole school programs, track individual progress and improve teaching practices.

Improvement measures

Target year: 2024

80% of targeted students within the Communication Program will achieve a minimum of one Communication goal per year.

- 100% of students will have an individualised document which tracks their progress in Literacy, Numeracy and Communication.
- 100% of student school reports contain a personalised SMART goal for Literacy, Numeracy and Communication.
- 100% of students will have a visible learning intention (SMART goal) linked to PLP, IEP and twice yearly reports across Literacy, Numeracy and Communication.

Initiatives

- Teachers conduct a SWANs technology assessment for every student, once per year.
- Each student's SWANs assessment results will be displayed to demonstrate progress using the SWANs Learning Readiness Report.
- Every class will visibly display individual students' learning intentions.
- Identified students will receive additional support from the COVID Intensive Learning Support Program (ILSP), focusing on communication skills.
- Visuals will be consistent across the school.
- Develop Havenlee specific SMART goals using individual student SWANs data in Literacy, Numeracy and Communication.
- Develop individual student data base collating PLP goals in Literacy, Numeracy and Communication throughout a students' schooling Pre K - 12.
- Compile a bank of SWANs SMART goals to be used by all teaching staff for reports and planning.
- Develop a format for tracking student progress in Literacy, Numeracy and Communication using SWANs assessments and data.

Success criteria for this strategic direction

Communication Program

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning.

Teachers share goals with students providing opportunities for feedback on their learning.

Visible Growth and Tracking

The school uses an external assessment (SWANs) to assess student progress and achievement against syllabus outcomes

The school analyses internal and external assessment data to monitor and report on student and school performance.

Individual student reports contain personalised information about student learning progress and achievement, preview plans and tracking of future learning goals.

Teaching and learning programs describe expected student progression in literacy, numeracy and communication and the assessments used.

Evaluation plan for this strategic direction

The school will use the following quantitative and qualitative data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure in Strategic Direction 1.

- SWANs data- tracking progress on a 'at a glance' template from preschool to Year 12 in literacy, numeracy and communication.
- Assessments-student work samples, observations, running records, anecdotal evidence, photos/videos
- Student Personalised Learning Plans/Pathways - twice yearly documents developed and shared with

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

parents/carers.

The evaluation plan will involve:

- Feedback from the Pillars Leadership Circle
- Regular review of these data sources to provide clarity on whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Strategic Direction 2 committee reflective sessions

Strategic Direction 2: High expectations and continuous improvement

Purpose

In order to increase student learning outcomes and prioritise continuous improvement, Havenlee School will develop whole school processes to provide clear and precise feedback to students and parents/carers with a focus on individual goals.

Improvement measures

Target year: 2024

100% of student reports have clearly identified Personalised Learning Plan and Personalised Learning Pathways goals.

Target year: 2024

100% of students receive a school wide approach to individualised feedback from teachers.

Target year: 2024

100% of teachers deliver the new amended NSW Education Standards Authority (NESA) curriculum using the adjusted Havenlee K-12 scope and sequence.

Target year: 2024

100% of teachers use a consistent assessment approach to obtain evidence of learning and inform teaching to meet the needs of students.

Initiatives

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

- Develop whole school processes to demonstrate individualised feedback to students.
- Create a school wide report template for all students with Personalised Learning Plan and Personalised Learning Pathways goals clearly indicated.
- Communicate to all teachers and implement across the school K-12.
- Obtain feedback from parents/carers.
- Review and adjust as required.

Embed effective processes for curriculum delivery and assessment.

- Adjust the Havenlee scope and sequence to include the new syllabus documents from NESA. Embed Aboriginal perspectives from the new syllabus. Communicate to all teachers and implement for targeted stages. Review and adjust as required.
- Develop a school wide assessment template. Communicate to all teachers and implement across the school K-12. Review and adjust as required.

Success criteria for this strategic direction

Student Reports

All reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures.

The school solicits feedback on its reporting from parents.

Student Feedback

Students receive consistent school-wide, explicit, specific and timely feedback with expectations for how to improve.

Scope and Sequence

The school's curriculum provision supports high expectations for student learning. Student's learning and courses of study are monitored longitudinally K-12 using consistent whole school approach.

Whole School Assessment Approach

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Evaluation plan for this strategic direction

What has been the impact of clear and precise feedback from teachers on student learning and improvement? How have school-wide approaches to assessment and reporting improved tracking student outcomes?

The school will use the following qualitative data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure in Strategic Direction 2.

- Parent feedback in PLP meetings and surveys
- Student work samples and observations
- Teacher supervision process

Strategic Direction 2: High expectations and continuous improvement

Evaluation plan for this strategic direction

- Student focus groups

The evaluation plan will involve:

- Feedback from the Pillars Leadership Circle
- Regular review of these data sources to provide clarity on whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Strategic Direction 2 committee reflective sessions

After analysing the data a determination will be made as to the future of the four years work and "Where to Next?"

Strategic Direction 3: A planned whole school approach to wellbeing

Purpose

Havenlee School is dedicated to maximising student wellbeing and engagement by fostering each student's physical, cognitive, social and emotional development. As a result, each student's learning and individual needs will be met.

Improvement measures

- 100% of targeted students will have an individual hydrotherapy plan.
- 80% of targeted students will have an individual hydrotherapy plan devised in collaboration with relevant National Disability Insurance Scheme (NDIS) therapists.
- All students that have a hydrotherapy plan will attend hydrotherapy lessons 80% of the time.
- Havenlee School has an efficient and transparent administration process for externally funded service providers delivering health, disability and well-being services to our students during school hours.
- 100% of targeted students will develop their social and emotional skills during weekly clubs with the chaplain.

Initiatives

- Review and adapt practice to ensure reliable formative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Development and use of a library of teaching demonstration video clips to help improve student swimming outcomes (include PBL values).
- Up-skill hydrotherapy teachers through professional development and collaboration with therapists when implementing therapist devised individual hydrotherapy plans.
- Increase the mobility outcomes of targeted students.
- Track student attendance during hydrotherapy lessons. Use this data to adapt programs, individual student plans and hydrotherapy procedures, in collaboration with class teachers.
- Embed whole school behaviour support strategies and values into the hydrotherapy program.
- Review current Havenlee School NDIS Provision procedures by Surveying parents, service providers and staff regarding current practices and procedures for NDIS provision at the school.
- Research the latest departmental information guidelines on external providers in Schools.
- Develop a user-friendly administration system for Havenlee School in line with current Departmental guidelines.
- Develop a code of conduct for external providers.
- Adjust induction process for external providers.
- Create new NDIS provision at Havenlee School information booklets, new proformas/ checklists/ forms/ recording systems etc.
- Implement new administration process.

Success criteria for this strategic direction

Hydrotherapy Program

- The needs of all students are explicitly addressed through well-developed teaching and learning programs, and assessment processes, that identify, regularly monitor and review individual student learning needs.
- Assessment is a tool that supports student learning. Teachers use reliable assessments to capture information about student learning.
- Parents and community members have the opportunity to engage in school-related activities which help build the school as a cohesive educational community.
- The school identifies expertise within its staff and draws on this to further develop its learning community.
- The school plans for and monitors a whole school approach to student wellbeing and engagement.
- The school collects and analyses feedback from teacher and parent/carer surveys to monitor student wellbeing and engagement, and improve learning outcomes in the pool.

NDIS Provision Process

- The school makes informed choices about administrative practices and systems in place, based on cost, effectiveness, evidence and in response to local context and need.
- Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.

Chaplaincy Program

Strategic Direction 3: A planned whole school approach to wellbeing

Initiatives

- Train and brief all Havenlee School staff, parents and NDIS service providers of new process.
 - Include new NDIS provision at Havenlee School information booklet in enrollment package.
 - Review and adjust where necessary
 - Embed new administration process into school systems
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- Collaborate with the Principal, Executive and Class Teachers to develop clubs for identified students. Focus on modelling appropriate social interactions and reinforce whole school values. Revise and adapt clubs as required.
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- Each student working towards a specific communication/behaviour goal, from their PLP/IEP.

Success criteria for this strategic direction

- The well-being of students is explicitly supported by identified staff.
- The school plans for and monitors a whole school approach to student well-being and engagement.

Evaluation plan for this strategic direction

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

Hydrotherapy Program

- Feedback from staff, students, parents/carers, community members and therapists (surveys).
- Feedback from Pillars leadership circle
- Photos, videos and other media
- Assessments
- Observations

NDIS Provision Process

- Feedback from staff, students, parents/carers, community members and therapists (surveys).
- Observations

Chaplaincy Program

- Photos
- Term Report
- Newsletter blurbs
- Regular feedback to Executive

Analysis and Synthesis will be embedded within the project through the following:

- Feedback from the Pillars Leadership Circle

Strategic Direction 3: A planned whole school approach to wellbeing

Evaluation plan for this strategic direction

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

The findings of the analysis will inform future directions and answer the question "Where to next?"