

Strategic Improvement Plan 2022-2026

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 the Yuin Nation. It is a SSP in North Nowra and part of the Northern Shoalhaven Community of Schools. The school consists of 10 classes, years pre-school to year 12 (8 IO/IS & 2 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 enrolments.

Student enrolment 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 Havenlee School builds strong foundations for individual success. We will further develop and refine whole school programs, track individual progress and improve teaching practices. 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

Student growth and attainment

Achieve by year: 2026

Improvement in the element of 'Data Skills and Use' to the level of Excelling as measured by the School Excellence Framework.

Achieve by year: 2026

Improvement in student progress and achievement in Literacy, Numeracy and Communication as measured by the Students with Additional Needs (SWANs) assessment tools.

Achieve by year: 2026

Improvement in students achieving individual SMART goals as outlined in their Individual Education Plan and Personalised Learning Plan/Pathways.

Initiatives

Literacy, Numeracy and Communication

Havenlee School ensures improvement in student outcomes with a focus on literacy, numeracy and communication through explicit and ability-based teaching and learning, and data informed practice, supporting growth and achievement.

This will be achieved by:

- Developing a school wide consistent assessment approach with all students assessed showing measurable learning progress.
- Individual assessment data to ensure student growth and attainment in literacy, numeracy and communication goals.
- Providing students and teachers with detailed and specific feedback about what they need to do to achieve growth as a learner, with learning goals visible to all students.
- Explicit teaching and learning with visible learning practices and collective responsibility for school wide literacy, numeracy and communication programs.
- Developing consistent teacher judgement through collaboration and professional dialogue.

Success criteria for this strategic direction

Consistent and reliable student assessment and continuous tracking of student progress and achievement enables learning progress for all students, across the full range of abilities.

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.

Evidence-based effective teaching strategies are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

The school has processes in place to support teachers' consistent, evidence based judgement and adapt their practice to meet the learning needs of students, leading to measurable improvement.

Evaluation plan for this strategic direction

Question: To what extent do whole school processes provide clear and precise feedback and student learning outcomes in Literacy, Numeracy and Communication to support individual student growth and attainment?

Data: SWANS data in literacy, numeracy and communication, student work samples, observations, anecdotal evidence, photos, videos, Personalised Learning Plans/Pathways, sharing data between SSPs.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to Improvement and Progress Measures. In alignment with the SEF, the school will review the extent to which explicit, data-informed teaching maximises student learning.

Implication: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually to guide and drive ongoing initiative implementation and future school planning.

Strategic Direction 2: High expectations and continuous improvement

Purpose

To develop and support a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.

Improvement measures

Achieve by year: 2026

Improvement in the element of 'Curriculum' to the level of Excelling as measured by the School Excellence Framework.

Achieve by year: 2026

Improvement in the elements of 'Assessment' and 'Reporting' to the level of Excelling as measured by the School Excellence Framework.

Initiatives

Curriculum

Havenlee School uses a whole-school approach to quality teaching, curriculum planning and delivery ensuring that students are challenged and adjustments lead to improved learning. This will be embedded into teaching practice by:

- Providing professional learning opportunities to share and gain expertise in evidence-based teaching practices.
- Professional learning conversations with colleagues to plan, develop and refine teaching and learning programs to provide consistency across the school.
- Delivering professional learning in the implementation and differentiation of new syllabuses to ensure all students have access to the curriculum.
- Teaching and learning programs describing expected student progression in knowledge, understanding and skill with effective scope and sequences aligned to syllabus requirements.

Assessment and Reporting

Havenlee School uses consistent school-wide assessment practices to monitor, plan and report on student learning. Reporting is clear, timely and accurate supporting progress and achievement. This will be achieved by:

- Developing a consistent school wide approach to assessment to report on student learning across the curriculum.
- Moderation of assessment practices consistent with evidence-based judgement and reliable assessment information.
- Teachers evaluating student learning over time and implementing changes in teaching that lead to measurable improvement.
- Progress in personalised learning plans/pathways is reflected in student reports with detailed, clear and specific information about student learning.

Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning, with teaching and learning programs across the school showing evidence that they are adjusted to address individual student needs.

A whole school approach ensures the most effective evidence-based teaching methods are collaboratively planned based on student data and point of need.

Individual student learning progress and achievement, and future learning goals, are communicated to parents and carers to improve understanding of student learning and strengthen student outcomes.

School wide implementation of syllabuses and assessment and reporting processes support a professional learning community focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Question: To what extent does a culture of effective, evidence-based teaching at Havenlee School have on measurable student learning progress?

Data: Parent feedback in surveys, student work samples and observations, teacher supervision process, anecdotal evidence, photos, videos, Personalised Learning Plans/Pathways, School Excellence Framework.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to Improvement and Progress Measures. In alignment with the SEF the school will review the extent to which explicit, data-informed teaching maximises student learning.

Implication: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.

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

Achieve by year: 2026

Improvement in targeted student support and wellbeing through an individual hydrotherapy plan.

Achieve by year: 2026

Improvement in the element of 'Wellbeing' to the level of Excelling as measured by the School Excellence Framework.

Initiatives

Connect, Succeed and Thrive

Havenlee School has a high priority towards developing the cognitive, emotional, social, physical and spiritual wellbeing of all students so they can connect, succeed, thrive and learn. All areas of development are addressed through whole school programs, ensuring a strong focus on the whole child and that their wellbeing is supported.

We will achieve this by:

- developing programs and assessment processes that identify, regularly monitor and review individual student learning needs.
- ensuring a whole school approach to positive behaviour with a strong sense of inclusion and belonging.
- supporting the Inclusive, Engaging and Respectful Schools Framework with all students having exemplary individual Health Care, Personal care and Behaviour Support Plans.

Success criteria for this strategic direction

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers and the community.

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

There is a school-wide collective responsibility for student learning and success which is shared by the student and all key stakeholders.

Wellbeing practices are explicitly, consistently and supportively applied across the whole school.

Evaluation plan for this strategic direction

Question: To what extent does fostering each student's physical, cognitive, social and emotional development maximise student engagement in learning and promote wellbeing?

Data: Feedback from staff, students, parents/carers, community members and therapists (surveys), photos, videos and other media, assessments, observations

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to Improvement and Progress Measures. In alignment with the School Excellence Framework, the school will review the extent to which explicit, consistent, and data-informed teaching maximises student learning outcomes.

Implication: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.