

School plan 2018-2020

Halinda School 5642



School background 2018–2020

School vision statement

Halinda School will strengthen partnerships within and beyond the school to build a supportive and empowering school culture based on inclusion, mutual respect and trust.

Using strengths based approaches we aim to build quality relationships and make a positive difference in the lives of students' and their families.

Throughout strategic directions we will inspire and develop a confident community of learners able to meet the demands of a dynamic and rapidly changing society.

School context

Halinda School is located in the Western Sydney MtDruitt area and services a diverse population within a low socio-economic context. Forty seven percent of the parent population are from non-English speaking backgrounds encompassing twelve different cultures and languages.

Assistance in negotiating educational planning and support services is critical for families and remains a strong focus in our strategic directions for 2018–2020

Halinda School enrolls 114 students K–12 with moderate to severe intellectual disability. All students have a secondary disability that may include physical, sensory, health impairments, autism, diagnosed mental health conditions and challenging behaviours.

Enrolment trends towards students with autism, complex language needs and challenging behaviours will shape our professional learning for 2018–2020 with the school placing strengthened focus on language assessment and programming, structured teaching and strategically planned approaches to support the emotional, social wellbeing of students and the school community.

Our professional learning program is strengthened through our work with the Alliance of SSP schools across Western Sydney and our continuing relationship with Universities and centres of best practice.

The school has close connections with the community including local service clubs, service agencies and therapy services. Links have been forged with surrounding schools for integration opportunities and peer support programs.

School planning process

The school conducted robust consultation with the community, including students, parents, caregivers, service agencies, local service groups, business groups, disability services (government and non-government).

A community forum and a whole school situational and needs analysis involving all stakeholders provided rich sources of data for analysis and planning.

Student outcomes data and teacher appraisal information also contributed strategic input for planning teaching and learning and professional learning for staff.

Our final plan has been strategically designed to fulfil the aspirations and future goals of students and their parents / caregivers through the person centred learning and support plan processes.

The school has been committed to meeting the obligations of the National Disability Standards in Education 2005 and “On the same basis” expounded in the National Curriculum and Every Student Every School policy expectations.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Promoting wellbeing and personal growth across all levels of the school/community.

Purpose:

Enhance our student centred learning culture, providing the nurture, social support and evidence based best practice that promotes wellbeing and personal growth across all levels of the community.

Create a community of innovative collaborative practice that expands the boundaries of student competency across emotional, social and functional living skills domains, ensuring that they are connected, active community members, living well.

STRATEGIC DIRECTION 2

Develop highly accomplished instructional leaders to expand our differentiated teaching and learning. 'Every Learner Included'

Purpose:

Increase teacher instructional leadership across the school to:

- Extend expertise in contextualising and differentiating the curriculum providing students with rigorous, relevant, engaging, age appropriate learning needs.
- Increase our understanding of the complex and diverse needs of our student cohorts and the impacts on learning and wellbeing.
- Extend our environmental engineering and instructional practices to maximise students strengths and talents and to increase learning outcomes.

STRATEGIC DIRECTION 3

Strengthening community connections and parent partnerships 'Active Participation in Student Learning'

Purpose:

Connect and empower a community of knowledgeable and committed partners who share students' learning experiences and actively contribute their expertise and resources to the learning journey. Improving learning outcomes and community membership for students' and their families.

Strategic Direction 1: Promoting wellbeing and personal growth across all levels of the school/community.

Purpose

Enhance our student centred learning culture, providing the nurture, social support and evidence based best practice that promotes wellbeing and personal growth across all levels of the community.

Create a community of innovative collaborative practice that expands the boundaries of student competency across emotional, social and functional living skills domains, ensuring that they are connected, active community members, living well.

Improvement Measures

Wellbeing

- **A planned approach to wellbeing:** The school has researched and implemented evidence based change to whole school practices, resulting in measurable improvements in staff and student wellbeing, engagement and student behaviour to support learning.
- **Caring for students individual learning needs:** All students have a personal wellbeing goal and support plan identifying individual wellbeing strategies, and an identified staff or community member to support and mentor.
- **Behaviour:** Positive, respectful relationships are evident and widespread among students and staff. All staff promote student wellbeing and implement students' personal plans to ensure optimum conditions for students learning across school and community. Student data indicates increased engagement, learning outcomes and a reduction in behaviour incidents.

People

Staff

Staff will:

- Develop a mindset of 'inquiry' when engaging in dissemination and reflection on literature regarding student wellbeing and positive student management strategies.
- Feel free to contribute to whole school strategies from their experience and newly formed knowledge.
- Apply knowledge skills and understandings around wellbeing to themselves and colleagues to enhance work life balance, resilience and the capacity to support student wellbeing and positive management strategies.
- Deepen their understanding around student mental health and impacts on learning and social integration. Explore the nature of 'Trauma Informed Care' and wellbeing.
- Implement strategies that improve the quality of school life for students . Develop and implement personal wellbeing plans for students.

Students

Students will:

- Respond to personal plans that support and enhance wellbeing, self-regulation, social integration and engagement in learning programs thus enabling successful integration into school and community life.

Parents/Carers

Processes

Collaborate with Davidson Trahaire Corpsych to implement 'Workplace Wellbeing' learning and development programs.

Develop and implement a wellbeing' strategy across the school community to facilitate a learning environment where staff, students and parents can connect and collaborate to improve student learning outcomes.

Explore the nature and acquisition of self-regulation and identify best practice for age appropriate self-regulation in students with intellectual disability, diagnosed

Collaborate with 'Interventions Plus' to implement evidence based programs designed specifically for adolescent students who have intellectual disability and diagnosed mental health conditions. These programs provide self regulation strategies and pro-social skills that support their engagement and successful integration into school and community learning programs.

Evaluation Plan

Progress towards the improvement measures will be evaluated by:

- Staff attitudinal, morale and wellbeing surveys.
- Evaluation of consistent school policies, processes and procedures implementation.
- Audits of classroom and playground environments.
- Surveys indicating parent level of satisfaction and participation.

Practices and Products

Practices

- **Shared school-wide responsibility** for staff and student wellbeing is evident through purposeful leadership, consistent implementation of whole school policy and ratified positive student management and welfare support strategies.
- **There is a culture of shared community responsibility** for all students. Students' personal support plans are well articulated and there is a sense of trust and support between staff members when student welfare and wellbeing issues arise.
- **Application of the Wellbeing strategy and high levels of instructional leadership** across the school have provided evidence based knowledge to support teachers in actioning students' personal wellbeing and management plans and reduced behavioural referrals.
- **Students know their support plan strategies** and consult with identified personnel. Classroom and playground environments present high levels of visual cues to support students' self-regulation.

Products

- **Evidence based school professional learning** modules (to support ongoing staff training and development) co-developed with university and consulting researchers.
- **Strong instructional leadership for the** development of wellbeing and positive behaviour for learning within the school.

Strategic Direction 1: Promoting wellbeing and personal growth across all levels of the school/community.

People

Parents will:

- Collaborate with school personnel to develop their child's personal support plans.
- Apply acquired wellbeing and resilience strategies to support themselves and their child within home and community settings.

Processes

- Analysis of student wellbeing/engagement and behaviour data.

Practices and Products

- **Students visual literacy work books** ('Wellbeing' & 'Self-regulation Strategies') scaffolded to meet learning needs of students.
- **Online support module for parents** providing age appropriate self regulation and management strategies for students with autism and ADHD.

Strategic Direction 2: Develop highly accomplished instructional leaders to expand our differentiated teaching and learning. 'Every Learner Included'

Purpose

Increase teacher instructional leadership across the school to:

- Extend expertise in contextualising and differentiating the curriculum providing students with rigorous, relevant, engaging, age appropriate learning needs.
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- Extend our environmental engineering and instructional practices to maximise students strengths and talents and to increase learning outcomes.

Improvement Measures

Educational Leadership:

- **Instructional Leadership.** Increased instructional leadership and accreditation at higher performing and leadership across all levels of the school.
- **Community engagement.** Increased levels of satisfaction and participation of parents in the development, implementation and evaluation of their child's programs.

Teaching:

- **Learning and development.** The school has embedded and explicit systems that facilitate **collaborative practice**. School and DOE project initiatives facilitate **coaching and mentoring** to support ongoing teacher development.
- **Data & skills use in teaching and**

People

Leaders

Leadership will:

- Identify instructional leaders across the school to facilitate targeted improvement programs through effective team leadership. Dissemination of evidence based practice is shared and innovative application of knowledge is utilised to develop programs for the diverse and complex needs of the schools current student cohort.

Staff

Instructional Leaders will:

- Develop leadership skills to coach teams in target programs.
- Research and collaboratively develop innovative student programs identified in the established milestones.
- Collate evidence against the Australian Professional Standards for Teachers the purposes of accreditation at higher performing or lead levels.

Staff

Staff will:

- Enhance program differentiation skills through team collaboration, development and implementation of target programs with their students
- Reflect on summative and formative data to direct practice and make informed decisions on program amendments.

Processes

- Facilitate the Leadership Development Initiative 'highly accomplished/lead' (HA/LD) program to support teachers seeking higher accreditation.

- Source additional leadership development programs to ensure all instructional leaders are well prepared to develop teacher capacity.

- Establish a pre-school/kindergarten program for incoming students with severe intellectual disability, sensory impairment and autism, collaborating with parents and with pre-school expert guidance.

- Explore the impacts of play based pedagogy and structured teaching strategies to develop communication competencies and reciprocal play skills.

- Implement STEAM pedagogy and differentiation of curriculum to explore impacts on students' levels of engagement and acquisition of higher order thinking skills.

- Enhance teacher capability to scaffold learning and engineer the learning environment through the implementation of TEACCH learning approach.

- Enhance teacher capability to scaffold learning through the implementation of ASDAN learning programs.

- Establish an innovative program for low engaging students and their parents from a targeted multicultural community group. Teaching that embraces the learning style and cultural gifting's of the group and therefore encourages high levels of parental input and participation.

Practices and Products

Practices

- **All teachers utilise data and identified evidence based practice to inform and differentiate** their teaching and learning and track progress on school developed continuums and assessment schedules.
- **There is a visible presence across the school of parents' connection** to the planning, implementation and evaluation of their child's learning programs.
- **Instructional leadership** and collaborative practice for program development and delivery is evident across the school K–12.
- **Learning programs for students in years 7–12** have increasing connections to community based learning activities and services, providing opportunities for community valued inclusion 'on the same basis' as their non disabled peers.

Products

- **A comprehensive 'Curriculum Planning, Assessment and Reporting' document** contextualised to meet the diversity and complexity of student learning needs incorporating learning continuums and assessment tools for teaching and learning K–12.
- **Documented journals and teacher handbooks** for the identified Management Plan targeted programs. Proven effective strategies that have emerged from the school based action research.
- **Teacher resources on Google Apps;**

Strategic Direction 2: Develop highly accomplished instructional leaders to expand our differentiated teaching and learning. 'Every Learner Included'

Improvement Measures

planning. Teachers understand and routinely implement appropriate assessment strategies to inform practice and program modification.

Learning:

- **Curriculum differentiation.** Increased proportion of students demonstrate active engagement in differentiated learning programs.

People

Parents/Carers

Parents will:

- Actively contribute to the development of students' programs and wellbeing plans.
- Contribute their multicultural gifting's and provide constructive feedback to inform our ongoing program implementation.

People

Students will:

- Increase levels of engagement and functional competencies in target programs.

Processes

Evaluation Plan

Will be measured by:

- Teacher, parent and student surveys.
- Student engagement and learning data.
- Ongoing evaluation of the impact of embedded systems (for instructional leadership, coaching and mentoring) on teacher capacity and student learning outcomes.

Practices and Products

differentiated curriculum for KLAs 7–10, sample scaffolds for lesson plans and accompanying assessment rubrics.

- **Comprehensive teacher handbook and 'hands on' learning resources** for the implementation of STEAM methodology K–12.

Strategic Direction 3: Strengthening community connections and parent partnerships 'Active Participation in Student Learning'

Purpose

Connect and empower a community of knowledgeable and committed partners who share students' learning experiences and actively contribute their expertise and resources to the learning journey. Improving learning outcomes and community membership for students' and their families.

Improvement Measures

Educational Leadership:

Community engagement. The school is responsive to the community, develop a culture that connects parents and community members to a vision for high student expectations, and community inclusion 'on the same basis' as their non disabled peers.

Leading:

Management and Practices. The school is responsive to the current issues facing parents and has established collaborative practise and processes with the NDIS to ensure **service delivery** through supporting parents' navigation through the NDIS planning and review processes.

School resources. The school has used its **facilities** to build social capital within the community. This has netted an enhancement of school resources for target programs in 2018–2020 school plan.

Learning:

Culture. The school has developed effective partnerships with parents that have facilitated student engagement and continued improvement.

People

Leaders

Leadership will:

- Actively articulate and promote the school vision and targets wit parents and the local community via school open days, newsletters, video and newspaper articles.

Staff

Staff will:

- Develop an understanding of the issues and concerns that parents may have regarding their child with a disability.
- Develop skills in handling difficult conversations.
- Build positive communication strategies within the home/school communication policy.
- Work with leadership to plan and deliver open learning days and support reflection and dialogue at the follow up luncheon sessions.
- Understand the nature of the collaborative relationship and the communications skills and meeting processes that facilitate effective outcomes for all stakeholders.

Parents/Carers

Parents will:

- Develop an understanding of the models of learning that underpins the school's educational approaches and explore impacts on their child's growth and development.

Processes

Parent Initiative 1

- Facilitate the 'Partnering for a Purpose' – parent to parent initiative one a term.
- Focus group discussions and presenters on topics of concern and relevance to parents.
- Led by parents and staff who provide interpreter support for a range of multicultural parents from LBOTE.

Parent Initiative 2

- Bridging links with the National Disability Insurance Scheme (NDIS). The school as conjoint with NDIS planning and review.
- Collaborative review and implementation of DoE policy standards and operational protocols with NDIS providers.

Parent Initiative 3

- Bringing parents into the 'Zone of Proximal Development'.
- Open learning days and student program review days for parents.

Parent Initiative 4

- Building strategic alliances with community services, businesses and corporate entities for the purpose of enhancing learning resources and opportunities for students.

Evaluation Plan

Progress towards the improvement measures will be evaluated through monitoring and assessment of the

Practices and Products

Practices

- **Active participation of parent leaders** facilitating regular forums around topics of concern and interest for parents with ongoing attendance of the parent body.
- **Positive and productive dialogue** between the school and NDIS services that benefit parent financial investments and student progress.
- **Regular attendance of parents** at school open learning days.
- **Development of a culture of mutual trust and belonging** where parents can discuss issues and required support needs.
- **Regular celebration** of school/community successes.

Products

- **Strong connections with the local community** with established protocol for continuing communication and timely consultation meetings to maintain momentum and feedback in achieving school targets.
- **School prospectus and 2018–2020 video production** distributed to relevant community members.
- **Established calendar and focus areas** for parent open learning days and luncheon reflection follow up published on a term basis.
- **Term newsletter summaries** of student programs from all grades published for parental interest and information.
- **A memorandum of understanding** based on DoE NDIS policy and

Strategic Direction 3: Strengthening community connections and parent partnerships 'Active Participation in Student Learning'

People

- Demonstrate support for the school's position and endeavour to transfer strategies into their home and community environments.
- Engage with school initiatives to gain critical information, knowledge and understanding about processes required to navigate the NDIS services.
- Provide constructive feedback through school self-evaluation processes to assist the school in improving service delivery.

Processes

effectiveness of Parent Initiatives and their impacts on parent participation and student learning outcomes. Progress will be measured using:

- Parent community surveys
- Focus interviews
- Student engagement and learning data.
- Audits of resource acquisitions
- Community support for student programs.

Practices and Products

protocols between the school and NDIS providers to guide the collaborative efforts of both parties.

- **School information and collaborative consultation policy** for school published for all NDIS providers.
- **Home/school communication** encompassing a broad range of strategies and apps including KEPTME, DOJO, facilitating parent interaction with the school and increasing understanding and parent participation.