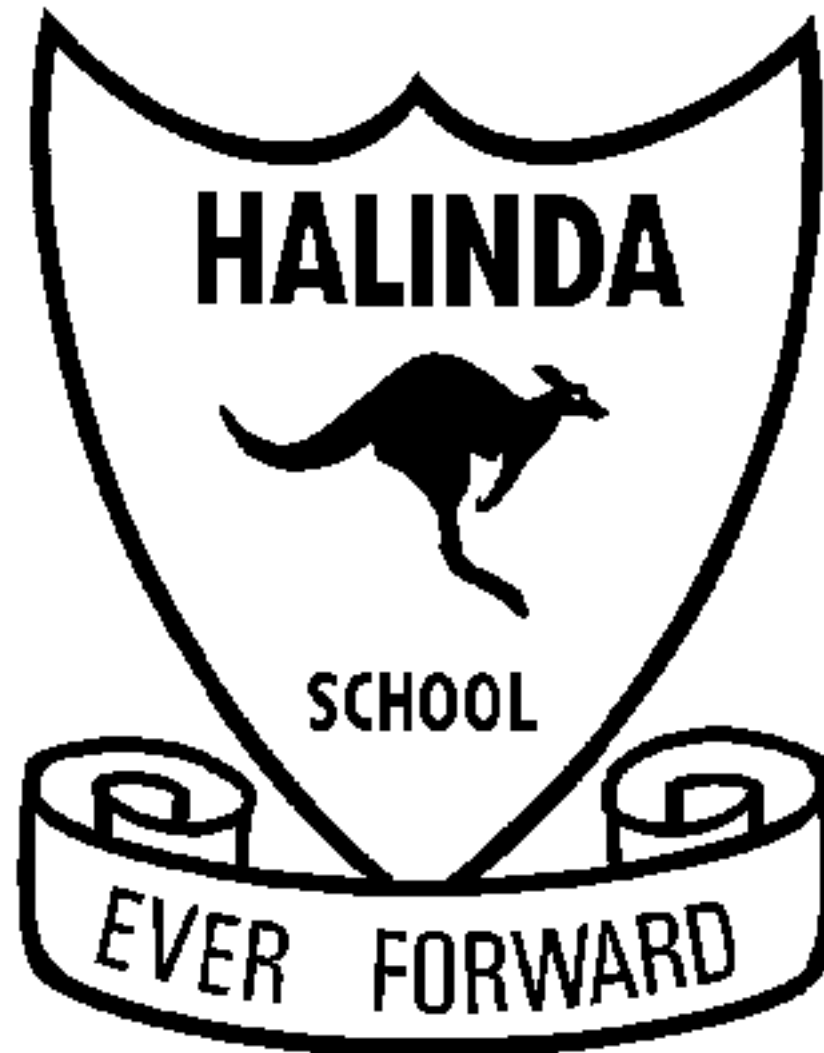


# Strategic Improvement Plan 2021-2024

## Halinda School 5642



# School vision and context

## School vision statement

---

At Halinda school our students are engaged in classrooms which create optimal conditions for learning in order to develop their full potential. High expectations for our students is a shared vision for everyone in the Halinda community. We encourage higher levels of wellbeing by providing an emotionally safe environment where parents and students have a sense of belonging, feel understood, supported and cared for. Halinda school embeds structures and processes that underpin ongoing school community consultation, professional effectiveness and continuous school improvement ensuring students' purposeful, productive participation in community valued lifestyle options.

## School context

---

.Halinda School is located in the Western Sydney Mt Druitt area and services a diverse population within a low socio- economic context. Fifty nine percent of the parent population is from non-English speaking backgrounds.

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 spectrum disorder, diagnosed mental health conditions and challenging behaviours.

Assistance in negotiating educational planning and support services is critical for families and remains a strong focus in our strategic directions for 2021-2024.

As a result of our thorough situational analysis and in consultation with key stakeholders we have identified the following areas for improvement:

- Growth and acquisition in communication skills by effective use of the Road Map of Communicative Competence [ROCC] Progressions.
- Development of wellbeing for learning through whole school wellbeing strategies and differentiated learning continuums.

The school will expand instructional leadership, building of staff capability in the use of evidence based practice and collaborative planning to increase student growth and attainment in key communication and social emotional skills.

Leadership and school personnel will work actively to forge partnerships with community support services, NDIS funded therapy personnel and post school services to provide ongoing support and specialist input at critical transition points for early education enrolments and years 11/12 transition to community participation options.

The school will sustain a relentless focus on developing a positive welfare culture where students, staff, parents and community service providers have a sense of connectedness to the school and undertake active roles in contributing to student growth and attainment.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes for every student in the acquisition of functional communication and life skills competencies as they move through their stages of schooling we will enhance teacher skills in data driven teaching practices that are responsive to the individual learning needs of every student.

## Improvement measures

### Target year: 2024

100% students will be able respond to a broad range of communication partners appropriately within school, home and community settings using their personal communication system as assessed against the Road Map of Communicative Competence [ROCC] Progressions.

### Target year: 2024

30% of students will spontaneously operate a robust system to communicate whenever they want, what they want and to whom they want as measured by the ROCC Progressions.

## Initiatives

### Data Driven Practices

Deliver High Impact Professional Learning to identify and acquire skills in using evidence based assessment tools and learning progressions for students who have complex communication learning needs.

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report on student achievement.

### Providing Expert Professional Support to Build Teacher Capabilities

Instruction Leadership Training

Establish and use Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning that meets the individual needs of each student.

Factor into the school systems organisation 'quality time' for collegial dialogue and sharing of knowledge to build teacher capabilities and collective pedagogical practice.

What Works Best

### Student Individualised Learning Plans

Exploring and Implementing Person Centred Learning Approaches

Maximise the collective efficacy of parents, therapists and teachers to utilise student profile information and assessment data and provide individualised, explicit, differentiated and responsive learning opportunities for every student.

## Success criteria for this strategic direction

- All teachers have a sound understanding of students assessment and data concepts and use this to inform planning , identify interventions and modify teaching practice. **[SEF: data skills and use]**
- Valid and reliable assessment data from students individual communication plans is systematically collated, monitored and deeply analysed to inform student growth and future practice. **[SEF: data skills and use]**
- The school has identified expertise within its staff and draws on this to further develop its professional community. **[SEF: Learning and Development]**
- Teachers are supported to trial innovative , explicit or evidence based teaching practices. **[SEF: Effective Classroom practice]**
- Student reports are personalised and comprehensive, providing detailed, clear and specific information about student growth, next steps and improvement measures **[SEF: Reporting]**

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction once per term.

The following data will be gathered:

ROCC learning progression assessment tool

- **Students' individualised learning plans** . Term by term joint assessment and review of formative data.
- Measurement of students skills acquisition against ROCC Literacy(communication) and wellbeing/ engagement **learning progressions**.
- Instructional leader evaluations -**Staff performance and Development Plans**

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

---

### School Leadership (SLI )Frameworks

- Audit of students' Person Centred Learning Plans using National Disability Standards in Education 2005. Levels of satisfaction staff , parents, therapists

Disability Standards in Education 2005

The leadership team and classroom teachers will complete the rigorous analysis once per term to inform and guide the school's future directions. The relevant evidence will annotated , analysed and uploaded into SPaRO evidence bank and activities.

## Strategic Direction 2: SD 2 Positive wellbeing and social emotional skills

### Purpose

To maximise student learning, and each year, continually build upon competencies that lead to valued community inclusion the school will implement individualised evidenced based programs that develop students' wellbeing and social emotional regulation.

### Improvement measures

#### Target year: 2024

A range of evidence supports the school's assessment /validation of the Domain: Learning, Element of Wellbeing at excelling.

A range of evidence supports the school's assessment /validation of the Domain; Learning, Element: curriculum, Theme: Differentiation at excelling

#### Target year: 2024

100% students in years K-4 will demonstrate incremental progress across the TEACCH Wellbeing, Engagement, Learning Progression

100% of identified students in years 7-10 will have an explicit wellbeing plan and be able to independently execute their self-regulation strategies in planned transition activities for work and leisure across community settings.

### Initiatives

#### Developing a positive whole school wellbeing

##### Deliver 'High Impact' professional learning that will enable

Identification of key elements of best practice in developing whole school culture for wellbeing and learning .

Identify indicators of wellbeing in students across different stages of their learning.

Strategies for staff wellbeing and resilience building

Embed informed programs, practices and processes used to plan, implement, monitor and evaluate school change and improvement.

High Impact Professional Learning

#### Providing a multi-tiered approach to student interventions

Develop processes to support all students through a multi-tiered continuum of care that includes promotion, prevention, early intervention and individualised support.

Developing processes that ensure collaboration with parents and allied health services to develop student centred, strengths based approaches to ensure developmentally appropriate strategies and relevant interventions are engaged.

Strengthening school and system capacity to implement effective interventions to support student behaviour and wellbeing in NSW public schools: An evidence review

Trauma - Informed Practice in Schools

#### Differentiating wellbeing and social, emotional learning programs

Teachers expertly use student profiles and assessment data to provide individualised, explicit, differentiated

### 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. **[Sef Domain: Learning: Wellbeing: A Planned Approach to Wellbeing ]**
- There is a school wide collective responsibility for student learning which is shared by parents.
- Planning for learning is informed by sound holistic information about each students' wellbeing and learning needs in consultation with parents and carers. **[Sef Domain: Learning: Wellbeing: Individual Learning Needs ]**
- The school has a multi-tiered approach to addressing student needs and providing targeted support to vulnerable students through evidence -informed interventions that accommodate individual needs and risks. **[ Sef Domain: Learning: Element: Curriculum: Theme: Differentiation]**
- There is meaningful engagement between school, families and support services for students requiring individual support.. **[Sef Domain: Learning: Element: Wellbeing: Theme: Individual Needs]**
- All students have and individual wellbeing goal and support plan identifying individual wellbeing strategies and an identified contact staff or community for support or mentoring. **[Sef Domain: Learning: Wellbeing: Caring For Students]**
- All students in years 7-10 will continue to achieve their personal learning goals as identified from an adapted Personal and Social Capabilities Learning Progression.

### Evaluation plan for this strategic direction

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement ensuring students grow in their learning.

## Strategic Direction 2: SD 2 Positive wellbeing and social emotional skills

### Initiatives

---

programs that are responsive to student learning and emotional, social needs.

School curriculum and extra-curricula activities are utilised to generalise social, emotional skills and wellbeing initiatives across school and community venues .

Differentiated Teaching : High impact teaching strategies in action:

---

### Evaluation plan for this strategic direction

---

Whole school Health and Wellbeing: HIPL School self-assessment tool

- Semester Health-checks on school wide culture and wellbeing via survey and focus group discussion and whole school wellbeing audit tools.
- **Evaluation of the impact of professional learning** utilizing the High Impact professional Learning School Self Assessment Tool

Collection and analysis of data:

- Evidence - informed programs that have proven efficacy for our students
- Analysis of daily student wellbeing and behaviour reports.
- **Analysis of formative data from students" individualised social and emotion learning goals** adapted from the **Australian Curriculum Personal and Social Capabilities learning progressions differentiated for complex learners.**
- Evidence of **meaningful engagement between the school, parents and community service providers** to facilitate early, evidence based interventions for students at risk.

The leadership team and classroom teachers will complete the rigorous analysis once per term to inform and guide the school's future directions. The relevant evidence will annotated , analysed and uploaded into SPaRO evidence bank and activities.

# Strategic Direction 3: SD 3

## Purpose

---

## Improvement measures

---

Target year: 2024

---

Target year: 2024

---

## Initiatives

---

---

---

## Success criteria for this strategic direction

---

## Evaluation plan for this strategic direction

---