School vision and context

School vision statement

Coffs Harbour Learning Centre guides and educates young people to be positive contributors to their community, to show compassion, empathy and care towards their family, friends and others and to develop a sense of self-respect and confidence within themselves to enable them to experience success in their future life outcomes.

Students' progress academically with a focus on reading and numeracy by engaging in a differentiated curriculum. Ongoing assessment and data analysis identifies individual student learning needs and shows progression and growth in every student learning outcomes. We also focus on student wellbeing and behaviour through a whole school behaviour program and fostering a case management approach for every student.

Every student works collaboratively with school staff, Southern Cross School of Distance Education support staff, families and outside agencies to better cater for their needs. All students are valued and cared for and have a sense of belonging at school allowing them to feel safe and secure. There is a high rate of attendance, with each student involved in their own attendance plan and maintenance. Students demonstrate mutual respect and co-operation throughout the school community and are excited by and prepared for the challenges that lie ahead beyond transition from the school.

School context

Coffs Harbour Learning Centre is a school for specific purposes catering for students with behaviour disorders. The school provides placement for 21 students in years 7 - 10. We engage students in personalised and flexible learning programs to ensure that students are challenged, whilst allowing them to experience success in small classroom settings.

The school is well staffed with staff costs making up 90% of the school budget, resulting in positive interaction with students to enhance their learning differences and needs. The allocation of extra teachers and SLSO's help reduce classroom behaviour issues and allows students to be supervised in separate learning areas.

Our FOEI is 186 indicating a higher level of need due to educational disadvantage due to lower socio-economic backgrounds of students. This has impact on the funding amounts and allocation of resources to our school.

Students also engage in community integration programs including Landcare projects, work experience, surf awareness, equine therapy, PCYC activities, school camps and various excursions. It is imperative that students have regular opportunities to practice community behaviour expectations and transition into connection with their community.

The school will be expanding in 2021 to include a Multi-Categorical classroom. Funding has been put aside to adequately resource the physical and educational resources needed.

The majority of our cohort is attending in excess of 85%. All parents, carers and students are aware of our attendance expectations and we have set attendance goals. By promoting positive relationships across the school community and clear communication pathways with parents and carers, we will work together to establish improvement strategies and work collaboratively on attendance plans.

The staff are committed to delivering challenging and highly engaging learning activities to all students. Of the student enrolment, 56% identify as Aboriginal and we work closely and consult with community Aboriginal elders, parents, carers and outside Aboriginal agencies providing support for our students. Aboriginal students are engaged in Aboriginal dance and Sista Speak, operating in mainstream schools to foster connection with heritage and mainstream schools.

In responding to the need to improve student reading and numeracy, we are refining the use of additional internal date sources to inform parents and carers of progress and growth. Most students are enrolled in Distance Education across key learning areas with support from school and department staff. The remainder of students are engaged in their Individual Learning Plans supported by intensive literacy and numeracy support.

We have identified the following focus areas for high level improvement, numeracy and literacy, transition into and out of the school, wellbeing and engagement, attendance, professional learning and case management.

The situational analysis findings have informed this plan and been consulted with students,
<table>
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<td>staff, parents and carers, a range of other agencies and Department staff.</td>
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Strategic Direction 1: Student growth and attainment

Purpose
To ensure every student is given the opportunity to demonstrate consistent growth in literacy and numeracy through formal testing and data driven best practice.

Improvement measures

Target year: 2024

• All students will achieve reading growth in the learning progression sub element understanding text via PLAN2.
• All students will achieve numeracy learning progression growth using essential assessment data via PLAN2.
• Growth in literacy and numeracy assessment data will be demonstrated from baseline data assessments.

Target year: 2024

100% of staff surveyed indicate implementation of professional learning has been used in the classroom to improve student learning outcomes.

Initiatives

Differentiated literacy and numeracy

• Plan the scope and sequence of lessons from the syllabus to systematically build student understanding of skills, concepts and content knowledge.
• Expertly use student assessment data to inform teaching practice and effectiveness to provide individualised and differentiated learning opportunities.
• Embed data informed formative assessment practices as an integral part of daily instruction on an ongoing basis.
• Refine individual learning plans informed by assessment data, student feedback and key stakeholder input.
• Use baseline assessment data to inform identification of student learning needs and growth moving forward.

High impact professional learning

• Embed an understanding across the school community that all professional learning is driven by student needs and to build capacity and strengthen teacher quality.
• Deliver professional learning in current assessments and collection of and analysis of data to ensure literacy/reading goals and measures are understood.
• Align professional learning to the School Excellence Framework and professional standards to ensure improvement in staff performance and student learning outcomes.
• The English and Mathematics syllabus will be the focus of staff professional learning.
• Enhance collaborative practice across the school.

Success criteria for this strategic direction

• Students participating in regular reading assessments and their results used to inform PLP’s, teaching strategies and stakeholder feedback.
• Increased number of students demonstrating joy of reading and understanding of text.
• All lessons are systematically planned as part of coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise.
• High quality, informative personalised learning plans developed by all key stakeholders with regularly adjusted learning goals and highlighting student progress in literacy outcomes.
• Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged.
• The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
• Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
• Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
• Teachers’ provide explicit, specific and timely feedback related to defined success criteria. Teachers’ feedback supports improved student learning.
• All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The school will utilise the following data sources to regularly analyse the initiative effectiveness in achieving the purpose and improvement measures of the strategic directions. Schools future direction will be guided by this analysis.

- Literacy PLAN2 data
- Numeracy PLAN2 data
- Student PLP's
- YARC assessment
- Classroom Essential Assessment in Literacy and Numeracy.
- Classroom discussion around understanding text
- ADAM

The evaluation plan will involve:

- Regular staff reflective and information sharing sessions on initiatives and achievement of improvement measures in literacy and numeracy.
- Regular professional discussion around the SEF and elements and themes and where we sit currently.
- Adjustment will be made following determination of the findings from data analysis.
Strategic Direction 2: Engagement for learning

**Purpose**
To improve students academic learning outcomes, social-emotional wellbeing and attendance through evidence-based, targeted and high interest programs.

**Improvement measures**

**Target year: 2024**
- A decrease by 10% of student negative SENTRAL entries
- Over 85% on the student wellbeing score in the Tell Them From Me survey
- Reduction by 10% in suspension data

**Target year: 2024**
- Increase of 20% of students attending more than 85% of the time against baseline data.

**Initiatives**

**Planned approach to wellbeing**
- Embedding a whole school evidenced based social-emotional program to enhance student behaviour, engagement and overall wellbeing
- Identification of student learning and wellbeing needs to inform high quality PLP’s
- Staff providing engaging and high interest driven programs to develop, student sense of belonging, a safe learning space and a willingness to learn
- Provide structure, predictability and opportunity for active student participation in the classroom
- Respond to disengagement and disruptive behaviour and support students to re-engage in learning activities
- Select and develop strategies to actively teach healthy choices, resilience and self-regulation

**Attendance**
- Identifying factors that negatively impacting on student attendance with all key stakeholders to inform effective attendance plans
- Systemic celebratory opportunities to highlight regular attendance
- Use collaborative strategies within the school and other agencies to support the attendance of students
- Systematically using attendance data to inform planning, personalised attendance approaches and intensive interventions for students at risk

**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
- 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.
- Implement successful attendance intervention strategies to ensure improved attendance
- Key stakeholders including staff and students monitoring and supporting whole school attendance plan.
- Planning for learning is informed by sound holistic information about each students’ wellbeing and learning needs in consultation with parents/carers.
- Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.
- Students have a sound sense of belonging as evidenced by their improved wellbeing and willingness to attend.

**Evaluation plan for this strategic direction**

The school will use the following data sources to evaluate achievement in the intended improvement measures and provide best practice for moving forward

- attendance data
- SCOUT data
- Sentral information
- TTFM survey
- daily observation of students participating in their learning
- daily staff debriefing/reflection sessions
Strategic Direction 2: Engagement for learning

Evaluation plan for this strategic direction

- Parent and carer feedback
- Outside agency feedback
- Adjustments will be made following determination of the findings from data analysis.
Strategic Direction 3: Transitions for success

Purpose
To refine the transition process using an effective case management approach and development of a seamless transition plan to ensure student success.

Improvement measures

Target year: 2024
- 100% of students to transition successfully into and out of Coffs Harbour Learning Centre.

Target year: 2024
- 90% of students, staff, parents and agency personnel indicate high level satisfaction of service provision in the annual school satisfaction survey.

Initiatives

Transition for success
- Embed a systematic approach to refine transition pathways in and from the school to best cater for students individual needs and successful placement post the school.
- Initiate, plan and facilitate a transparent communication approach to gather data between schools and all key stakeholders to enhance successful student transition prior to enrolment in the school.
- Staff and mainstream staff align to Department policy and panel requirements regarding transition into and from the school.
- Engage parents and carers in the transition process.

Case management approach
- Staff meeting regularly with relevant appropriate outside agency personnel, home school staff and parents/carers to share/gather data to inform PLP design and adjustment to enhance student wellbeing and academic outcomes
- Staff undertaking, implementing and delivering relevant professional learning to enhance the existing holistic and growth mindset towards student wellbeing and learning outcomes
- Staff to adjust practice and embed the ongoing improvement in student willingness to learn resilience and emotional regulation as a result of effective case management strategies.
- Scaffold and support students to achieve success at school by engaging them in setting aspirational goals and future pathways.

Success criteria for this strategic direction
- Students maintaining improved learning and wellbeing outcomes during and after enrolment at the school
- Key stakeholders providing sound work-up data prior to student entry into the school, allowing for smooth transition
- Staff providing effective and useable data on student improvement in the learning and wellbeing areas to facilitate transparent transition on exiting students
- Whole school implementation of explicit wrap around approach to student wellbeing driven by holistic data, sharing of authentic information and outside agency support.
- Implementation of clear and concise transition plans and processes into and out of the school
- Evidence of clear and open communication between all stakeholders
- Planning for learning is informed by sound holistic data about each students’ learning and wellbeing needs in consultation with key stakeholders
- Case management approach is observed as effective, thorough and data driven according to individual learning and social-emotional needs of students.
- The school engages in strong collaborations between parents and students that inform and support continuity of learning at transition points.
- The learning goals for students are developed in consultation using internal and external student progress and achievement data.

Evaluation plan for this strategic direction
Success will determined using the following data sources:
- internal student behaviour data
- student transition plans
- suspension data
Strategic Direction 3: Transitions for success

Evaluation plan for this strategic direction

- student, staff and community satisfaction surveys

Adjustments will be made following evaluation and development of implications from the findings.