**Havenlee School 5698**

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| **School vision statement** |  | **School context** |  | **School context** |
| To deliver Education and Training that inspires Students to succeed, fosters high expectations and prepares them for participation in our society.  **School planning process**   * Discussion with P&C * P&C committing funding for the projects they prioritise * Teacher survey; learning bar * PBL questionnaire to parents and Staff * Parent consultation during PLPs * Executive Meetings/ planning days |  | Havenlee School is an SSP in North Nowra, consisting of 7 classes, years K-12 (six IO/IS & 1 MC). The Students present with moderate to severe intellectual disabilities, often accompanied by secondary physical, behavioural and other disabilities such as ASD. Aboriginal Students make up 27% of Havenlee School enrolments.  All K-6 Students follow the NSW K-6 syllabuses and the year 7-12 Students follow the Life Skills syllabuses (Stages 4-6). Each student has a PLP from which an adjusted IEP is devised and implemented.  There is a commitment at the School to deliver a 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 (eg therapists from both Government and non- government agencies). 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 post-school options organisations in the Nowra area.  Havenlee School also benefits from connections made with local Charites who donate their time, resources and money to the school. |
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| **Purpose:**  To provide educational experiences and opportunities that will enable Students to have a fulfilling life and equip them so they can purposefully communicate and participate fully in society. |  | **Purpose:**  To promote a holistic approach to educating Students, focusing on social, emotional and physical well-being so as to develop each student’s self-esteem and identity. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school. |  | **Purpose:**  To maximise student outcomes through building stronger relationships as an educational community by leading and inspiring a culture of collaboration, quality teaching, engaged communication, empowered leadership and organisational practices. |

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| Strategic Direction 1: Learning to Live | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  To provide educational experiences and opportunities that will enable students to have a fulfilling life and equip them so they can purposefully communicate and participate fully in society. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** The learning needs of students will be met through Individualised Education Programs that are devised and revised bi-annually  **Staff:** staff trained in the Four blocks Literacy Framework  **Staff:** staff trained in using iPad apps ProLoQuo2Go and ProLoQuo4text  **Staff:** Induction of new staff in the Havenlee PLP process  **Parents/Carers:** Dialogue during PLP meetings will enable teachers to pinpoint specific needs of parents for planning relevant future training  **Parents/Carers:** Coordinator of Communication Program to offer parents skills training in AAC; in particular ProLoQuo2Go app  **Community Partners:** Coordinator of Communication Program to offer Staff from local schools skills training in AAC; in particular ProLoQuo2Go app (ESES Project) |  | **How do we do it and how will we know?**  **Communication Program**   * Teach students and upskill staff in AAC and iPad technology * Staff implement whole school Communication Program in classrooms using the iPad apps ProLoQuo2Go and ProLoQuo4text   **Literacy Program**   * Havenlee Literacy program implemented across all classes * Staff Implement Four blocks Literacy Framework across all classes * Staff follow Havenlee School Literacy Scope and Sequence * Targeted Aboriginal Students receive 1:1 support for Literacy and Communication skills through the NORTA NORTA Program   **Evaluation Plan**  Classroom observations, program reviews, school reports, IEP reviews, movement on Literacy continuum, formative assessments, Best Start, Plan |  | **What is achieved and how do we measure?**  **Products:**   * 75% years K-9 of students will move one marker per year within a cluster on the Literacy Continuum * 75% of students will use the iPad app ProLoQuo2Go/ ProLoQuo4text as a communication device in the classroom to meet IEP communication outcomes * 100% of students have a quality IEP containing Communication and Literacy priorities and outcomes   **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practices:**   * Technological devices effectively used to facilitate purposeful communication within the classroom * PCS and Key word signing is explicitly taught and used across whole school * Teachers develop IEP (according to priorities identified in PLPs) that are personalised, relevant and, differentiated for each student |
| **Improvement Measures** |  |
| * 75% years K-9 of students will move one marker per year within a cluster on the Literacy Continuum * 75% of students will use the iPad app ProLoQuo2Go/ ProLoQuo4text as a communication device in the classroom to meet IEP communication outcomes |  |

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| Strategic Direction 2: Student Well-being for Quality of Life | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  To promote a holistic approach to educating students, focusing on social, emotional and physical well-being so as to develop each student’s self-esteem and identity. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** students taught to make the right choices to work towards the PBL values of Respectful, Responsible and Safe  **Staff:** staff sent on appropriate PBL courses  **Staff:** staff provided with training from a variety of sources on personal development/ sexuality for Students with disabilities**.**  **Staff:** SASS staff provided with professional development to keep relevant health care qualifications up to date  **Staff:** staff up-skilled from relevant therapists (eg: physio, OT, SP etc) regarding specific student’s health care needs  **Parents/Carers:** Parent workshops provided, explaining the Havenlee School Personal Development Program  **Community Partners:** During Work Experience placements, post school options providers build rapport with possible future clients to ensure ongoing individual well-being. |  | **How do we do it and how will we know?**  **Student Well-being Program**   * Hydrotherapy program provided twice a week for students to access their individual Hydrotherapy program * PBL Framework implemented consistently across the whole school * Implementation of relevant students’ health care/ eating / feeding / physical management plans at appropriate times throughout the day and across the week. * Targeted students to participate in the Play skills program, explicitly teaching skills of how to play appropriately with others * Staff have input in developing the Havenlee Personal Development program   **Evaluation Plan**  Classroom observations, program reviews, school reports, IEP reviews, parent feedback, teacher feedback |  | **What is achieved and how do we measure?**  **Products:**   * 5% reduction in executive referrals of targeted students with extreme behavioural issues who have specific risk management plans * Enhanced physical, social, emotional, behavioural, well-being of students * 100% of students who participate in Hydrotherapy program have an individualised program * Whole School PD/ Sexuality Program/ Scope and Sequence ready to for implementation in 2018   **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practices:**   * A culture of collaboration and communication regarding student welfare is embedded in the school * Positive, respectful relationships are evident among students and staff, promoting student well-being and ensuring good conditions for student learning * Consistent in implementation of PBL framework in the home and at school |
| **Improvement Measures** |  |
| * 5% reduction in executive referrals of targeted students with extreme behavioural issues who have specific risk management plans * Enhanced physical, social, emotional, behavioural, well-being of students |  |

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| Strategic Direction 3: Engagement of those involved in the dynamic learning environment | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  To maximise student outcomes through building stronger relationships as an educational community by leading and inspiring a culture of collaboration, quality teaching, engaged communication, empowered leadership and organisational practices. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Staff:** Teachers actively share learning from targeted professional development with others  **Staff:** Accreditation process contributes to the ongoing strengthening the capacity of the teaching staff at Havenlee School  **Parents/Carers:** Parents provided with information of post school options through ongoing PLP process  **Community Partners:** Community partnerships are based on clear communication and transfer of accurate information regarding students at the school  **Leaders:** Executive demonstrate instructional leadership, promoting and modelling effective, evidence-based practice through Havenlee PDP framework |  | **How do we do it and how will we know?**  **Teacher Excellence Program**   * Staff foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. * Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher professional judgement * Teaching staff actively engaged in the Professional Development and Appraisal Framework   **Work Experience/ Vocational Education Program**   * Expanded opportunities for students to participate in a broader range of work experiences to meet each student’s individual skills, needs and wants * Staff create more links to community for Work Experience placements   **Evaluation Plan**   * Teachers individually and collaboratively evaluate the effectiveness of their teaching practices, including analysis of student engagement, learning growth and outcomes * Survey Community satisfaction with Havenlee school Work Experience Program |  | **What is achieved and how do we measure?**  **Products:**   * All teachers confidently demonstrate evidence that validates achievement of teaching standards in a highly supportive school community * All students participate in the Havenlee School Work Experience/ Vocational Educational Program at the appropriate level, relevant to their individual skills, needs and wants * Havenlee School Website reflects the dynamic nature of the school and its community   **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practices:**   * Individual learning is supported by the effective use of school and community expertise and resources through contextual decision-making and planning * The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, improvement in teaching practice and student outcomes through Havenlee PDP Program * Havenlee has a culture of communication and collaboration between staff, parents and the community |
| **Improvement Measures** |  |
| * All teachers confidently demonstrate evidence that validates achievement of teaching standards in a highly supportive school community * All students participate in the Havenlee School Work Experience/ Vocational Educational Program at the appropriate level; relevant to their individual skills, needs and wants |  |