

# School plan 2015-2017

## Havenlee School 5698



# School background 2015–2017

## School vision statement

To deliver Education and Training that inspires students to succeed, fosters high expectations and prepares them for participation in our society.

## School context

Havenlee School is an SSP in North Nowra, consisting of 8 classes, years pre–school to year 12 (seven IO/IS & 1 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 35% 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 Personalised Learning Plan (PLP) from which an adjusted Individualised Education Program (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 Charities who donate their time, resources and money to the school.

## School planning process

- Discussion and collaboration with Havenlee School 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/ staff Meetings/ planning days

# School strategic directions 2015–2017



## STRATEGIC DIRECTION 1

Learning for Living

**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.




## STRATEGIC DIRECTION 2

Student Well-being for quality of life

**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.



## STRATEGIC DIRECTION 3

Engagement of those involved in the dynamic Learning Environment

**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.

# Strategic Direction 1: Learning for Living

## 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.

## Improvement Measures

- 100% of students assessed once on the SWANS assessment tool and 80% of students assessed twice.
- 75% of students will use the iPad app ProLoQuo2Go/ ProLoQuo4text as a communication device in the classroom to meet IEP communication outcomes

## People

### Students

- The learning needs of students will be met through Individualised Education Programs (IEPs) that are devised and revised bi-annually

### Staff

- Staff trained in the Four Blocks Literacy Framework
- Staff trained to use the SWANS assessment tool
- Staff trained in using iPad apps ProLoQuo2Go and ProLoQuo4text
- Induction of new staff in the Havenlee Personalised Learning Plan (PLP) process

### Parents/Carers

- Dialogue during PLP meetings will enable teachers to pinpoint specific needs of parents for planning relevant future training
- Coordinator of Communication Program to offer parents skills training in Alternative Augmentative Communication (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)

## Processes

### Communication Program (ESES Project)

- Teach students and up skill staff in AAC Systems 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
- Teachers trained in implementing SWANS assessment tool
- All students assessed using the SWANS assessment tool

### Evaluation Plan

Classroom observations, program reviews, school reports, IEP reviews, formative assessments eg Best Start, SWANS

## Practices and Products

### Practices

- Technological devices effectively used to facilitate purposeful communication within the classroom
- PCS and Key Word Signing explicitly taught and used across whole school
- Teachers develop IEPs (according to priorities identified in PLPs) that are personalised, relevant and differentiated for each student

### Products

- 100% of students assessed once on the SWANS assessment tool and 80% of students assessed twice.
- 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

# Strategic Direction 2: Student Well-being for quality of life

## 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.

## 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
- Whole School Personal Development/ Sexuality Program/ Scope and Sequence ready to for implementation in 2018

## People

### Students

- Students taught to make the right choices to work towards the Positive Behaviour for Learning (PBL) school values of *Respectful, Responsible* and *Safe*

### Staff

- Staff sent on appropriate PBL courses
- Staff develop K–12 Hydrotherapy Scope and Sequence using Havenlee Hydrotherapy descriptors linked to appropriate stage Syllabus outcomes
- Staff provided with training from a variety of sources on personal development/ sexuality for students with disabilities
- SASS staff provided with professional development to keep relevant health care qualifications up to date
- 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.

## Processes

### Student Well-being Program

- Hydrotherapy program provided twice a week for students to access their individual Hydrotherapy program
- Hydrotherapy outcomes and descriptors (from Havenlee Scope and Sequence) in bi-annual reports
- Implementation of relevant students' health care/ eating / feeding / physical management plans at appropriate times throughout the day and across the week.

### Positive Behaviour for Learning Framework

- PBL Framework implemented consistently across the whole school
- Targeted students to participate in the Play Skills program, explicitly teaching skills of how to play appropriately with others

### Personal Development Program

- Staff have input in developing the Havenlee Personal Development program

### Evaluation Plan

Classroom observations, program reviews, school reports, IEP reviews, parent feedback, teacher feedback

## Practices and Products

### 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 implementation of PBL framework in the home and at school

### 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 Personal Development/ Sexuality Program/ Scope and Sequence ready to for implementation in 2018

# Strategic Direction 3: Engagement of those involved in the dynamic Learning Environment

## 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.

## 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

## People

### Community Partners

- Community partnerships are based on clear communication and transfer of accurate information regarding students at the school

### Staff

- Teachers actively share learning from targeted professional development with others
- Accreditation process contributes to the ongoing strengthening of the capacity of the teaching staff at Havenlee School

### Leaders

- Executive demonstrate instructional leadership, promoting and modelling effective, evidence-based practice through Havenlee PDP framework
- Principal involved in Leadership Development Initiative (LDI); mentoring three Aspiring Leaders throughout NSW through their Lead Accreditation process

### Parents/Carers

- Parents provided with information of post school options through ongoing PLP process

## Processes

### 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
- In 2015 Survey Community satisfaction with Havenlee school Work Experience Program

## Practices and Products

### 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

### Products

- Havenlee School Website reflects the dynamic nature of the school and its community
- 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