

School plan 2018-2020

The Ponds School 5765



The Ponds School
Believe Learn Achieve

School background 2018–2020

School vision statement

The Ponds School provides quality individualised and meaningful education in a safe and caring environment. The Ponds School supports families, encourages independence and assists students to become valued members of the community now and in the future.

School context

The Ponds School is a purpose built School for Specific Purposes located in The Ponds. The school has an enrolment of 110 students ranging from K–9 and will eventually be K–12. All students have a moderate or severe intellectual disability. Many of our students have complex needs such as: autism, challenging behaviours, physical disabilities and health care needs. Each student has an Individual Education Program (IEP) developed in collaboration with families and therapists and other key stakeholders, which works towards the achievement of person centred goals and outcomes from the K–10 syllabus. The Ponds is a Positive Behaviour for Learning (PBL) school and has established a Learning Support and Wellbeing team. All members of staff are committed to the Quality Teaching Framework and work collaboratively to deliver individualised and meaningful education in a safe and caring environment. The Ponds School supports families, encourages independence and assists students to become valued members of the community now and in the future.

Currently, the school has 18 classes.

Students travel to school from a wide geographical area. Due to the diverse geographical areas that our school community call home, building strong relationships with our school community is a priority.

School planning process

A range of planning processes and strategies were implemented which incorporated the whole school community within the School Planning Process. The Ponds School Principal and Deputy attended a Hills Principals Network meeting that focused on a visual step – by –step procedure to assist in the writing of the school plan. This process was followed and a draft version of two strategic directions were completed. The deputy attended a Special Education Principals and Leaders Association (SEPLA) professional learning day that provided an authentic learning experience for SSP schools and where the process of writing the school plan was presented explicitly. The draft continued to be worked on.

A parent/carer focus group was formed and met with the leadership team. The leadership team presented the strategic directions and gained valuable feedback from the focus group that has been added to the school plan.

The process has been shared with the leadership team and each strategic direction has been worked on in a collaborative and collegial manner.

Time during the Leadership meetings has been spent looking at the School excellence framework on balance determinations, looking at staff feedback and developing the school plan.

Information in regards to the School Plan will be communicated with the whole school community via Newsletters, the school website, the school Facebook page and discussed at staff meetings and Parent Information Meetings.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

To prepare our students to be life long learners that contribute to their community now and in the future

Purpose:

Students will develop life skills that can be generalised to a range of environments allowing a greater level of independence and contribution to their community now and in the future.

STRATEGIC DIRECTION 2

Create highly skilled, strong, resilient and confident 21st Century thinking staff

Purpose:

Staff will develop skills and knowledge to support individual students learning journeys through targeted Professional learning based on Performance Development Plan goals to effectively differentiate the curriculum to improve student outcomes.

STRATEGIC DIRECTION 3

Lead innovative teaching and learning through collaboration with all relevant stakeholders

Purpose:

Staff will collaborate with each other, with parents/carers, with therapists and members of the community to lead innovative teaching and learning creating confident/competent members of our community.

Strategic Direction 1: To prepare our students to be life long learners that contribute to their community now and in the future

Purpose

Students will develop life skills that can be generalised to a range of environments allowing a greater level of independence and contribution to their community now and in the future.

Improvement Measures

- By the end of the three-year plan all students will increase their range of lifeskills.
- By the end of the three-year plan 80% of students will be able to generalise lifeskills to a range of school and community environments.
- By the end of the three-year plan all students will demonstrate a greater level of independence across environments.

By the end of the three-year plan students will learn a range of strategies to regulate their own behaviour.

People

People

Students:

Will engage in a range of life skills programs to gain the skills needed for the next environment and enhance independence.

Staff:

Staff will develop skills/knowledge and an understanding of the Life Skills curriculum through collaborative planning and programming, professional learning and Performance Development Plans.

Parents/Carers:

Parents and carers will assist to generalise their child's skills to home and community environments in partnership with the school staff.

Processes

Promote a range of school and community based programs to develop independence and generalise skills.

Develop skills, knowledge and understanding of students, parents/carers to make informed decisions and access post school environments.

A focus on Literacy and Numeracy applied to a range of environments for a purpose.

Embed Life Skills outcomes/curriculum across the school.

Evaluation Plan

- Class programs reflect a life skills focus.
- Measure the increase of students accessing the community.
- The PBL data will reflect a decrease in major and minor incidents over time.

Survey parents in regards to the level of independence of life skills in the home environment

Practices and Products

Practices

Practice:

Staff and parents will ensure students Personalised Learning Plan includes a goal that is Life Skilled focussed.

Practice:

Students will be given increased opportunities to demonstrate a greater level of independence across environments.

Practice:

A greater number of students will access the community.

Practice:

Students will be able to self regulate/ manage their own behaviour.

Products

Product:

A greater number/increased percentage of students will achieve at least one of their Personalised Learning Plan goals.

Product:

Students are preparing/prepared for Post School option environments.

Product:

Lifeskills programs that are embedded across the school that will cater for a diverse range of learners. E.g. ASDAN

Strategic Direction 2: Create highly skilled, strong, resilient and confident 21st Century thinking staff

Purpose

Staff will develop skills and knowledge to support individual students learning journeys through targeted Professional learning based on Performance Development Plan goals to effectively differentiate the curriculum to improve student outcomes.

Improvement Measures

- Performance Development Plan (PDP) goals will identify specific areas of professional Learning to develop skills and knowledge to increase student access and engagement to curriculum and improve student outcomes.
- Programs will demonstrate clear differentiation for each student in the class, including learning intentions and success criteria.
- Teachers will align their skills and knowledge with the teaching standards and track their improvement over the three year planning cycle.

People

Students

Students will engage with the curriculum.

Staff

Staff will develop skills/knowledge in differentiating curriculum and embedding learning intentions and success criteria.

Staff will develop knowledge and understanding of Teaching Standards and continuums of development.

Staff will identify areas of need through their PDP.

Leaders

Leaders will support, coach and mentor staff in the development of their PDP.

Processes

Accreditation

–coaching

–mentoring

–tracking PL against teaching standards

Collaborative programming

–mentoring

–school teams

–shared expertise

Differentiation

–embedded across the school in all programs

–learning intentions and success criteria also embedded across all programs.

Evaluation Plan

- Data on the achievement of identified PDP goals will be collected.
- Consistent programming which includes differentiation, learning intentions and success criteria will be embedded across the school.
- Teachers PDP goals will be linked to the teaching standards

Practices and Products

Practices

Practice:

Staff Performance Development Plan (PDP) goals focus on development of skills and knowledge in line with Teaching Standards.

Practice:

Staff will identify differentiation, learning intentions and success criteria when programming.

Practice:

Staff will program collaboratively.

Products

Product: Performance Development Plan (PDP) goals will show links to teaching standards.

Product:

Staff will demonstrate skills/knowledge at higher levels of accreditation. E.g. Proficient, Highly Accomplished and Lead

Product:

All programs will embed differentiation for each student and include learning intentions and success criteria.

Strategic Direction 3: Lead innovative teaching and learning through collaboration with all relevant stakeholders

Purpose

Staff will collaborate with each other, with parents/carers, with therapists and members of the community to lead innovative teaching and learning creating confident/competent members of our community.

Improvement Measures

- Staff and parents/carers will work together as partners in their child's learning, ensuring consistent approaches across home and school environments.
- Therapists and external service providers will work collaboratively with school staff to implement all innovative and meaningful programs of support that clearly links to educational programs.
- Through engagement in interagency programs and support, students will demonstrate confidence and competence, increasing participation as community members.

People

Students

Students will be actively engaged within their community.

Staff

Staff and parents/carers will develop knowledge and understanding of new processes for working with external service providers.

Staff will develop knowledge of the So Safe program through targeted professional learning.

Parents/Carers

Parents/carers will be empowered to find supports for their child in collaboration with the school.

Parents/Carers Parents/Carers

Parents/carers will gain a greater understanding of their child's personal development.

Community Partners

Therapists and external service providers will work collaboratively with school staff.

Processes

So Safe

- Staff PL
- Parent information sessions
- Collaborative planning and programming

Working with External Service Providers

- Develop guidelines and procedures
- Information sessions for staff and parents and therapists

Complex Case Management

- Change structure of Learning Support meetings to focus on more individual support

Collaboration with external agencies for targeted support.

Evaluation Plan

- Evaluate the So safe program and its implementation across the school.

Systems embedded and streamlined across the school

Practices and Products

Practices

Practice:

The So safe program explicitly addresses personal safety and awareness with a shared language.

Practice:

Parents, staff and the therapists will follow new guidelines and procedures for working with external service providers

Practice:

The Learning Support Team will focus on complex case management on a more individualised approach

Products

Product:

Develop guidelines and procedures for working with external service providers.

Product:

SoSafe program will be embedded into classrooms across the school

Product:

Complex case meetings will focus on linking appropriate support to student need