

School plan 2015 – 2017

Kotara School 5738



May 2015



School vision statement

We believe education is a pathway to success for all students. At Kotara School we provide a quality teaching framework, quality environment and a quality wellbeing program. This is obtained through our Positive Behaviour Learning systems based practices. Our Kotara School motto is:-

“Courage to Learn, Courage to Change”

Believing that no matter what you have done in the past everyone has the chance to change. We at Kotara School help provide strategies for students to learn new skill to be used in situation, and build the courage to change their future and it's direction.

This vision is closely aligned to Melbourne Declaration with a view to 2015 to 2017.

Our school plays a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and well-being of young Australians. Kotara School will share this responsibility with students, parents, carers, families, the community and other education providers.

Our vision is further underpinned by our core Positive Behaviour for Learning values

1. Safe
2. True
3. Respectful

School context

Kotara School aims to provide the opportunity for every student to achieve success in all aspects of their life. To provide an environment that supports students to find the ‘courage to learn’ and the ‘courage to change’.

Kotara School is a school for specific purposes on two sites. The school has an enrolment of 35 and are placed by a regional panel of psychologists, principals and consultants. At any time Kotara School Aboriginal population can be up to 60%, therefore Kotara school embed Aboriginal Education across all aspects of the school plan. It aims to create behavioural change in order for them to return to mainstream settings. It draws students from Newcastle, Lake Macquarie and Port Stephens area.

Kotara School is staffed with a school Principal, two Assistant Principals, three Classroom Teachers, five Student Learning and Support Officers and a School Administration Manager.

On the main site Kotara School educates students in Years 3 to 6 with emotional disturbance and behaviour disorders. Kotara School also operates an outreach class in the Nexus Unit at John Hunter Hospital. Nexus is a specialist 14 bed inpatient unit accepting both voluntary and involuntary patients. It provides services for children and young people aged 5 to 18 years who present with mental health disorders that are conducive to inpatient observation and/or treatment.

Kotara School has extensive partnerships with other service providers and agencies in Newcastle and its surrounds. It has developed quality relationships with partner schools and provides a range of professional learning opportunities to support them.

School planning process

Community consultation was led by Kotara School executive and involved participation of and consultation with key stakeholders. This included staff, teaching and support staff, students, parents, AECG, stakeholders and community groups.

Through strong relationships with Kotara School and AECG the aboriginal community has contributed to the school plan. A member of Kotara School is represented at all AECG meetings.

In developing the 2015 – 2017 school plan the following internal and external data was collected by the school self-evaluation team for information analysis through the following processes.

Voluntary surveys were conducted in teaching and learning, school culture and school management with all school staff, students, parents and post school option providers.

- 100% of teaching staff
- 100% of sass staff
- 100% of students
- 56% parents/ carers
- 100% of Kotara School AECG
- 69% census schools

Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications and program evaluations seen by the school as informing the school evaluation

Key DEC reforms also considered and contextualised such as Great teaching Inspired Learning (GTIL), Local Schools Local Decisions (LSLD), Rural and Remote, Every Student Every School (ESES), Local Business Management Reform (LMBR) and the Melbourne Declaration



STRATEGIC DIRECTION 1

Quality teaching and learning programs.

Purpose:

To promote, build and sustain the professional learning of all staff members, by creating systems for all teachers and leaders to learn from each other which allows for the alignment of policies and practices and provides feedback on current performance in order to enhance student outcomes

STRATEGIC DIRECTION 2

Development of social, emotional and somatic literacy.

Purpose:

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities.

STRATEGIC DIRECTION 3

Quality systems.

Purpose:

To develop and maintain quality systems and practices around opportunities for student engagement and participation; and increased social and academic success in both the mainstream and Kotara School context.

Strategic Direction 1: Quality teaching and learning programs.

Purpose

To promote, build and sustain the professional learning of all staff members, by creating systems for all teachers and leaders to learn from each other which allows for the alignment of policies and practices and provides feedback on current performance in order to enhance student outcomes

Improvement Measures

- ❖ Increased Literacy and Numeracy outcomes for students corresponding with the time spent at Kotara School
- ❖ 100% of staff engages with the new Performance and Development Framework.

People

Student

Student will engage with teaching and learning programs that are meaningful and successful.

Staff

Staff to engage with professional learning that is purposeful and directly linked to a strategic literacy and numeracy plan

Parents/ Community

Parents and teacher will work together to increase parent understanding of key literacy and numeracy programs at the school

Collegial Network

Continued development with a community of school to enhance professional knowledge to support and evaluation of pedagogical practice.

Leadership

Lead innovation improvement and change.

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Processes

Performance and Development

- Build executive staff capacity to lead the implementation of the new PDF across the school, so that performance development is collaborative and supportive

Student Engagement

- Assessment of student learning will be ongoing and monitored through the collection of pre and post testing data (for literacy and numeracy).
- Assessment of student engagement and participation will be monitored through daily observations.

Evaluation plan

- Regular monitoring of professional practice data to ensure improvement in teaching and learning programs is evident and, having a positive effect on student outcomes.
- The school will develop targeted programs and strategies to improve these areas as required.

Products and Practices

Products

- Literacy and Numeracy outcomes evidenced by pre and post testing for all students corresponding with the time spent at Kotara School.
- Staff engaged with the new Performance and Development framework and meeting the requirements of the Australian Professional Teaching Standards.

Practice

- High quality teaching and learning practices demonstrated and supported through teaching and learning programs and improved student outcomes
- Tracking literacy and numeracy goals through student IEP's/ PLP's using PLAN software
- All students are actively engaged in individualised learning programs to achieve their learning goals

Strategic Direction 2: Development of social, emotional and somatic literacy.

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities.

Improvement Measures

- ❖ 75% of students improve behaviour evidenced by the behaviour continuum
- ❖ Staff report improved student engagement for 75% of individual students.

People

Students

Students are empowered and supported in their learning and understanding of their behaviour.

Staff

Staff engage with professional learning that is purposeful and directly linked to social and emotional competencies.

Parents

Parents and carers partner with the school to reinforce and support the implementation of Kotara Schools' social and emotional programs.

Collegial Networks

School partners collaborate and communicate with Kotara staff to enhance professional knowledge and strategies for students.

Processes

Learning and Engagement

- Collegial development of the 12 concept lesson boxes covering social and emotional proficiencies.
- Construction of a behaviour continuum
- Equitably allocate technology resources to enhance student engagement with social and emotional competencies.

Performance and Development

- Quality teaching
- Observational practices
- Staff Collaboration

Evaluation plan

- Regular monitoring of school data, PBL data and student engagement data.
- The school will develop targeted programs and strategies to improve these areas as required.

Products and Practices

Products

- Creation of a behaviour continuum for student assessment.
- Creation of social, emotional and somatic education tools to increase engagement and knowledge.

Practices

- Staff engages with professional learning opportunities which are then reflected in the creation of resources teaching practice and improve engagement levels of students.
- Targeted opportunities for staff, to learn, explore and engage with social, emotional strategies for all students
- Consistent application of the behaviour continuum within Kotara School community

Strategic Direction 3: Quality systems.

Purpose

To develop and maintain quality systems and practices around opportunities for student engagement and participation; and increased social and academic success in both the mainstream and Kotara School context.

Improvement Measures

- ❖ 100% of students have quality constructed and evaluated IEP's or PLP's
- ❖ 100% of all students have a semester Formal Review Process with key stakeholders including intake and transition

People

Students

Students will be engaged with teaching and learning programs that are evidence based, purposeful and successful.

Students will be engaged in both explicit and inferential social skills learning opportunities.

Staff

Staff will engage with professional learning that is targeted to meeting our school targets in the areas of numeracy, literacy and social competence.

Parents

Opportunities to inform and develop parents' knowledge and understanding of school programs and systems.

School Partners

Opportunities to inform and develop professional knowledge and strategies around students with specific learning and support needs will be made available to our school partners under the community of schools approach.

Community Partners

Opportunities to inform and develop community knowledge and understanding of school programs and systems.

Processes

Literacy and Numeracy

- Continued implementation of the quality teaching framework and blooms taxonomy.

Personalised and Differentiated learning

- General Capabilities framework
- New Curriculum
- Student Wellbeing
- Mental Health
- Pedagogy strategies

Transition

- Implementation of a 5-0 model for the duration of one term for students as they commence placement at Kotara School.
- Improve communication and transition processes ensuring that parent and community are consulted and quality plans are implemented

Evaluation plan

- Regular monitoring of parent attendance at IEP meetings, school data and community events throughout the year.
- Annual survey of school culture, and satisfaction levels with students, staff and parents
- The school will develop targeted programs and strategies to improve these areas as required.

Products and Practices

Product

- Students transition successfully back to their Census Schools with an increase number of strategies to implement.
- Census schools referring students will be supported and prepared to support students upon their transition.

Practices

- Teachers deliver quality teaching and learning programs that increase student achievement, including the provision of explicit social skills instruction using the PBL framework as a guide.
- Incoming students will participate on a full time basis for the first term of placement.
- Transition will increase as part of a negotiation at a formal review of student placement occurring once per term.

