

School plan 2018-2020

Tallowood School 5459



School background 2018–2020

School vision statement

'Creating pathways for Life'

Our school is committed to each student achieving maximum independence and engagement for their post school life in their communication abilities, emotional wellbeing and respect for self and others.

School context

Tallowood School is a Public, Private Partnership SSP School (School for Specific Purpose) located in Kellyville. The school enrolls students from Kindergarten to year 12. The current enrolment is 100 students. All students have a moderate or severe intellectual disability and many students have additional physical and sensory disabilities, autism or other syndromes. The school population is drawn from seven local council areas including The Hills, Holroyd, Parramatta, Blacktown, Penrith, Hawkesbury and Hornsby. The school opened in 2004 and is purpose built with a range of facilities. It provides a safe, attractive and caring learning environment for our students. Every student has a Personalised Learning Plan (PLP), designed in collaboration with families and carers, to identify specific learning priorities. Our skilled staff uses a holistic approach to differentiate the Board of Studies NSW Australian Curriculum in the key learning areas to meet the individual learning needs of our students. Our school has a range of innovative programs including work experience, hydrotherapy, Riding for the Disabled (RDA), sailing, Zumba and Bounce classes, Tallowood farm and community access programs. The school is generously supported by The Hills community.

School planning process

Ongoing consultation, including surveys, questionnaires and group discussions have occurred with parents and staff to determine our strategic directions for our school planning. Parents and staff were asked to identify their vision for our school. Common themes clarified our purpose in continuing to provide teaching skills for life, through explicit instruction and meaningful and purposeful teaching in a stimulating happy and safe environment. A number of areas for future planning have included a continued focus on developing individual communication skills for our students to allow choice and decision making as well as providing our students with a wide range of interesting and age appropriate learning activities. All acknowledged the importance of developing 'the whole child', their emotional well-being, respect for self and others, maximum independence, physical health and exercise and personal self-care skills. Parents expressed their need for more shared information on student learning and investigating innovative ways for students to communicate between school and home.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Every student is engaged and challenged to learn.

Purpose:

To have high expectations for students to develop to their full potential through outcome-focused education that is individualised, innovative, meaningful, and evidence based.

STRATEGIC DIRECTION 2

Student centered communication for all

Purpose:

To embed consistent and appropriate use of augmentative and alternative communication (AAC) strategies across the school and community.

STRATEGIC DIRECTION 3

Connecting and empowering the school community.

Purpose:

To build stronger purposeful relationships as an educational community by leading and inspiring a culture of collaboration and trust. To empower students, families, agencies and staff to engage meaningfully with their community.

Strategic Direction 1: Every student is engaged and challenged to learn.

Purpose	People	Processes	Practices and Products
<p>To have high expectations for students to develop to their full potential through outcome-focused education that is individualised, innovative, meaningful, and evidence based.</p>	<p>Students</p> <p>Participate in individualised programs that reflect their interests and abilities.</p>	<p>Staff participate in regular, relevant professional learning in line with the school plan and NESA programming requirements.</p>	<p>Practices</p>
<p>Improvement Measures</p>	<p>Staff</p> <p>Recognise the importance of using outcome-focused and differentiated programs to engage and challenge students to learn.</p>	<p>Staff participate in collaborative professional development within teams to produce outcomes focussed differentiated programs.</p>	<p>Teachers reflect, collaborate and learn to produce outcome-focused and differentiated programs using consistent programming documentation.</p>
<p>An increased percentage of teachers will use consistent school documentation for programming.</p>	<p>Benefit from a more collegial approach to programming.</p>	<p>Team leaders supervise, observe, monitor and provide feedback for class programs.</p>	<p>Structured teaching methods are embedded in classrooms.</p>
<p>Teachers have increased knowledge of structured teaching methods and how to implement.</p>	<p>Have high expectations for student engagement and learning.</p>	<p>Staff participate in professional learning, mentoring and observation to develop skills and knowledge in order to successfully implement structured teaching practices.</p>	<p>Curriculum and reporting is skills-based and achievement focussed.</p>
<p>Reports are skills-based and achievement focused.</p>	<p>Parents/Carers</p> <p>Parents/carers become partners in their child's learning.</p>	<p>In consultation with the school community the reporting format is adapted to reflect the changing focus to skills-based.</p>	<p>Reporting format is adapted to reflect the changing focus to skills-based.</p>
<p>Increase in student engagement.</p>	<p>Community Partners</p> <p>Strengthen connections with instructors and tutors from specialty areas.</p> <p>Bounce; Zumba; Men's Shed; Music Engagement; RDA; Special Olympics; Sailability</p>	<p>Evaluation Plan</p>	<p>Products</p>
	<p>Leaders</p> <p>Facilitate a climate of reflection and collaboration.</p> <p>Supervise and support professional development.</p> <p>Build networks with other specialist schools.</p>	<p>Program supervision follows a structured process.</p>	<p>Programs will reflect curriculum knowledge.</p>
		<p>A checklist is developed to measure teacher use of structured teaching and implementation.</p>	<p>Systems are developed to support structured teaching implementation.</p>
		<p>Feedback received from school community on new reporting format.</p>	<p>Consistent programming methods are documented across the school.</p>
		<p>Measure the increase in student engagement by the documented decrease in off-task behaviour.</p>	<p>School reporting is purposeful and skills-based.</p>

Strategic Direction 2: Student centered communication for all

Purpose

To embed consistent and appropriate use of augmentative and alternative communication (AAC) strategies across the school and community.

Improvement Measures

Assessment is used to determine individualised communication strategies for each student.

Differentiated communication is evident across school and community settings.

People

Students

Develop communication skills through scaffolding and explicit teaching.

Staff

Recognise the importance of individualised communication tools/ strategies/ methods to enhance student communication.

Teachers choose and use communication assessment tools to develop individual programs.

Parents/Carers

Become partners in their child's learning.

Community Partners

Therapists, teachers and parents collaborate to develop students' individual communication methods.

Leaders

Support staff through supervision and professional learning to develop the necessary skills, knowledge and practices to ensure products and practices are achieved.

Processes

Professional development is provided to all teachers as to assessment options and how to implement.

Professional development on assessment and plotting to develop communication profiles.

Communication profiles monitored through program supervision.

Assistant Principals will ensure that differentiated communication exists in every classroom.

Levels of communication continuum are researched and determined.

Evaluation Plan

Every student will have an individualised communication profile.

Assessment tools are improved and sourced.

Practices and Products

Practices

The use of augmentative and alternate communication is individualised and used for every student across all settings.

Students are plotted on the communication continuum.

Consistent use of AAC methods are encouraged across all settings.

Products

Staff use communication assessment tools.

Communication profiles are created and updated for all students annually.

Strategic Direction 3: Connecting and empowering the school community.

Purpose

To build stronger purposeful relationships as an educational community by leading and inspiring a culture of collaboration and trust. To empower students, families, agencies and staff to engage meaningfully with their community.

Improvement Measures

An increased percentage of students taking on leadership roles and additional responsibilities.

School staff actively engage within their professional community.

An increased percentage of students and families are connected with appropriate services within their community.

An increased percentage of parents/carers take on advocacy roles for their child.

People

Students

Take on leadership roles and responsibilities.

Staff

Facilitate a climate of trust and build strong relationships to support the individual needs of families and students.

Take on leadership roles and responsibilities.

Parents/Carers

Engage in management and collaborative decision making

Become partners in learning and advocates for their child.

Community Partners

Provide support, professional learning and collaboration:

- P&C Association
- SEPLA
- The Ponds Network of schools
- PESG
- BASEN

Leaders

Promote opportunities to connect and empower the community through collaboration and networking.

Build community networks.

Processes

Staff participate in regular, relevant professional learning in line with DoE mandatory training requirements, the school plan and their individual Performance Development Plans.

Build purposeful relationships with the school community by promoting extracurricular activities and special events.

Build and foster positive relationships with relevant services within the community.

Encourage and engage with parents/carers to become partners in their child's learning.

Evaluation Plan

Measure the increase in parent/carer engagement in management and decision making as partners in learning.

Data collection of staff strengths, leadership capabilities and the achievement of professional learning goals.

Parent engagement and input into their child's learning.

Practices and Products

Practices

Regular collaborative engagement and trust between all key stakeholders in planning, implementing and reviewing student programs.

Staff identify and participate in relevant and meaningful professional learning to increase their skills and knowledge and become confident leaders.

Staff seek out and develop collaborative relationships within their professional community to improve practice.

Products

Staff Performance Development Plans.

Parents collaboratively involved as advocates in planning for their child with school and other agencies.

Students and families show that they trust and are connected with the school community and their wider community through survey results and anecdotal evidence.