

School plan 2015 – 2017

Wangee Park 5568





School vision statement

At Wangee Park School we aim to create high quality educational environments to enable all students to be engaged, successful, lifelong learners.

We aim for all students to be responsible, creative, respectful citizens who develop a love for learning and are engaged members of the community.

School context

Wangee Park School is located in the inner western suburb of Campsie. The school has recently relocated to a purpose built site in Campsie from Lakemba. The new site has provided students with a learning environment that specifically caters for their varied needs.

With the relocation the school has three additional classes and now caters for a diverse student cohort, who have a range of disabilities. These changes are significantly impacting the culture of Wangee Park School.

The school provides individualised learning programs for up to 45 students, from kindergarten to year 12, who have a severe intellectual disabilities, moderate intellectual disability, physical disabilities and Autism. Catering for diverse learning styles and specific medical needs.

The school has strong supportive links with both the parents and the wider community. Strong partnerships with families are valued and utilised. The school provides high quality educational programs to ensure every student achieves to their potential.

In addition to a diverse learning population Wangee Park school caters for students from a diverse cultural background. 85% of families come from a Non English speaking background. 50% come from an Arabic speaking background, 6% from a Chinese, 6% from a Maori background with a further 23% made up of families from Algerian, Serbian, Indonesian, Vietnamese, Kurdish, Pakistan, Mauritius and Somalian backgrounds.

School planning process

Wangee Park School implemented a collaborative model to address the school's changing needs and develop our school Plan.

Professional development was provided to all staff to further develop understanding of the Melbourne declarations and Educational Reforms.

Collaborative planning allowed for all staff to develop a shared vision and determine priorities for future direction.

Areas for improvement were identified collectively with a strong focus on strategies and systems that would ensure positive change.

Cultural School changes were considered when planning for future professional development for staff. (school reclassified from 5, IS classes to 7 IS/IO classes)

Staff surveys were used to determine the professional development needs of teachers and Student Learning Support Officers.

Parents were addressed formally through the use of surveys and informally in open forums that provided opportunities for discussion, feedback and suggestions.



This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- Identify priorities for improvement.
- Evidence based and data driven.
- Aim for excellence in student outcomes, community partnerships and staff professional learning.
- Link to current departmental reforms.

Students

Student success, through quality programs and high levels of student engagement.

Purpose:

To ensure that all students are engaged learners whom access explicit personalised programs. Programs will reflect systematic teaching and learning activities linked to data to ensure all students reach their social and academic potential with an increase in communication skills.

Staff

Creating a culture of collaboration, reflection and evidence based practices.

Purpose:

To develop a culture where staff collect data, reflect on practices, utilise feedback and collaborate with other professionals to continuously improve practice. To support the development of skills, knowledge and understanding within the broader context of the school for students with diverse levels of need.

Community

Community wide approach towards student learning and success.

Purpose:

To create a school culture where innovative practices are shared across a community of school. To Develop supportive partnerships and a collective vision engaging the wider school community with the context of the relocation of the school.

Strategic Direction 1: Student success, through quality programs and high levels of student engagement.

Purpose

To ensure that all students are engaged learners whom access explicit personalised programs. Programs will reflect systematic teaching and learning activities linked to data to ensure all students reach their social and academic potential

Improvement Measures

- ❖ The establishment of universal communication systems across the school.
- ❖ Students using personalised communication systems will increase from 15 to 100%
- ❖ Staff demonstrating expertise in catering for students with Moderate Intellectual Disabilities and Autism will increase from 28 to 100%
- ❖ The PBL school wide evaluation tool will be used to review improvements in practice and student behaviour.

People

Students:

Students are engaged learners that are able to use their receptive and expressive communication skills to their potential. Students access the national curriculum and sequenced systematic learning programs. All students are provided with a wide range of experiences to develop and learn social skills, students who require individualised behaviour support will have access to individualised, positive behavioural programs.

Staff:

All staff have a deep contemporary, understanding of individualised and universal communication strategies and systems across the school. Teaching staff demonstrate expertise in making adjustments to cater for students learning needs by delivering systematic lessons using the National Curriculum. All staff are consistent and proactive in their approach to promoting positive behaviour.

Parents/Carers:

Parents are informed partners who work collaboratively with teachers to ensure a shared understanding and decision making process when developing student goals. Parents are consulted when developing the school's student welfare policy in line with PBL.

Community Partners:

Existing community partners are informed of the school's vision and new partnerships are established through the promotion of quality practises

Leaders:

Leaders demonstrate initiative in supporting teams through professional learning and collaboration in program development, communication and PBL. Leaders promote and model best practice to maximise student outcomes.

Processes

Staff identify, develop and consistently use visuals and key word sign across the school. Professional development for teachers and SLSOs to effectively utilise these skills. The implementation of school wide visual support is reviewed in line with PBL and ESES

The development of personalised system to support Speaking & Listening skills for every student. Student's progress is monitored by plotting and tracking students on a continuum. Through consultation staff develops and implement personalised communication systems catering for students with a severe and moderate intellectual disability

Professional development for all staff will be provided in unpacking Science and Technology and History Syllabus and collaborative team planning to develop a scope and sequence in English, Mathematics, Science and History. The scope and sequence will guide programming with a particular focus on curriculum access for students with a moderate intellectual disability and Autism.

Teachers identify expected behaviour in all settings of the schools environment through the development of a matrix. The PBL team will lead professional development activities and regularly evaluate processes implemented.

The school community update and further develop the school's student welfare policy.

Evaluation Plan

Student progress is monitored and reporting reflects student achievement of personalised goals.

Behaviour Management strategies and quality teaching and learning programs are reviewed every term with opportunities for parent input each semester.

Products and Practices

Universal and personalised Speaking and Listening visuals and key word sign from kindergarten to year 12 which maintain challenging and engaging learning environments for every student.

Implementation of universal and personalised communication systems including specific strategies to develop expressive and receptive communication skills.

The development of a scope and sequence in English, Mathematics, Science and History.

Teachers use the scope and sequence to systematically program, deliver sequenced lessons and accurately report student progress.

A collection of age appropriate, explicit social skills lessons and strategies to promote positive behaviour across the school. School wide strategies to encourage positive behaviour.

Students develop and demonstrate positive learning habits with an understanding of expected behaviour both within the school and the wider school community.

Strategic Direction 2: Creating a culture of collaboration, reflection and evidence based practices.

Purpose

To develop a culture where staff collect data, reflect on practices, utilise feedback and collaborate with other professionals to continuously improve practice. To support the development of skills, knowledge and understanding within the broader context of the school for students with diverse levels of need.

Improvement Measures

- ❖ Effectively implement the PDP processes as in line with Departmental guidelines.
- ❖ Smart goals directly linked with assessment tasks to measure student achievement.
- ❖ An increase from 14% to 100% of teachers will effectively collect data to develop, implement and evaluate personalised student behaviour plans.

People

Students:

Students participate in quality programs that are specific and reflective of best practice in teaching. Students are engaged learner who utilise a positive learning environment that enhances their social and academic skills.

Staff:

Teachers continually improve their professional knowledge and practice with a capacity to reflect on their teaching, through utilising the Performance Development Framework. Teachers will use evidence based practices to guide programming and reporting. All teachers will develop and implement individualised Behaviour Plans that reflect data collection and specific positive proactive strategies.

Parents/Carers:

Parents will be informed and engaged about their child's progress, goals and curriculum adjustments. Parents have opportunities to participate in workshops and meetings that aim to share practices between the school and home environments.

Community Partners:

Whole school projects are shared and resulted celebrated with the wider school community. Community partners support student achievement through evidence based educational programs and behavioural systems.

Leaders:

Leaders build capacity through mentoring, modelling and supporting staff members PDP, programs and assessment strategies.

Processes

Professional development for all staff in self-reflection, feedback and observation processes. Staff create a personal portfolio and use explicit systems to review their practices.

Staff use the Performance Development Framework to set specific goals and collaborate to share best practice.

Excellence in teaching and learning programs through profession development and collaborative planning in implementing a range of assessment strategies using consistent teacher judgement to guide the development of quality personalised education programs.

The implementation of a collaborative programming model that focusses on data to guide curriculum adjustments and access ensuring high levels of student engagement.

The PBL committee drive the establishment of school wide behaviour systems through the ongoing collection of data and consultative practices.

Whole school professional learning in the development of individualised student behaviour plans and positive classroom management strategies.

Evaluation Plan

The review of Performance and Development Plans twice per year. A review of reporting strategies that reflect data obtained from SMART goals.

Products and Practices

Explicit Systems for staff reflection and capacity development. Staff implement reflective tools to, evaluate and develop their performance.

All staff share responsibility for student improvement through collaboration, mentoring and coaching and observing each other's practices using the teaching standards to guide performance development.

Quality programs that address specific student SMART goals, through data collections and personalised adjustments that allow every student to access to the national curriculum.

All staff implement data collection processes to inform decisions and design personalised teaching and learning programs that are evidence based and regularly review.

The establishment of a school wide Positive Behaviour For Learning System (PBL). Rules, expectations, behaviour management, individualised behaviour packages and lessons are developed through whole school planning professional learning and collaboration.

All staff implement consistent positive behaviour management practices across all settings in the school environment. Staff demonstrate expertise when addressing Individual Behaviour Support Systems for students.

Strategic Direction 3: Community wide approach towards student learning and success.

Purpose

To create a school culture where innovative practices are shared across a community of school. To Develop supportive partnerships and a collective vision engaging the wider school community with the context of the relocation of the school.

Improvement Measures

- ❖ Evidence in Executive Performance and development Plans reflecting increased expertise in leadership.
- ❖ The establishment of a Parents and Citizens group that met regularly and impact the schools community.
- ❖ Teaching and learning programs that are linked to the wider school community.

People

Students:

Students regularly visit the community and further develop literacy, numeracy and social skills. All students are active members of their community. Students have a strong link between school, home and the local community. Students are engaged in integration programs with students and staff from other schools.

Staff:

Staff collaborate with members of the wider school community to develop educational opportunities for students. Staff coordinate events that build community links prompting Wangee Park School. Integration programs with other schools are developed and implemented by staff. Staff further develop positive partnerships with parents to support quality teaching.

Parents/Carers:

Parents develop a support network and are empowered members of the school community. Parents input is valued and a part of the school's decision making processes. Parent have opportunities to impact their child's education and to regularly attend P and C events and meetings.

Community Partners:

Community partners gain an insight and understanding of Wangee Park School's vision and build partnerships with the staff, students and families.

Leaders:

Leaders increase and refine skills in developing partnerships with the school community. Leaders promote a positive culture of collaboration.

Processes

Wangee Park School is a member of a Community of Schools with a shared goal of developing leaders through shared expertise, best practise, and high levels of contemporary content knowledge. A focus on professional development and share practice of executive staff.

Shared staff Development Days, across school, executive shadowing and observations. Leadership Capacity building course at Chalmers road "great leaders, great teams, great results".

The creation of a formalised Parent and Community group whom develop an action plan reflecting their annual goals.

Parents are invited to a variety of school based events designed to provide information, encourage involvement in the decision making processes, increase participation and unite the school community.

Staff develop a plan of action to make links with the local school community.

Staff collaboratively designs specific community access programs to meet students personalised goals.

Evaluation Plan

Monitoring parent involvement regularly and feedback from parents. Executive evaluations from the COS projects.

Products and Practices

Tools and resources for executive staff to utilise when supporting school wide improvements through a community of schools leadership project focussing on supporting teacher performance development in line with the schools ESES project.

Executive staff utilise leadership skills to mentor and coach teachers and SLSOs by providing explicit feedback linked to standards, and actively promote teacher reflective practices across the schools.

The formal establishment of an active Parent and Community group that meet regularly and follow a yearly plan of action to increase the level of parent participation and create an active parent body that support the school to maximise student outcomes.

Parental involvement in decision making and participation in school events to improve educational opportunities for students and strengthen links between home and school.

The development of specific community engagement programs to develop links with our new local community.

Students regularly participate in specific community access programs linked to the curriculum and personalised learning goals.