School plan 2015 – 2017

Glenfield Park School 5401

Student

Staff

Community
School vision statement

To provide intensive behavioural and social development to students with specific academic and emotional needs, empowering them to participate in and become valued members of society.

School context

Glenfield Park School is a School for Specific Purpose catering for 56 students who have been diagnosed with an emotional disturbance (ED) and a mild intellectual disability (IM). The school caters for students from Kindergarten to Year 12. The school population is divided into 7 classes, with each class being staffed by a teacher and School Learning Support Officer (SLSO). There is a total of 22 staff members employed at the school, 45% of teachers having a Master of Special Education degree. Currently, 85% of our students are male, 17% from an Aboriginal background and 17% of students have English as an Additional Language or Dialect (EALD).

Students are placed at Glenfield Park School by a panel and come from schools throughout the South Western Sydney Region. Currently, 92% of students travel to school by special transport. Glenfield Park School is supported by Equity funding.

The focus of the school is to provide intensive behavioural and social development to students with specific academic and emotional needs, empowering them to participate in and become valued members of society. All students have an Adjusted Learning and Support Plan.

School planning process

Process:

• Establish a Situational Analysis team including representatives from key stakeholder groups.
• Develop a timeline for the Situational Analysis, including tasks, required resources and allocation of personnel responsible.
• Decide how the findings will be communicated to the school community.
• Define Mission statement

Data collection:

Student forum
Staff forum
Parent Survey

Data Analysis:

• Scanning the data
• Drawing conclusions
• Validating the conclusions
• Explaining significance of conclusions.
• Communicate the findings, explaining conclusions, making recommendations and developing strategies linked to reforms.
School strategic directions 2015 - 2017

Purpose: To ensure every student is engaged in future focused learning centred on the social, academic and emotional skills they will need to prepare and equip them for success.

STRATEGIC DIRECTION 1
Learning empowers responsible productive citizens.

Purpose: To create an environment where professional development builds the capacity for quality innovative practice to design learning provisions that are purposeful, responsive and engaging to improve individual student outcomes.

STRATEGIC DIRECTION 2
Reflective leaders focused on student achievement.

Purpose: To empower parents and families to support the welfare and wellbeing of their children. To develop sustainable professional networks that promote collaboration and best practice.

STRATEGIC DIRECTION 3
Strong productive networks to support staff, students and families.
# Strategic Direction 1: Learning empowers responsible productive citizens.

## Purpose

**Purpose:** To ensure every student is engaged in future focused learning centred on the social, academic and emotional skills they will need to prepare and equip them for success.

## People

**Staff:** Demonstrated commitment for students’ social, emotional and academic development within a restorative framework.

**Students** recognize the value of restorative practice and reflect on their behaviour and its impact on others and enhance their capacity to self-regulate and sustain positive relationships.

**Leadership:** Foster a restorative culture.

**Parents:** Understand the benefits of and support a restorative culture.

## Processes

Develop a culture of restorative practices.

The school consistently implements a whole school approach to well-being that supports behaviour improvement and creates a positive teaching and learning environment.

Refresh and update knowledge and skill in:
- Mental health
- PART

Evaluate and refine:
- PBIS
- Learning and Support Plans
- Establish frameworks that supports staff and student well-being

Explore and unpack new well being framework.

Develop sustainable policies, practices and skill sets that support the transition of primary students and senior post school pathways.

Explore models of learning that will empower students and support Skills for life Curriculum (based on NSW Curriculum)

Develop policies and practice manual for Senior School Program

Establish sustainable links with external providers to support Senior transitions.

External professional development and support for integration.

## Products and Practices

**Product:** A culture of restorative practice to support student well-being.

**Product:** The school has in place a comprehensive framework to support the cognitive, emotional and social wellbeing of students and staff.

**Practice:** Staff use a flexible repertoire of behaviour management strategies incorporating expert knowledge, workplace experience and systems to ensure students’ safety and well-being.

**Product:** System for transition and post school pathways maximises opportunity for success.

**Practice:** Staff confident with systematic use of processes that support student pathways.

## Improvement Measures

- 30% reduction in the recorded negative behaviour incidences across the main cohort over 3 years.
- 80% of primary aged students will transition to less restrictive settings within three years.
- 75% of senior students aged 17 and above will transition from school with either a training, employment or further education pathway each year.

## Evaluation Plan

- Monitor and evaluate incident reports
- Collect and monitor and analyse the integration and transition data.
- Collective integration data and incident reports reflect improved relationship skills based on restorative practice.
Strategic Direction 2:
Teachers – Reflective leaders, focused on student achievement.

**Purpose**

To create an environment where professional development builds the capacity for quality, innovative practice. To design learning provisions that are purposeful, responsive and engaging to improve individual student outcomes.

**People**

**Teachers** Have a demonstrated commitment to strengthen and deliver on school priorities.

**Students** Are engaged and know how to improve their learning.

**Parents** show an understanding of their contribution to their child’s learning and are an active part of the school community.

**Leaders**: Demonstrate instructional leadership promoting and modelling effective evidence based practice.

**Processes**

Develop understanding and practice in teaching an academic program integrated with a, “Skills for Life” curriculum, based on NSW syllabus documents.

- Develop systems and practices to support and mentor teachers.
- Research and establish consistent assessment practice.
- Unpack new Syllabi.
- Develop the Skills for Life curriculum units of works.
- Develop a senior pathways program, scope & sequence with resource.

Develop and sustain a Performance and Development policy and practices that support professional growth and leadership.

- Support the development of all staff, (beginning teachers, teacher on informal programs and SLSO and other inspiring to take on executive rolls.
- Sustainable and systematic development of school leaders.

**Products and Practices**

**Product**: A culture of self directed professional learning and leadership for all staff focused on student performance.

**Product**: Teachers have productive Performance and Development Plans for continued growth.

**Practice**: Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

**Practice**: Teachers are adept at teaching in a cross-curricular manner and implement the Skills for Life curriculum based on the NSW Curriculum.

**Practice**: inspiring leaders draw on and implement evidence-based research to improve theirs and others performance and development.

**Practice**: There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas.

**Evaluation Plan**

- Monitor assessment results.
- Collect evidence through classroom observation, professional conversations and the classroom practice continuum.
- Progressive data on accreditation and Performance and development plans.

**Improvement Measures**

- 80% of students will make six months progress within one year across the core KLAs, literacy and numeracy against the Waddington.
- 20% of teachers begin the process for higher levels of accreditation.
- 100% of teachers show professional growth against Performance and Development Plans.
## Strategic Direction 3: Networks – Strong productive networks to support staff, students and families.

### Purpose

To empower parents and families to support the welfare and wellbeing of their children.

To develop sustainable professional networks that promotes collaboration and best practice.

### Improvement Measures

- 100% of teachers are engaged in external professional networks.
- Increase the number of parents engaged in the school planning process.
- 12% of students identify as ‘role models’ who play an integral role in the school planning process.

### People

**Teachers:** recognise the value of professional networking to promote growth and capacity

**Parents:** have a sense of connectedness and enhance their capacity to contribute to the community and well being of their family.

**Students:** Develop confidence with a sense of team and recognise the value of their community and enhance their capacity to contribute.

**Leaders:** develop a clear understanding of all frameworks that support the direction of the school and enhance the educational quality.

### Evaluation Plan

- Monitor progressive engagement in networks.
- Collect data of parent engagement through sign on sheets.
- Monitor continued SRC practice and opportunities for student voice.

### Processes

To develop and sustain professional networks for teachers to observe and mutually share professional strengths, best practice and innovation.

Re-establish the Glenfield Park Student Representative Council.

Actively promote and explicitly teach leadership skills to student to promote student voice.

Refine and enhance the support networks for parents with emphasis on educational, social and well-being.

Successfully foster collaboration with key stakeholders in developing school vision, direction and planning.

### Products and Practices

**Product:** School-wide and/or inter-school networks provide mentoring and coaching support to ensure the ongoing development of all staff.

**Practice:** Collaboration, classroom observation, the modelling of effective practice and feedback will drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

**Product:** Student centre networks are in place to support the leadership qualities of the students.

**Practice:** Student voice plays a crucial component in influencing the direction of the school.

**Product:** Sustainable Community networks to support growth, connectedness and well-being for students and families.

**Practice:** Practices are embedded for parents to understand the learning process and how to support the social and emotional well-being of their child.