School plan 2015 – 2017

Wakefield School 5582
School Background 2015 - 2017

School vision statement

At Wakefield School we believe in ‘Respect for All’ within a safe, healing, educational environment so that students can maximise their learning potential and become confident, creative individuals. We aim for students to become positive, contributing community members in the future, with appropriate problem solving and conflict resolution skills to enable them to embrace 21st Century changes*. Our school plays a vital role in providing every student the opportunity to experience success and to optimise their social, emotional, academic development and vocational competencies.

Wakefield School shares this responsibility with the students, parents / carers / families, the community and other educational or specialist providers.

Our School vision is further underpinned by our core Positive Behaviour for Learning (PBL) values of being “Respectful, Responsible Learners”

*The Melbourne Declaration on Educational Goals for Young Australians.

School context

Wakefield School, a School for Specific Purposes, was established in 2002. It is located in a semi-rural environment in western Lake Macquarie. The maximum student population is 28 students in Years 5 to 10 identified as displaying Emotional Disturbances (ED) and/or Behavioural Difficulties (BD) in their mainstream school settings. Students attending Wakefield School are from the Newcastle, East and West Lake Macquarie areas. Placement of students is completed through a referral process from their home school with parental consent. The Placement Panel meets around week 5 of every term. This panel consists of members from the Learning and Engagement team as well as local Principal representatives and District Guidance Officers.

Wakefield School has 4 classes, 2 primary BD classes with students maintaining partial enrolment at their home school, and, 2 secondary ED classes with students enrolled at Wakefield School. All classes are comprised of 7 students with a teacher and a School Learning Support Officer. The BD students attend both their home school and Wakefield School, whilst the ED students are offered a 5 day per week program. Each student has an age appropriate Individual Education Plan (IEP) which is designed and implemented to meet their social, emotional and academic needs.

Late 2014, our student body is made up from the following: 88% male, 12% female. 30% Aboriginal or Torres Strait Islander, 4% Non-English Speaking Background and 38% are in Out of Home Care. Student attendance is 88% for our primary students and 65% for our secondary students. Overall attendance for 2014 was 74%. Wakefield School Family Occupation and Education Index is 178.

Wakefield staff is made up of 1 Non-Teaching Principal (P5), 1 teaching Assistant Principal and 3.876 classroom teachers, 0.2 School Counsellor, 4 School Learning Support Officers, 0.2 General Assistant and 1 School Administrative Manager. All teaching staff at Wakefield have experience or are trained in the area of Special Education. All of our permanent SLSO’s have achieved their Certificate III: Education Support – Teacher’s Aide Special.

School planning process

Our planning process in 2014 began and was led by the school principal with participation of and consultation with key stakeholders. Key stakeholders included 100% of Wakefield staff, students, 100% parents/carers, 2 outside agencies, Executive from Mainstream Primary and Secondary Settings, Corporate Staff from Adamstown Office, External critical friends (Principals from similar SSP settings) provided support and feedback.

In developing the 2015-2017 School Plan, the following internal and external data was collected by the school team for information analysis through the following processes:

- Situational analysis evaluating student enrolment and attendance, student wellbeing incident reports, student performance data from external and in-school assessments
- PBL whole school (staff, student and parent surveys)
- Informal classroom lesson observations by executive staff as part of the ongoing TARS, EARS process
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information and program evaluations

Planning was undertaken in reference to the Public Schools NSW Strategic Directions – Creating Futures Together 2015-2017, the Public Schools NSW School Excellence Framework, the Australian Professional Standards for Teachers, Key DEC reforms also considered and contextualised such as Great Teaching Inspired Learning (GTIL), Local Schools Local Decisions (LSLD), Rural and Remote Strategy, Every Student Every School (ESES), Local Management Business Reform (LMBR) and the Melbourne Declaration on Educational Goals for Young Australians, Performance and Development Framework

Wakefield School 5582
Page 2

School Plan 2105-2017 draft
Purpose:
To improve student learning and outcomes through the development of curriculum that is sufficiently flexible to meet the diverse needs of our students. Students will develop the necessary skills to be successful 21st Century learners.

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.

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

Purpose:
To develop whole school practices which enable all students to be highly engaged in schooling and emotionally aware.

To embed a positive culture and set of values based on the PBL expectations of ‘respect, responsibility and learning’ where success is valued and a strong social conscience and resilience is developed.

Purpose:
To build stronger relationships and effective partnerships with families and the wider school community by leading and inspiring a culture of shared learning, communication, leadership and organisational practices.

Enhancing community engagement and participation through the development of community trust and strategic support to ensure our students become successful learners, confident, creative individuals and active and informed citizens.

Wakefield School “Respect for all” evidence through PBL values “Respectful, Responsible Learners”

STRATEGIC DIRECTION 1
Developing consistent high quality educational practices

STRATEGIC DIRECTION 2
Enhancing student wellbeing

STRATEGIC DIRECTION 3
Fostering community engagement and partnerships
# Strategic Direction 1: Developing consistent high quality educational practices

## Purpose
To improve student learning and outcomes through the development of curriculum that is sufficiently flexible to meet the diverse needs of our students. Students will develop the necessary skills to be successful 21st Century learners. To promote, build and sustain the professional learning of all staff members, by creating systems for all staff to learn from each other which allows for the alignment of policies and practices.

## Improvement Measures
1. 100% of teaching staff to engage with the new Performance and Development Framework and meet the requirements of the Australian Professional Teaching Standards
2. Every term, all programs monitored and evaluated by supervisors though professional conferencing linked to the Performance and Development Framework
3. 100% of students show positive movement though Literacy and Numeracy continuum

## People
- **Students:** Students will be engaged learners and demonstrating success towards individualised goals established between staff, students and parents/carers.
- **Staff:** Developing staff capacity to plan, design and implement appropriate programs and lessons in order to improve their own professional capabilities and to improve student outcomes.
- **Parents/Carers:** Parents to participate in Learning and Support meetings to actively engage as a learning partner for their child.

## Processes
- **Performance and Development:**
  1. Build staff capacity to lead the implementation of the new Performance and Development Framework (PDF) and Australian Professional Teaching Standards (APTS).
  2. Develop and implement whole school programs where teachers differentiate curriculum delivery to meet the needs of individual students
  3. Staff to effectively plot students on the Literacy and Numeracy continuums to drive planning, programming and reporting resulting in explicit teaching for individual needs.
- **Learning Continuum:**
  1. Providing staff with a variety of professional learning opportunities which results in improved knowledge, understanding and practices across key reforms
- **Evaluation Plan:**
  Reporting against milestones by the identified staff member; regular feedback from parent and community members, forum and/or focus surveys. Communication to all parents the achievements of students linked to IEP and PLP’s.

## Products and Practices
- **Products:**
  1. 100% of teaching staff to engage with the Performance and Development Framework (PDF) and meet the requirements of the Australian Professional Teaching Standards (APTS)
  2. Every term, all programs monitored and evaluated by supervisors though professional conferencing linked to the Performance and Development Framework
  3. 100% of students plotted on Literacy and Numeracy continuum and evidenced in Individual Education Plans (IEP’s) and class programs

- **Key DEC Reforms:**
  Quality teaching and learning practices demonstrated and supported throughout the teaching and learning programs to improve student outcomes.

- **Leaders:**
  School leaders to develop and drive an explicit and detailed school improvement agenda.
  Staff to identify with accreditation pathways and engage in processes leading to maintenance or attainment of Highly Accomplished / Lead teacher.

- **Practices:**
  Quality teaching and learning practices demonstrated and supported throughout the teaching and learning programs to improve student outcomes.

- **Improvement Measures:**
  Staff / students / parents / carers reflect on Teaching & Learning through Learning and Support meetings
  Students showing growth on internal school performance measures.
  Develop and implement a streamlined framework and system to support new staff and casual induction.
### Strategic Direction 2: Enhancing student wellbeing

#### Purpose
To develop whole school practices which enable all students to be highly engaged in schooling and emotionally aware.
To embed a positive culture and set of values based on the PBL expectations of ‘respect, responsibility and learning’ where success is valued and a strong social conscience is developed.
To actively engage students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities.

#### People

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong> Students will be actively engaged in meaningful, challenging and significant learning experiences to thrive as learners and be responsible, productive citizens.</td>
<td><strong>Positive Behaviour for Learning (PBL):</strong> All staff implement PBL systems and practices across the whole school.</td>
<td><strong>Products:</strong> 1. Evidence of the implementation of PBL embedded in whole school practices (eg. Classroom programs, communication to community)</td>
</tr>
<tr>
<td><strong>Staff:</strong> Develop staff capacity to deliver quality educational programs tailored to individualised needs. Ensure school is a positive and safe learning and working environment for all. Staff consistently use school PBL based strategies to support students across the school community.</td>
<td><strong>Learning and Support:</strong> 2. Staff to identify students for the National Consistent Collection of Data (NCCD) and plan relevant support with the LST.</td>
<td>2. Students develop resilience and demonstrate PBL values in all aspects of school life.</td>
</tr>
<tr>
<td><strong>Parents/Carers:</strong> Develop, foster and encourage positive family / school partnerships to improve student outcomes. Parents and community members actively engaged in forming their child’s IEP’s, support with National Disability Insurance Scheme (NDIS).</td>
<td>3. Provide links to support services for students, families and community members to access</td>
<td>3. Monitor SEL data through wellbeing referrals, IEP’s and positive reward system (VIVO)</td>
</tr>
<tr>
<td><strong>Community Partners:</strong> Build collaborative community partnerships with external agencies and networks of schools with the view to enhance planning and outcomes for staff/students/families.</td>
<td><strong>Emotional Intelligence (EQ):</strong> 4. Staff to effectively assess students Emotional Intelligence (EQ) to drive planning, programming and reporting</td>
<td>4. Improved attendance data for students with identified attendance concerns.</td>
</tr>
<tr>
<td><strong>Leaders:</strong> Through the learning and support model, leaders to role model best practice whilst supporting students, families and networking with the wider community.</td>
<td>5. Explicit teaching of EQ using programs such as Mind Up (Scholastic), Sensibility (Beyond Blue).</td>
<td>5. Reduction in duration of long and short suspensions for identified students.</td>
</tr>
</tbody>
</table>

#### Improvement Measures
1. PBL Action Plan embedded in whole school practices.
2. Students develop resilience and demonstrate PBL values in all aspects of school life.
3. Monitor Social and Emotional Learning data through assessments, wellbeing referrals, IEP’s and positive reward system (VIVO)
4. Improved attendance data for students with identified attendance concerns.
5. Reduction in duration of long and short suspensions for identified students.

#### Evaluation Plan:
Regular monitoring of home/school data, SALM data and student learning data.

#### Key DEC Reforms:
6. Providing staff with a variety of professional learning opportunities which results in improved knowledge, understanding and practices across key reform.
### Strategic Direction 3: Fostering community engagement and partnerships

**Purpose**
To build stronger relationships and effective partnerships with families and the wider school community by leading and inspiring a culture of shared learning, communication, leadership and organisational practices. Enhancing community engagement and participation through the development of community trust and strategic support to ensure our students become successful learners, confident, creative individuals and active and informed citizens.

<table>
<thead>
<tr>
<th>Improvement Measures</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 100% of families connecting with school and engaging in learning and support meetings for IEP’s, PLP’s and transition plans.</td>
<td><strong>Students:</strong> Students develop social and emotional capacities to be positive participants in the wider community. Students transfer PBL values to all aspects of school life. <strong>Staff:</strong> Develop staff capacity to build stronger partnerships with students, parents and the wider community. Establish networks within local networks of schools. Staff consistently use school PBL based strategies to support students across the school community. <strong>Parents/Carers:</strong> Establish connections with relevant external agencies to ensure collaborative partnerships are established to support the transition into the community. Bridge the gap between home and school by fostering positive parent connections and engagement in school life. <strong>Community Partners:</strong> Actively engage and support school community by providing opportunities for students to access community based transitions and post school experiences. <strong>Leaders:</strong> Current and aspirant school leaders provided with opportunities to connect with local networks across schools and with outside/external agencies.</td>
<td><strong>Developing a school profile:</strong> 1. Establish a collaborative process to engage staff/students/parents and wider community <strong>Participation and Community Engagement:</strong> 2. Parents/carers engaging in regular learning and support meetings 3. Providing TPL to staff through networks or communities of schools 4. Establishing connections with local AEGC and staff being members to embed local cultural initiatives <strong>Outreach / transition:</strong> 5. Executive to closely monitor, review and improve outreach processes/support 6. Establish clear connections with NDIS providers and support agencies for students and their families</td>
<td><strong>Products:</strong> 1. 100% of families connecting with school and engaging in learning and support meetings for IEP’s, PLP’s and transition plans. 2. Staff establishing networks with a variety of DEC and non DEC service providers such as local schools in LMG, home schools, other SSP’s 3. Executive and other staff members attending AEGC meetings and embedding Aboriginal culture throughout programs 4. 100% of staff attending the bi-annual behaviour school conference 5. Vocational Education connections established and fostered through ongoing communication and participation with community businesses <strong>Practices:</strong> Staff engage in professional learning opportunities which are linked to school plan. Students are taught to accept responsibility for their own behaviour and families to work with us on encouraging this through ongoing open communication. Contribution of positive working relationships towards the enhancement of student learning outcomes evident through review meetings, open days, communication to families (newsletters), community links.</td>
</tr>
<tr>
<td>2. Staff establishing networks with a variety of DEC and non DEC service providers such as local schools in LMG, feeder home schools, other SSP’s</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Executive and other staff members attending AEGC meetings and embedding Aboriginal culture throughout programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. 100% of staff attending the bi-annual behaviour school conference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Vocational Education connections established and fostered through ongoing communication and participation with community businesses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Wakefield School 5582**

Page 6