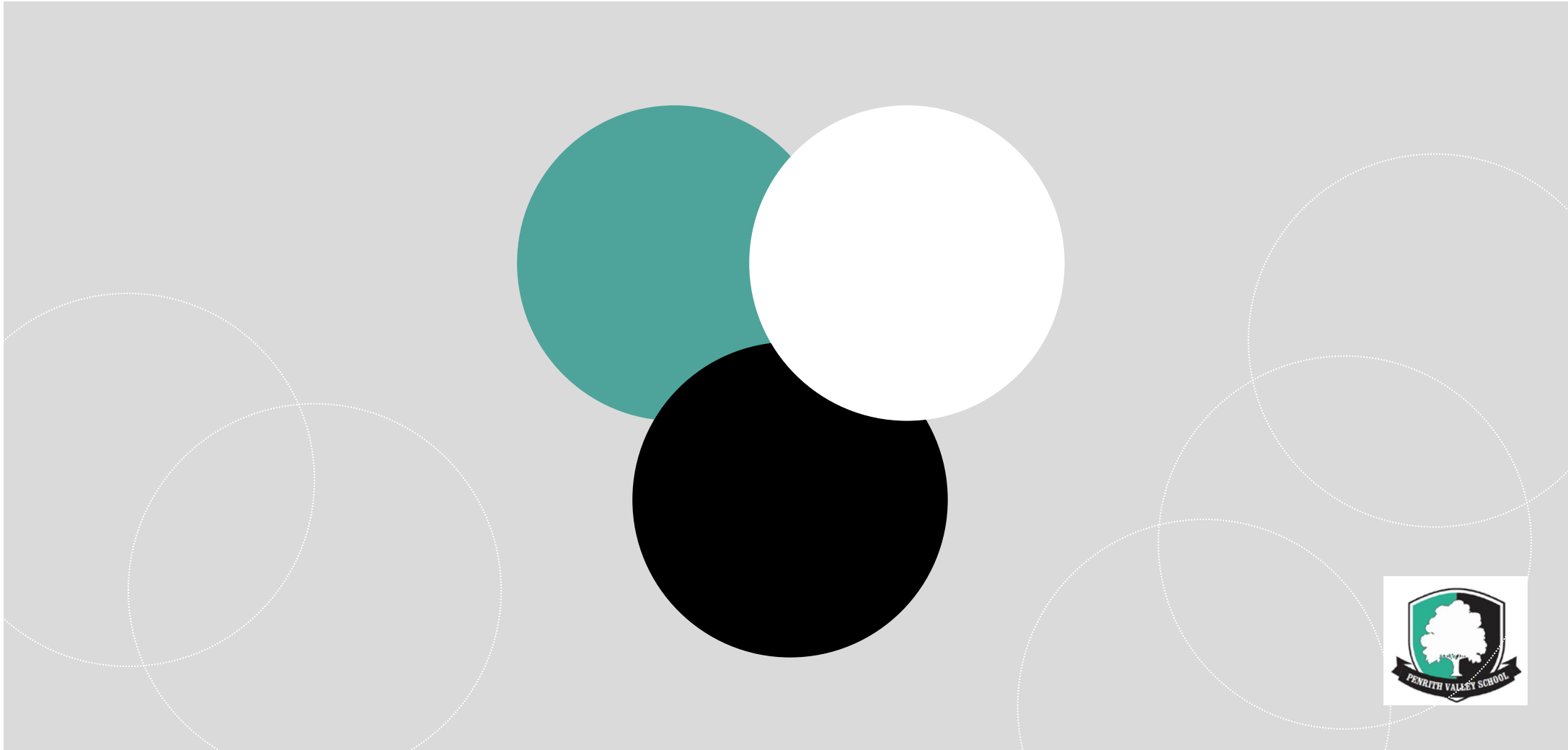


School plan 2015 – 2017

Penrith Valley School

5761





School vision statement

At Penrith Valley School we offer a supportive, engaging and broad program that provides students with opportunities to develop the social, emotional and academic skills to become contributing members of their communities.

We seek to assist students to own their actions, create positive patterns of behaviour, become job-ready and develop independent living skills. We strive to endow our students with the confidence and motivation to embrace learning, pursue their individual goals and engage productively with their community at the completion of our program.

School context

Penrith Valley School (PVS) is an alternative educational setting that caters for students from year 5 to year 10 who have experienced difficulties in mainstream schools. There are seven students in each of our 6 classes at PVS, which are all mixed ability.

Students at Penrith Valley School present with significant Behaviour Disorders and Emotional Disturbances which have resulted in their exclusion from mainstream schools. In many cases, these anti-social behaviours have led to extended absences from school, which have left substantial gaps in their education. In some instances students have limited support at home and significant barriers to post-school success.

PVS has been working successfully with Aboriginal students since the school was established in 2007. Generally the number of students who identify as Aboriginal is between 20% and 25%. Every student at PVS has an Individualised Education Plan which is developed in consultation with the student, their parents or carers, staff from PVS, our school counsellor and, where possible, staff from the student's home school. These plans set out how each member of the team can assist the student to achieve their goals. The plans are reviewed annually.

School planning process

Staff members took part in a series of planning sessions in 2013 and 2014 to determine the strategic direction for the school over the coming three years. The focus of these discussions was to identify the skills and qualities we wanted students to possess at the end of their time with us. The whole school staff participated in these planning meetings; teachers, SASS staff, our counsellor and executive staff.

Parents were asked to contribute ideas to our planning cycle when they were surveyed in November 2014. One third of the parents who completed the survey indicated that they wanted to see a strong focus on employment programs in the next three years. This strong correlation between the responses from parents and staff reinforces the need to prioritise employment programs for the senior students at PVS.

Staff and students were also surveyed in November 2014 to collect information about the levels of satisfaction with the school and to garner further ideas to contribute to the development of our school plan.



STRATEGIC DIRECTION 1

Independent Students

STRATEGIC DIRECTION 2

Inspiring Staff

STRATEGIC DIRECTION 3

Strong Community Connections

Purpose:

To provide a diverse and engaging program that enables students to develop independence across a range of areas including; being job ready, being able to pursue further education, possessing functional living skills, and developing the social competencies and confidence to participate in their communities.

Purpose:

For staff members to embody and model the personal qualities that we seek to develop in our students; being positive, motivated, persistent, resilient and empathetic. For staff members to actively inspire students by exhibiting these qualities through all their interactions with students, parents and the wider community.

Purpose:

To establish and foster trusting, professional relationships with a range of community organisations that can provide assistance to our students and their families in areas including; mental health, employment and housing, thereby removing barriers to their continuing educational success.

Strategic Direction 1: Independent Students

Purpose

To provide a diverse and engaging program that enables students to develop independence across a range of areas including; being job ready, being able to pursue further education, possessing functional living skills, and developing the social competencies and confidence to participate in their communities.

Improvement Measures

All students achieve at least 75% of the goals they identify in their Individual Education Plan

All students achieve at least 75% of the goals they identify in their Individual Transition Plan by the time they leave PVS

Parents of students from Low-socio economic backgrounds and Aboriginal backgrounds will receive additional support to assist them to participate in the planning and implementation of IEPs using funds from the RAM Low-socioeconomic and Aboriginal background allocations

People

Students:

Students develop the skills to identify and pursue realistic goals to

Participate in the broad range of programs targeted at developing student independence and preparing students for the post-school life, including; work education classes, Living skills classes, work experience and NOVA job club

Staff:

Staff incorporate the development of living skills into their Teaching and Learning Programs and integrate real life experiences into lessons to enhance the development of skills

Differentiate the curriculum to achieve the goals identified in students IEPs

Parents/Carers:

Participate more actively in the development and implementation of the Individual Education Plan and Individual Transition Plans for their child

Community Partners: Develop a better understanding of the kinds of support our students need to be successful in work experience placements

Leaders: Provide professional development for leaders to establish best practice IEP and ITP that are strongly linked to Curriculum outcomes

Processes

Processes:

Refine the process for creating Individual Education Plans to further individualise the program for each student at PVS thereby enabling students to identify and achieve realistic goals with the support of all key stakeholders

Develop and implement Individual Transition Plans for students in stage 3,4 and 5 which articulate an individualised pathway for each student into the workforce or further education, and the support that will be provided by all key stakeholders

Develop and implement a series of Teaching and Learning programs which incorporate identified independent living skills across stages 3,4 and 5 to prepare students for post school life

Evaluation Plan

Compare data about the success of student cohorts in work experience across year groups

Pre and post surveys for students in relation to living skills

Survey parents in relation to the effectiveness of IEPs, comparing 2015 with 2016

Collect attendance and suspension data to assess levels of engagement

Products and Practices

Products:

All students achieve at least 75% of the goals they identify in their Individual Education Plan

All students achieve at least 75% of the goals they identify in their Individual Transition Plans by the time they leave PVS

All students develop the functional living skills to effectively care for themselves and live independently in the community

Practices:

All students participate in the development of their IEP which forms the basis for the education delivered at PVS and informs the adjustments and accommodations that teachers make to their Teaching and Learning Programs for each student

Each students ITP articulates a realistic future pathway, including the resources and supports that will assist students to be successful in pursuing post-school options

Students develop functional living skills supported by staff members who understand the importance of these skills to future student independence

Strategic Direction 2: Inspiring Staff

Purpose

For staff members to embody and model the personal qualities that we seek to develop in our students; being positive, motivated, persistent, resilient and empathetic. For staff members to actively inspire students by exhibiting these qualities through all their interactions with students, parents and the wider community.

Improvement Measures

All teachers progress successfully through the accreditation process in accordance with the standards set out in the Australian Institute for Teaching and School Leadership

Teachers achieve 75% of goals identified in their Professional Learning Plans within the Performance and Development Framework

Students from Low-socio economic backgrounds and students from Aboriginal backgrounds will receive additional support using the RAM Low-socioeconomic and Aboriginal background funding to ensure they receive equitable access to the broad range of programs at PVS including excursions and camps

People

Students:

Students have access to a diverse range of subjects which are delivered within a coherent scope and sequence, underpinned by authentic assessment and reporting which includes accommodations identified through the IEP process

Staff:

Teachers develop the skills to progress through the four stages of teacher development: Graduate, Proficient, Highly Accomplished and Lead Teacher

Staff identify and undertake Professional Development which is linked to the school plan and which addresses identified areas for improvement to assist their ongoing professional development

Leaders:

Provide support for teachers to write Teaching and Learning Programs, within a scope and sequence, underpinned by effective assessment and reporting processes

Leaders develop the skills to effectively mentor teachers and support them through the accreditation process

Staff members model and embody the personal qualities that we endeavour

Processes

Processes:

Implementing successful systems and processes across the school to support and enhance the ongoing development of teachers as they progress through the 4 stages of teacher accreditation, in accordance with the standards set out in the Australian Institute for Teaching and School Leadership

All teachers participate in a Literacy project with colleagues across the Colyton Learning Community to improve the teaching of writing across all subjects, thereby improving the standard of writing for students in stages 3, 4 and 5

Develop and implement a three year cycle of Teaching and Learning programs within an identified Scope and Sequence which incorporates high quality assessment tasks, across all subjects in stages 3, 4 and 5

Evaluation Plan

Teachers collect samples of student writing, prior to and following the completion of the literacy project

Baseline data collected in relation to literacy levels of students

Teachers achieving accreditation through AITSL

Pre and post student surveys to assess the literacy project

Products and Practices

Products:

All teachers progress successfully through the accreditation process in accordance with the standards set out in the Australian Institute for Teaching and School Leadership

Teachers achieve 75% of goals identified in their Professional Learning Plans according to the guidelines set out in the Performance and Development Framework

All staff members to embody and model the personal qualities we seek to develop in our students through all their interactions

Practices:

All teachers develop, implement and review individualised Professional Learning Plans with the support of their supervisor by undertaking relevant Professional Development and individualised support mechanisms

Teachers collaborate and network with their colleagues in mainstream schools to stay abreast of trends in the wider educational community and maintain high expectations that are consistent with those set in mainstream schools

Teachers become proficient at developing high quality programs and authentic, engaging Assessment Tasks which incorporate accommodation and adjustments for the needs of students with a diverse range of abilities

Strategic Direction 3: Strong Community Connections

Purpose

To establish and foster trusting, professional relationships with a range of community organisations that can provide assistance to our students and their families in areas including; mental health, employment and housing, thereby removing barriers to their continuing educational success.

Improvement Measures

100% of parents and carers involved in the development and implementation of the IEP and ITP for their child

100% of parents attend at least 4 information sessions delivered by community organisations during a calendar year

Parents of students from Low-socio economic backgrounds and Aboriginal backgrounds will have additional supports put in place to ensure they have equitable access to the café and a broad range of incursions, excursions and camps supported by the RAM Low-socioeconomic and Aboriginal background funding

People

Students:

Develop the confidence, skills and knowledge to recognise and access opportunities and support structures in the community

Staff:

Develop the high level interpersonal skills and knowledge to effectively engage families and community members to achieve better outcomes for students

Parents/Carers:

Utilise the opportunity to engage more strongly with the school and community organisations and participate more effectively in the education of their child

Community Partners:

Develop a deeper understanding of the work undertaken by staff at PVS and how to establish strong, ongoing partnerships with the school and the parents to provide more effective services to students and their families

Leaders:

Establish protocols for working in partnership with community organisations to provide additional opportunities and supports for students and their families to address a range of personal and community issues

Develop high level personal and interpersonal skills to facilitate the implementation and realisation of strong partnerships between school and community for the benefit of students and their families.

Processes

Processes:

Establish a café where students and their families can develop a supportive community with one another and where they can develop stronger connections with school staff and community organisations and share in the successes of their children

Develop a timetabled sequence of information sessions facilitated by community organisations which address the needs of our students and their families in areas such as mental health, Autism Spectrum disorders and parenting skills

Develop a timetabled sequence of incursions, excursions and community visits throughout the year that supports students to achieve their individual goals and curriculum outcomes across all stages and subjects

Evaluation Plan

Pre and post surveys for parents to gauge the effectiveness of the café in assisting them to engage with their child's education

Parent and student surveys to determine the value of information sessions at PVS and identify areas of interest

The number of students completing work experience and being successful in the community

Products and Practices

Products:

100% of parents and carers involved in the development and implementation of the IEP and ITP for their child

100% of parents attend at least 4 information sessions delivered by community organisations during a calendar year

100% of parents patronise the café

Practices:

Community Organisations work more effectively with our students and their families to remediate a range of personal and community issues which allow students to achieve better educational outcomes

Students develop the pro-social skills and emotional resilience to identify and pursue opportunities in the wider community successfully at the completion of their time at PVS

Teachers develop stronger connections with families and community organisation which they are able to utilise to achieve better educational outcomes for students

Leaders develop a culture of community engagement where students, parents and community organisations can develop mutually beneficial relationships at school

