



School plan 2018-2020

Caldera School 5573

Caldera School



School background 2018–2020

School vision statement

Caldera School.

- Provides the opportunity for students to develop and improve their cognitive and problem solving capabilities.
- Values the individual differences of all students.
- Encourages the involvement of families and our community agencies and supporters.
- Implements policies and procedures to protect the rights and wellbeing of all school community members.

At Caldera we know that students develop best where teaching and learning occur within a context of student wellbeing. Student wellbeing at Caldera is the sum of all academic, cognitive and social practices, policies and programs that occur within the school. Given the nature of the students it is paramount that staff, students and the community actively work to establish a safe, structured and supportive environment.

Our school is committed to the values of public education.

School context

Caldera is a School for Specific Purposes, located at Tweed Heads South. The school is an alternative Department of Education and Communities facility that has been created to meet the needs of students whose challenging behaviour has prevented them from being maintained in a regular school setting. The school aims to support a student's transition through school into the wider community.

In 2008 Caldera School commenced providing teaching support to the Kamala, Child and Adolescent In-Patient Unit. Kamala is an acute mental health inpatient facility within the Richmond Mental Health Campus, co-located with the Lismore Base Hospital. The Unit provides diagnostic assessments and therapeutic programs for children and adolescents (12–17yrs) with severe and/or complex mental health needs.

Caldera programs operate within an educational model where quality academic and management programs exist in unison. All students have Personalised Learning and Support, which is designed to meet their academic, cognitive, transition and social goals. The fragile nature of the students at Caldera requires staff to develop programs designed to promote achievements and success, whilst accounting for students' past experiences and capabilities.

School planning process

The school planning process began at Caldera SSP with consultation between staff, students and their families during 2017.

This consultation occurred at both a formal and informal level, regarding the school's future directions and the continued provision of positive learning and support for our students.

Staff were consulted through our regular staff and school planning meetings in term 4 2017 and in 2020. All teaching staff participated in the development of this plan.

The focus areas agreed upon for 2018–2020 are:

- Engagement
- Wellbeing
- Quality Teaching
-

School strategic directions 2018–2020



Purpose:
To enhance student engagement through the advent of critical and creative thinking and the creation of a post-lunch elective activities program.

Purpose:
To measurably increase the emotional literacy and resilience of students at Caldera, with a focus on the following key areas; Self awareness, self management, social awareness, relationship skills and responsible decision making.

Purpose:
Enhance quality teaching practices by increasing staff and student competence in use of assessment and inquiry based learning practices.

Strategic Direction 1: Engagement

Purpose

To enhance student engagement through the advent of critical and creative thinking and the creation of a post-lunch elective activities program.

Improvement Measures

As a result of Critical & Creative thinking activities students are more engaged in their learning and think in innovative and creative ways.

Students are more engaged with activities and therefore experience less problems in the post-lunch session.

People

Students

engage with their learning through their participation in critical and creative thinking activities and an engaging post-lunch program.

Staff

work collaboratively to encourage critical and creative thinking processes in the classroom and to create a post-lunch program of activities that are engaging for the students.

Parents/Carers

encourage students to engage and participate in the post-lunch electives program offered by the school.

Leaders

explore ways to adjust daily timetable to accommodate and facilitate an electives afternoon for students.

Community Partners

are engaged with the school by providing resources and cooperation to create healthy, engaging, interactive learning experiences for Caldera students.

Processes

Research, apply and evaluate elements of critical and creative thinking processes to engage students in their learning.

Staff collaborate to create and facilitate an elective activities afternoon, before evaluating its effectiveness as a means of engaging students in the post-lunch period.

Evaluation Plan

Teachers to provide feedback and evidence about the use of critical and creative thinking in their classes.

Surveys of staff and students to gauge engagement levels of critical and creative thinking activities.

A survey provided for students to feedback their thoughts about the post-lunch elective program.

Practices and Products

Practices

Staff use critical and creative thinking resources as part of their programming.

Students partake in a variety of critical and creative thinking learning activities

Staff develop and implement an elective afternoon allowing students to participate in engaging elective activities.

Students participate in an afternoon of elective activities and feedback their thoughts through a survey.

Products

Staff have access to a bank of resources that encourage critical and creative thinking.

Students are engaged with their learning through the implementation of critical and creative thinking activities in their academic programs.

A school structure is in place to provide students with a variety of post-lunch engaging activities.

Students are more engaged and willing to participate in activities in the post-lunch part of the school day.

Strategic Direction 2:

Purpose

To measurably increase the emotional literacy and resilience of students at Caldera, with a focus on the following key areas; Self awareness, self management, social awareness, relationship skills and responsible decision making.

Improvement Measures

Improved student emotional literacy.

Improved student resilience.

People

Students

understand that interpersonal skills can be learned, and are consistently challenged to develop their emotional literacy and resilience.

Staff

provide a safe, supportive environment for students to develop their emotional literacy and resilience, along with regular opportunities for students to apply these skills.

Leaders

facilitate and actively participate in; a whole school approach to teaching emotional literacy and resilience, by providing ample support and training for staff to implement programs effectively.

Parents/Carers

collaborate with staff to discuss the development of students' emotional literacy and resilience at Induction, suspension resolution and Transition Plan meetings, and in regular informal conversations.

Community Partners

expertise will be pursued by staff as required, to strengthen and support the teaching of emotional literacy and resilience.

Processes

Research, embed and evaluate a clear, whole school approach to teaching emotional literacy and resilience, through ongoing explicit and implicit education.

Evaluation Plan

Program specific tracking & assessment results

Modified ACARA student tracking record & assessment results

Administer surveys about the effectiveness of the program to the following stakeholders: Students, staff, parents/ gaurdians.

Practices and Products

Practices

Teachers are consistently incorporating language of emotional literacy & resilience into problem solving conversations.

Teachers are regularly teaching emotional literacy & resilience skills using both explicit and implicit teaching methods.

Students are frequently engaging in emotional literacy & resilience related learning activities.

Students are interacting with personal emotional literacy & resilience goals by tracking their progress on a continual basis.

Products

Teachers have an easily accessible bank of emotional literacy & resilience student assessments.

Students have Self Control–Management Plans that clearly incorporate emotional literacy and resilience skills and strategies.

Staff have an online bank of engaging, relevant emotional literacy & resilience learning resources.

Teachers have PLSPs that clearly demonstrate emotional literacy & resilience programming.

Students have modified ACARA emotional literacy & resilience tracking records.

Strategic Direction 3: Quality Teaching

Purpose

Enhance quality teaching practices by increasing staff and student competence in use of assessment and inquiry based learning practices.

Improvement Measures

In Literacy and Numeracy, students report increased understating of what they are meant to learn and increased ability to identify their progress.

Students report increased understating of what they are meant to learn and increased ability to identify their progress across other KLA's.

Students experience higher levels of engagement as a result of participating in IBL tasks matched to their personal interests.

People

Students

know what and why they are learning, and can see their learning progress in feedback from assessment and self-assessment. Engage in IBL and identify their achievements.

Staff

use planned assessment strategies to ensure learning outcomes and learning progress is recognised by students. Use Inquiry based learning to engage students and achieve outcomes.

Leaders

Facilitate and participate in; a whole school approach to enhancing Quality teaching practices by providing support, time and training for staff in use, creation and refinement of resources with clearly articulated assessment plans as well as IBL.

Parents/Carers

assessment processes enhance quality of feedback to parents about Teaching and Learning via Transition Plan meetings and reports.

Processes

Assessment– Research effective assessment practices for adolescent students with Emotional and/or behavioural difficulties. Embed and evaluate these practices.

Inquiry Based Learning– Research Problem, Project and Inquiry Based learning theories and frameworks. All staff Identify, implement and evaluate Inquiry based learning options for our students.

Evaluation Plan

Assessment–

By 2020 IEPs include activities *with considered assessment plans* including these four key elements: Learning intentions, measure of prior knowledge, measure of engagement, measure of understanding.

Students report via survey, increased understating of what they are meant to learn and increased ability to identify their progress as a result of our *considered assessment practices*.

IBL–

Supervision of staff shows–

All Staff and Students experience using IBL. All Teachers successfully match IBL tasks to student interests.

Assessment and IBL–

All staff report via survey increased personal and student confidence in the use of Assessment and IBL

Practices and Products

Practices

Teachers use units of work with considered assessment plans embedded.

Students identify their learning progress on units of work.

Teachers match inquiry based learning tasks to student interests.

Students experience IBL activities related to their interests.

Products

Increased Teacher competence in use of assessment tailored to suit our students.

Teachers have access to a bank of tailored exemplar resources with clearly articulated *considered assessment plans* suited to our students. This means each contains: Learning intention, Measure of prior knowledge, Measure of engagement, Measure of understanding.

Students report increased understating of what they are meant to learn and increased ability to identify their progress.

Increased staff and student confidence in engaging with IBL approaches.