

School plan 2015-2017

Caldera School 5573

Caldera School



School background 2015–2017

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 2014 and term 1 of 2015.


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 2014 and in 2015. All teaching staff participated in the development of this plan.

The focus areas agreed upon for 2015–2017 are:

- Digital Learning in the classroom.
- Wellbeing Framework for the school.
- Quality Teaching and Accreditation.
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School strategic directions 2015–2017



STRATEGIC DIRECTION 1

Digital Learning in the
Classroom

Purpose:

To ensure that all students have the skills and access to engaging and enriched personalised learning and support through the integration of Information Communication Technologies into their school experience.



STRATEGIC DIRECTION 2

Wellbeing Framework for
Caldera

Purpose:

The wellbeing of our students is a paramount priority for the school. Students develop best in schools where teaching and learning occur within a context of student wellbeing.

The wellbeing framework at Caldera will deliver quality professional learning, enhance the leadership capabilities of our staff and ensure the delivery of engaging, innovative and supportive learning experiences for our students.



STRATEGIC DIRECTION 3

Quality Teaching and
Accreditation

Purpose:

Caldera SSP is dedicated to the pursuit of excellence in its delivery of quality teaching across the curriculum.

We recognise our duty to offer the best pedagogy and support we can provide so that students attending Caldera have the opportunity to realise their potential.

Strategic Direction 1: Digital Learning in the Classroom

Purpose	People	Processes	Practices and Products
To ensure that all students have the skills and access to engaging and enriched personalised learning and support through the integration of Information Communication Technologies into their school experience.	<p>Students</p> <p>develop ICT skills that will result in increased engagement, accessibility to the digital world and learning achievements.</p> <p>Staff</p> <p>demonstrate confidence and competence in the use of digital technology and its relevant application in Personalised Learning and Support.</p> <p>Parents/Carers</p> <p>indicate satisfaction with the increased level of ICT in the Personalised Learning and Support provided to students.</p> <p>Community Partners</p> <p>partnerships will result in productive relationships delivering digital learning resources linked to Personalised Learning and Support.</p> <p>Leaders</p> <p>facilitate and support professional learning that enables teachers to collaborate and share best practices in integrating digital learning in the classroom.</p>	<p>Personalised and general learning provided to all staff, enabling them to collaborate and create digital learning resources relevant to the curriculum that can be delivered using cloud-based technologies</p> <p>Provide staff and students with the resources and competencies in order to access ICT based learning resources and utilise ICT skills to enhance engagement.</p> <p>Teachers will be provided with opportunities to increase their knowledge on ways to utilise appropriate ICT software designed to enhance literacy and numeracy outcomes.</p> <p>Evaluation Plan</p> <p>Staff and student surveys.</p> <p>Student Individual Education Plans</p>	<p>Practices</p> <p>Teachers incorporate a range of ICT based learning tools to increase student engagement and enrich student in Personalised Learning and Support.</p> <p>Teachers use ACER online testing to effectively analyse and program for student literacy and numeracy learning needs.</p> <p>Meetings are conducted with parents/carers to advise of increased integration of ICT as part of Personalised Learning and Support.</p> <p>Products</p> <p>Through the school's cloud-based technologies, staff are able to create and access a range of digital resources across the curriculum that can be integrated into programs to enrich learning experiences.</p> <p>Student literacy and numeracy learning needs accurately identified using ACER online assessments. Students are provided with meaningful Personalised Learning and Support that incorporate ICT based learning activities.</p> <p>All staff and students have access to laptops and ICT based learning activities.</p> <p>All staff and students are competent at using ICT skills to access and present learning across a range of KLAs.</p>
Improvement Measures			
By 2017 surveys indicate staff have the necessary skills to deliver the curriculum using a variety of digital learning resources and software.			
By 2017, ACER online pre and post testing to be conducted to measure improvements in literacy and numeracy.			
By 2017 surveys indicate students have the necessary skills and access to participate in ICT based learning tasks. Surveys also indicate an increase in student engagement as a result.			
Student IEPs contain an increase in the amount of ICT related learning tasks.			
Leaders provide staff and students greater access to hardware and software required to deliver ICT related curriculum resources.			

Strategic Direction 2: Wellbeing Framework for Caldera

Purpose	People	Processes	Practices and Products
<p>The wellbeing of our students is a paramount priority for the school. Students develop best in schools where teaching and learning occur within a context of student wellbeing.</p> <p>The wellbeing framework at Caldera will deliver quality professional learning, enhance the leadership capabilities of our staff and ensure the delivery of engaging, innovative and supportive learning experiences for our students.</p>	<p>Students</p> <p>feel heard in the development of personalised learning and support within their transition and management plans.</p> <p>Staff</p> <p>demonstrate confidence and competence in understanding and implementing the schools collaborative philosophical approach across all support programs.</p> <p>Parents/Carers</p> <p>are satisfied with their level of collaboration in the development of personalised learning and support within individual transition and management plans.</p> <p>Community Partners</p> <p>are happy to work with the school in referring and supporting students to our programs at Tweed Heads and Lismore Base Hospital. Correspondingly, Students' are successfully linked to community services, extracurricular activities and employment related activities.</p> <p>Leaders</p> <p>have an expectation that staff will adopt the philosophical approach of the school. Students and carers will be collaboratively consulted in forming PLS plans and Students will be engaged within the school as well as in extracurricular activities.</p>	<p>To collect and analyse student data related to wellbeing including attendance, health/mental health, behaviour/suspensions, community engagement, academic progress and achievements.</p> <p>To analyse and review school-based systems of wellbeing including behaviour management system, attendance procedures, students' management/self-control plans and WHS risk assessments/intake, crisis and suicide management plans.</p> <p>To provide families and students a voice in consulting and developing personalised learning and support as part of individual transition and management plans.</p> <p>Evaluation Plan</p> <p>Student surveys</p> <p>Parent surveys</p> <p>Staff surveys</p>	<p>Practices</p> <p>The school wellbeing framework will strongly reflect a collaborative philosophical approach and provide for an active student voice.</p> <p>Staff work towards creating a collaborative philosophical approach for working with and managing our students.</p> <p>Teaching staff act as student case managers in developing personalised learning and support and community access.</p> <p>Products</p> <p>The school has in place a comprehensive and inclusive framework and systems to support total student well-being.</p> <p>Increased student engagement and attendance directly linked to the individual personalised learning and support offered through the school wellbeing framework.</p> <p>All families are engaged in the collaboration and consultation of students personalised learning and support.</p>
Improvement Measures			
By 2017– all staff will monitor and feedback unexplained absence data to students as well as Carers/ HSLO as relevant in order to reduce individual rates of unexplained absence.			
Between 2016–17 surveys will indicate staff, students and their family's satisfaction with the schools approach to supporting student wellbeing.			
By term 2 2016 all staff self-report increased cultural intelligence and improved curriculum options for all students with regards to Aboriginal history and culture.			
2015, 16 and 17 begin with all teaching and SLSO staff reporting confidence in understanding of our schools philosophy.			

Strategic Direction 3: Quality Teaching and Accreditation

Purpose

Caldera SSP is dedicated to the pursuit of excellence in its delivery of quality teaching across the curriculum.

We recognise our duty to offer the best pedagogy and support we can provide so that students attending Caldera have the opportunity to realise their potential.

Improvement Measures

By 2017 all teachers are enrolled and engaged in seeking to maintain their accreditation through BOSTES.

By 2017, teaching staff have participated in professional development induction on Performance Development Planning, The Australian Professional Standards for Teachers and the maintenance of BOSTES accreditation.

By 2017, teachers are able to use the Numeracy Framework and Literacy Continuum as a guide to map student progress and plan and program teaching and learning.

People

Staff

will recognise the Australian Professional Standards for Teachers and implement them through their practice.

Students

trust in the capacity of staff to deliver on the Australian Professional Standards for teachers and the Quality Teaching Framework of the school.

Parents/Carers

are satisfied with the learning and support offered by the school.

Leaders

have the capacity to facilitate and administer professional learning and constructive feedback as part of the Quality Teaching Framework of the school.

Processes

Opportunities are created for all staff to develop professionally, through the delivery of in-school professional development and through targeted registered learning opportunities that have been approved by BOSTES.

A collaborative review of school teaching and learning processes will be undertaken to determine focus areas for improvement and development.

As part of their practice, teachers will provide evidence, demonstrating use of the Literacy Continuum and Numeracy Framework to map progress and plan learning activities

Evaluation Plan

Practices and Products

Practices

All teachers develop a Performance Development Plan that is tied directly to the Australian Professional Standards for Teachers.

Teachers develop teaching and learning that is based on the Numeracy Framework.

Teachers maintain their BOSTES accreditation through the professional development they have received.

Products

Teachers are able to demonstrate their knowledge and understanding of professional standards and curriculum requirements through practice, evidence and supportive supervision.

Teachers' accreditation is maintained through their professional development plan and through professional development provided by the school and external providers.

Teachers are able to use the Numeracy framework to guide their teaching and learning practice.