

School plan 2018-2020

Woodberry Learning Centre 5764



School background 2018–2020

School vision statement

Our vision statement is “Sense of self, Sense of direction” as our students tend to arrive at WLC with a negative, fragile sense of self and no real sense of direction for their lives. It is our job to create a caring, safe learning environment where we believe in our students and what they can achieve, until they believe in themselves. Our students do not care what we know until they know we care and we put in a huge amount of time and energy building trust and positive relationships with each student so that we can have influence to help them learn new skills and make better choices about their learning and behaviour.

School context

Woodberry Learning Centre (WLC) is a DEC NSW designated Behaviour School. It was established in 2007 and is located at Woodberry, near Maitland in the Hunter Valley. We take a maximum of 21 students at any one time who participate in approximately a 40 week program.

The students range in age from 10 – 13 years and have been referred by their homeschool after consultation with their parent/carer(s). At WLC we use a positive internal control psychology – Choice Theory – as the behaviourist practices in their home schools have not worked in helping these students to learn socially acceptable and more appropriate ways of behaving. We, at WLC, believe that you cannot mandate values and change – that both of these require an environment of choice and the evaluation that what we are doing, isn't working. None of us changes unless we perceive a need to change and then we need the skills and strategies to use, to bring about what we want through that change. Our students have very limited knowledge and skills to use in order to change their behavioural patterns. Our students mostly come from low socio-economic backgrounds. We only have our students for a limited time and so need to use our time, and limited resources wisely. Our students have deeply ingrained “failure identities” as they have not had a successful time during their schooling. We provide our students with opportunities to have success and to see that they are NOT their behaviours, but worthy individuals deserving help to make their lives better and to realize that although they are products of their pasts, they can be designers of their futures as their futures are spotless. We work with our students' home schools with regular weekly contact to plan and assist a successful transition for each student back to their home school or another specialist setting, at the end of the program.

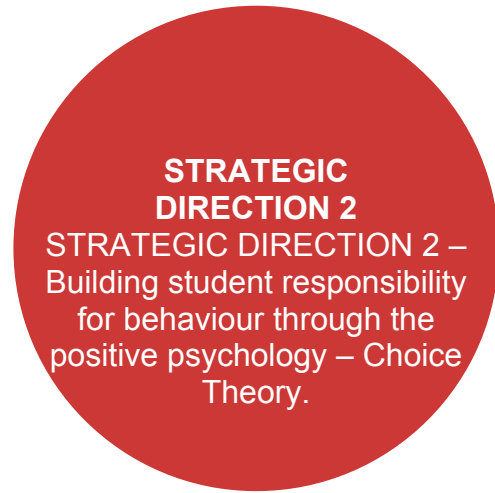
School planning process

The school planning process for this cycle involved assistance from Principal School Leadership and attendance at various workshops. As usual key stakeholders were consulted including school staff, students, parents, AECG and the ‘Gateway’ community of schools.

Changes to the current school plan are based on the evaluation of the previous school plan and current self-assessment data.

Current DEC reforms which were also considered during the shaping of this plan include LSLD, ESES, Literacy/Numeracy, Great Teaching Inspired Learning, the recent Ombudsman's Report on Behaviour Management in Schools and the Melbourne Declaration.

School strategic directions 2018–2020



Purpose:

To create a stimulating and engaging learning environment underpinned by quality teaching practices with a differentiated curriculum that students find relevant and motivating to improve learning outcomes.

Purpose:

To help our students to accept responsibility for their actions through the teaching of Choice Theory and to enable them through new knowledge, skills and strategies to become valued, functional and included members of society.

Strategic Direction 1: STRATEGIC DIRECTION 1 – Increasing student motivation, re–engagement and learning.

Purpose

To create a stimulating and engaging learning environment underpinned by quality teaching practices with a differentiated curriculum that students find relevant and motivating to improve learning outcomes.

Improvement Measures

1: Sustained student attendance where approximately 73% of students have an 80 – 100% daily attendance rate.

2: Quality professional learning aligned to school learning goals; system requirements; and professional career aspirations.

3: At least 80% of students demonstrating expected growth over the program across DEC literacy and numeracy progressions relevant to expected timeframes.

4: Progress notes show improved and sustained engagement in tasks.

People

Students

Students: Be taught self–evaluation skills utilizing literacy and numeracy progressions with a focus on thinking skills.

Staff

Staff: Professional Training in Project Based Learning, continued expertise in using the Focus on Reading program, professional learning on the new literacy and numeracy progressions and quality teaching rounds.

Parents/Carers

Parents/Carers: Parents/Carers, as educational partners in the learning process, will have the opportunity to develop their knowledge, skills and understanding to support their child's learning through participation in classroom/school information sharing and relationships or parenting programs.

Leaders

Leaders: Current and aspirant school leaders will be given opportunities to develop their lead capabilities. A coordinated approach to literacy and numeracy based on high and explicit expectations with ongoing evidence will be adopted. Professional learning opportunities with staff that are aligned with school priorities, individual learning plans, effective performance and development plans and DEC accountabilities will be identified and implemented.

Processes

1: *Research Informed Pedagogy for Student Engagement*

Staff decided to trial Project Based Learning to increase student motivation and engagement. Two staff members will receive PL in Project Based Learning and will provide opportunities for students to participate in a variety of social and academic activities which promote motivation, engagement and learning.

2: *Improved Student Health and Wellbeing*

A Healthy Lifestyle program was designed to include daily physical activities, weekly out–of–school physical activities and a breakfast program. The Electives program continues to teach our students new skills that are relevant, engaging and for life. These programs will benefit all students physically, mentally and socially.

3: *Effective Pedagogy*

Teachers demonstrate best practice in the teaching of literacy and numeracy; managing behaviour; assessing and reporting to parents/carers and use web–based technologies to enable continual development and improvement, a collaborative and shared purpose and enhanced student outcomes.

To provide opportunities for and participation in professional learning across the Gateway Community of Schools (GLC).

Evaluation Plan

Evaluation plan:

Practices and Products

Practices

Each teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

All staff utilize feedback to improve their teaching, learning and management practices.

The school, promotes and maintains an environment reflective of its positive beliefs and high expectations for all WLC students.

Staff continually assists students and each other to self–evaluate and to negotiate socially acceptable ways of getting what we want.

Staff embraces physical activity and models to the students, fair play and how to be a good sport.

Staff believes in continuous improvement through self–evaluation and co–evaluation with peers.

Products

80 –90% of children attending WLC more regularly than previous schools.

Students have higher levels of Literacy and Numeracy on exiting WLC, as measured by internal school data.

80% of students more engaged and motivated in their learning as evidenced through collected data.

100% of Teaching/Learning programs are

Strategic Direction 1: STRATEGIC DIRECTION 1 – Increasing student motivation, re–engagement and learning.

Processes

- Staff evaluating themselves on the School Excellence Framework rubric.
- Reflection and reporting on the impact of planned activities identified in milestones
- Analysis of suspension, behavioural, and attendance data and progress notes.
- Staff benchmarking of student entry level in Literacy and Numeracy.
- Self–assessment by students on learning progressions to reflect on their academic progress.
- Survey students to ascertain any changes in attitude to learning, school and future.

Practices and Products

data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Strategic Direction 2: STRATEGIC DIRECTION 2 – Building student responsibility for behaviour through the positive psychology – Choice Theory.

Purpose

To help our students to accept responsibility for their actions through the teaching of Choice Theory and to enable them through new knowledge, skills and strategies to become valued, functional and included members of society.

Improvement Measures

1: Sustained student enrolment and attendance rates (70 – 80%) in their home school or another educational setting 12 months after exiting WLC –currently approximately 80%.

2: Sustained achievement of, or movement towards achievement of, behavioural targets demonstrated in Behaviour Data.

3: Improvement in students' social skills demonstrated through parent and student survey; video recording of students showing positive social skills and observed behaviour in various settings.

4: Continued excellent evaluations on MyPL of quality professional learning based on Choice Theory, as a result of wide and on-going provision of teaching and learning opportunities within and beyond local schools.

People

Students

Explicitly teach students Choice Theory and its strategies so they have a useful understanding of why we behave the way we do and are able to make better choices that lead to much better academic and social outcomes.

Teach students appropriate, acceptable and necessary social skills in an as authentic context as possible so they can see the positive benefits of behaving more appropriately.

Staff

All staff adhere to the WLC beliefs in Internal Control Psychology and Non-Coercive Practices. New staff begin training in CT/RT/LM and all staff undertake further practice in questioning and understanding of the concepts.

Engage teachers to find new solutions, by challenging their assumptions about their practice through deep, purposeful and aligned professional learning, in order to improve their knowledge, skills and understandings in the delivery of quality student outcomes.

Leaders

Continue to promote an alignment of policies and best practices that are research driven, which describe, develop and evaluate teacher, school leader and school capacity.

Parents/Carers

Build a shared purpose with school staff, to

Processes

1. Better student self management through teaching responsibility.

The teaching of Choice Theory to students underpins the success of the program at WLC. Students learn that all behaviour is purposeful and is an attempt to meet their basic needs and that the only person they can really control is themselves.

2. Better relationships through the teaching of empathy, tolerance and functional social skills.

Teaching social skills is not difficult in itself but generalization of skills taught, is. This will now occur not only at school at every opportunity but also in real life, real time situations such as in the public arena.

3. Upskilling experienced and new DEC staff in managing challenging behaviours.

Continue to run this training for 8 weeks twice per year and to invite Principals and Executive staff from participating schools to model life-long learning by attending WLC Behaviour Management Training with their staff member(s).

To offer observation days at WLC for interested staff and Basic Intensive Training in Choice Theory/Reality Therapy/Lead Management (CT/RT/LM) for staff of other schools via MyPL.

and

Aligning Values with Behaviours

Our students need to constantly see other more effective and appropriate ways of

Practices and Products

Practices

Staff model socially appropriate behaviour at all times and utilize feedback from students, parent/carers and colleagues

Decisions, based on what we want to achieve with our students in the long term and not the short term, are set and regularly communicated through effective two way communication avenues with home school and parents/carers.

70 – 80% of students understand and can explain the concepts of CT/RT; can self-evaluate and know they can choose to make better behavioural choices and are far more able to accept responsibility for the choices they make.

Students show improved social skills by behaving and speaking more appropriately in a variety of settings.

Products

70–80% of student's behaviour data demonstrates effective behavioural intervention strategies through achievement of, or significant movement towards achievement of, behavioural targets.

70 – 80% of students who have left WLC are still enrolled in, and attending, their mainstream school or other educational setting successfully. Feedback from these settings indicate a huge improvement in behaviour.

Strong evidence given at the External Validation from students, staff, parents and colleagues indicates the success of

Strategic Direction 2: STRATEGIC DIRECTION 2 – Building student responsibility for behaviour through the positive psychology – Choice Theory.

People

assist students to meet identified learning, engagement and wellbeing needs for immediate and long term goals/outcomes.

Community Partners

Establish proactive learning alliances within the Gateway Community of Schools (GLC) and networks of schools.

Processes

behaving and communicating. It falls to the staff on a daily basis to ensure they are behaving and communicating in ways we would like the students to learn.

Evaluation Plan

Daily monitoring and recording of student behaviour data in order to analyse student progress and program effectiveness.

- Students complete an assessment of their understanding of CT/RT.
- Parents answer a survey on their perceived level of their child's social skills
- Videoing students demonstrating appropriate social skills and values.
- Observations of real life, real time situations in which students demonstrate appropriate social skills.
- Track students 12 months after they exit WLC to mainstream or other educational settings to see how they are faring.
- Six month follow up of teachers after participating in WLC behaviour training to see if they are still successfully using the knowledge and skills taught.
- PLASST and SWAN assessments indicate social and behavioural improvements.

Practices and Products

behaviour intervention, based on Choice Theory, which has resulted in successful outcomes for students both at WLC and their home schools.