School plan 2015 – 2017

Carene School

- Developing a systematic framework of assessment, curriculum planning and delivery.
- Enhancing skills and practices to build stronger and deeper relationships with families and community.
- Promoting an extensive range of teaching practices to challenge and stimulate student engagement of personalised learning.
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carenne School maintains high expectations to provide quality education. Our personalised learning is supported by partnerships with families and community. We challenge and stimulate student learning to fulfil capabilities towards independence.</td>
<td>Carenne School is a School for Specific Purposes in Bathurst catering for 104 students with moderate to severe intellectual disabilities and other special learning needs with students from 4 - 18 years. In 2014 the management of the Macquarie Tutorial Centre, which provides support for up to 14 students with behavioural difficulties on a short term basis, was amalgamated with Carenne School. Carenne school motto is “Quality Education Towards Independence”. This is exemplified by the strong focus on technology, student welfare and individualised education programs. We incorporate programs such as Stepping Stones, Post School Transitions, EnhanceABILITY, Riding for the Disabled and Stephanie Alexander Kitchen Garden amongst others. The school has a very strong sense of community with parents and carers playing a vital role in the shaping of their children’s education, with a focus on individual student needs. Ongoing and regular communication with families is fundamental for our school community. We continue to embed the philosophy of Positive Behaviour for Learning (PBL) to match the needs of our school community focusing on our three core expectations of Be Safe, Be Respectful and Be a Learner. Our students feel valued, safe and secure in the caring, learning environment of Carenne School.</td>
<td>Currently all staff including teaching, support and administrative staff have been involved in the development of our school vision, strategic directions and improvement measures. All staff participated in 2 afternoon sessions where the school vision statement and strategic directions were formulated after close examination and discussion of the Melbourne Declaration on Educational goals for Young Australians. Following this session stage groups then brainstormed the development of the 5P planning page for each strategic direction. The school planning team have been consulting with parents/caregivers through Individual Education Plan meetings as well as with the Carenne School P&amp;C, and community members including consulting therapists that regularly work with students, the families and staff, and also with the local AECG.</td>
</tr>
</tbody>
</table>

Carenne School 5610
Page 2
Planning template – V2.0 [11/11/14]
**Purpose:** Having a sophisticated understanding of student performance data will enable us to plan and develop high quality education programs. This systematic approach to curriculum planning and delivery will allow us to clearly monitor student continuity of learning over many years.

**STRATEGIC DIRECTION 1**
Developing a systematic framework of assessment, curriculum planning and delivery.

**STRATEGIC DIRECTION 2**
Promoting an extensive range of teaching practices to challenge and stimulate student engagement of personalised learning.

**STRATEGIC DIRECTION 3**
Enhancing skills and practices to build stronger and deeper relationships with families and community.

**Purpose:** Quality teaching and effective professional practice ensure engaged learners are given opportunities to connect, succeed and thrive, that are relevant to their stages and learning development.

**Purpose:** As a centre of expertise, Carenne School will support our community of network schools. Excellent communication with families and communities enables us to promote and generate learning and innovation for all students to maximise independence, and support to families.
Strategic Direction 1: Developing a systematic framework of assessment, curriculum planning and delivery.

**Purpose**
Having a sophisticated understanding of student performance data will enable us to plan and develop high quality education programs. This systematic approach to curriculum planning and delivery will allow us to clearly monitor their continuity of learning over many years.

**People**
Staff:
Staff will develop a deep understanding of the teaching cycle in order to make us better educators.

Parents/carers:
Through ongoing parent learning forums and information sessions, parents are able to become active participants in Carenne’s systematic approach to curriculum planning and delivery.

Community Partners:
Community partners will engage with the school and support its learning objectives.

Leaders:
Through the development of coaching skills, executive staff will lead progress, advancement and change.

**Processes**
Professional learning for staff to gain a better understanding of measuring student progress, assessment tools, coaching and collaborative working.

Staff will develop whole school scope and sequence through collaboration with other SSPs to assist in developing appropriate units of work.

By working closely with Bathurst Alliance schools, teachers will network and share ideas and programs across KLAS.

**Products and Practices**

**Products**
Develop individual student continua to measure student progress in all areas of their development.

All programs include an ongoing register indicating changes, accommodations and adjustments and any variations to the program along with student progress towards outcomes.

A whole school scope and sequence, assessment data and priorities from IEP meetings, are available to teachers to develop a classroom teaching program for the attainment of desired individual student outcomes.

**Improvement Measures**
Develop individual student continua to measure student progress in all areas of their development.

All programs include an ongoing register indicating changes, accommodations and adjustments and any variations to the program along with student progress towards outcomes.

**Practices**
Staff will demonstrate an ongoing commitment to student assessment and their understanding of their students, their abilities, strengths and limitations.

Staff will foster high expectations of all student learning.

Students will be confident, active participants in their learning to enhance success and positive self-esteem.
Strategic Direction 2: Promoting an extensive range of teaching practices to challenge and stimulate student engagement of personalised learning.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| Quality teaching and effective professional practice ensure engaged learners are given opportunities to connect, succeed and thrive that are relevant to their stages and learning development. | Students: Students will be engaged with teaching and learning programs that are meaningful, relevant and successful. Staff: Staff will be engaged with professional learning that is purposeful and specific to teaching students with special needs. Parent/carers: Parents and staff will work together to increase parent understanding of the educational programs we offer to their children. Community Partners: Community partners will gain a better understanding of the capabilities of our students, the educational programs that are offered and their role in supporting our students. | Professional learning for staff to extend their knowledge and understanding of integrated units of work and how to develop them. Professional learning and/or time for staff to gain expertise in evidence-based teaching practices. Peer coaching to extend knowledge of evidence-based teaching practices and innovative delivery mechanisms. | Products
A 3 year cycle of Integrated units of work across all stages and KLAs is implemented. All staff develop integrated units of work for their stage groups to share across the school. All staff use evidence-based teaching practices and innovative delivery mechanisms to stimulate student engagement. Practices
Through peer coaching, staff take responsibility for changes in practice required to achieve improved student engagement. Teachers will work beyond their classroom to contribute to broader school programs. Teachers use student performance data to evaluate the effectiveness of their own teaching practices. Through planned conferencing teachers collaborate within and across stage groups to ensure consistency of curriculum delivery, including strategies to stimulate student engagement. |

Improvement Measures
A 3 year cycle of Integrated units of work across all stages and KLAs is implemented. All staff develop integrated units of work for their stage groups to share across the school.
## Strategic Direction 3: Enhancing skills and practices to build stronger and deeper relationships with families and community.

### Purpose

As a Centre of Expertise, Carenne School will support our community of Network schools.

Excellent communication with families and communities enables us to promote and generate learning and innovation for all students to maximise their independence and support to families.

### Improvement Measures

Carenne School is seen as a Centre of Expertise in the areas of student communication and transition to and from school.

The school leadership team uses contextual decision-making and planning to develop a school communication and promotional strategy to enrich our school’s standing in the local community.

### People

| Students: | Students will develop skills to be confident and active citizens. |
| Staff: | Staff will build upon partnerships within the community to foster our positive identity and the abilities of our students. |
| Parent/carers: | Parents will value their children becoming active and engaged members of the community. |
| Community Partners: | Community partners will support and advocate for the inclusion of our students and their families within the wider community. |

### Processes

| Further develop and promote our Communication Project, and Transition Project with local schools, agencies, parents and communities as well as other SSPs. |
| Develop a communication strategy that covers all areas of the school and community. |
| Develop school-wide and inter-school relationships, to provide mentoring and coaching support for the ongoing professional development of our community. |

### Products and Practices

| Products |
| Carenne School is seen as a Centre of Expertise in the areas of student communication, and transition to and from school. |

The school leadership team uses contextual decision-making and planning to develop a school communication and promotion strategy to enrich our school’s standing in the local community.

The school fosters active partnerships with external agencies and the community and works collaboratively to ensure continuity of learning for students.

| Practices |
| A school-wide culture of high expectations supports students’ development of strong identities as learners who are self-aware, build positive relationships and actively contribute to the school and community. |

Carenne is recognised as exceptional and responsive as a result of our effective engagement with the local community, parents, families and partners.

The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school’s standing within the local community and improving student outcomes. |