School plan 2015 – 2017

Anson Street School 5625

EXCEPTIONAL OPPORTUNITIES

QUALITY TEACHING AND LEADERSHIP

ENGAGING WITH THE COMMUNITY
### School vision statement

Anson Street School, a school for Specific Purposes, values student diversity and individual learning styles.

Our school aims to provide opportunities for all students with our motto 'independence through learning'.

Positive Behaviour for Learning and Student Welfare

Providing opportunities for all students

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### School context

Anson Street School caters for students who are diagnosed with additional needs, such as students on the Autism Spectrum, students with moderate and severe disabilities, students with moderate or severe physical disabilities, students who have mental health disabilities. Students access the specialised support of our school through an Access Request and school counsellor Disability Confirmation.

Our school is located in Orange we have strong ties to the local community through supporting our programs, and the students accessing various activities in the local area.

Our school’s initiatives include a Tutorial Program and a Return to School Program located across from the main site. These programs are access through a Placement Panel for students in years 5-10.

Current enrolment trends indicate an increase in the number of students identified as in the care of the minister – currently at approx. 22%. Our Aboriginal Enrolment statistics are 6.8%.

A merging trend in students attending with high support physical and health care needs has been identified and this will increase over the next few years - enrolment enquiries and current transition plans are being made for these students.

Alternative and adaptive programs are designed and reviewed to help assist all students at our school. This includes the way the curriculum is taught to make a meaningful curriculum and life and living skill are taught practicality.

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### School planning process

Our school community is made up of our school staff, including administration and support staff as well as our parents and carers.

All school community members were given opportunities to have input into what is working well at our school and what we need to look at to improve or do better in the future.

All Parents and carers were given the opportunity to comment on priority areas and future planning ideas during the start of Term 4 2014. Of the responses received, families listed down (in order of Very High Priority) Speech Therapy; Literacy, Numeracy and Communication; Physical Development Health; Art on Anson (collection of art works the students as whole classes work on throughout the year), Music Therapy and Physiotherapy; and Aboriginal Education. A handful of Parents and Carers listed down they were 'Not Sure' about the current programs: Aboriginal Education, Physiotherapy and Speech Therapy.

Many staff listed down a variety of things which we do well including our community art show, swimming lessons, Positive Behaviour for Learning, meetings with carers and Individualised Learning Plans. Things which the staff identified we could work on were overview of current curriculum programs, quality activities for students with high support needs, inviting community into the school more during planned activities. We have a good history and culture and this, alongside the suggestions for continued programs and areas of improvement, form the basis of our three directions: Exceptional Opportunities – for all students; Quality Teaching and Leadership – for whole staff to ensure capacity and capability to support our students and; Engaging with the Community – for an increase in frequency and quality, positive interactions.
Purpose:
The purpose of Exceptional Opportunities is to ensure that all students learning is maximised through the differentiated curriculum and engaging programs.

We believe that our purpose is to create exceptional opportunities to support individual independence in all students.

The Strategic Direction will ensure that curriculum needs of students are met through a range of strategies including living and life skills.

Purpose:
The purpose of Quality Teaching and Leadership is to ensure that students are provided with exceptional, trained teachers who support student learning and engagement.

We believe that quality teaching is invaluable in ensuring that students receive quality learning experiences aimed at their individual strengths.

Quality leadership is an important structure for the school to ensure that policies and procedures are followed and that high expectations for all staff are implemented.

The Strategic Direction will ensure that all students are supported by quality teaching and opportunities of all staff, and staff are supported through quality leadership.

Purpose:
The purpose of Engaging with the Community is to ensure that students are supported as a whole person.

Community plays an important role to ensure that students are aware of people and services who can assist them now and in the future.

Engaging community members and groups to be involved with the school enables transfer of knowledge and an agreed understanding of support for our students.

The Strategic Direction will ensure that the community are aware of and have a say in the programs that we provide and help assist with future ideas.
### Strategic Direction 1: EXCEPTIONAL OPPORTUNITIES

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

The purpose of Exceptional Opportunities is to ensure that all students’ learning is maximised through the differentiated curriculum and engaging programs.

We believe that our purpose is to create exceptional opportunities to support individual independence in all students.

#### People

**How do we develop the capabilities of our people to bring about transformation?**

- **Students:** will be provided with high quality engaging lessons, based on individual needs. Ensuring exceptional opportunities provides students the skills to be as independent as they can.
- **Staff:** provide opportunities for high quality Personal Development and Learning to cater for a variety of student needs. Staff will also deliver PL information sessions to other staff on their current knowledge of policies and procedures and general expertise of subject areas, and this will be shared through stage and staff meetings.

#### Processes

**How do we do it and how will we know?**

- Build a supportive learning environment that provides various opportunities for all students through Kinder to Year 12.
- Strengthen staff capacity through high quality professional development opportunities.
- Acknowledge and provide opportunities for families to be involved in student planning and programs for their child.

#### Products and Practices

**What is achieved and how do we measure?**

- Every student is engaged in learning through various meaningful programs and opportunities to cater for their needs.
- Staff are highly trained and up-skilled through professional learning which will ensure that content rich programs are delivered to help assist students with learning opportunities.

**Product**

- School focus is on student abilities and capabilities for independent living skills throughout the year. This includes differentiated curriculum to cater for the curious needs of students at our school. Students are more engaged and learning to their full potential.

**Evaluation Plan**

Exceptional Opportunities will be monitored through ongoing discussion both formal and informal, with staff and families. Provision of various programs and activities will be monitored and reviewed by all staff through Individual Education and Transition Plans for our senior students. Programs and the engagement of students will be formally reviewed at the end of each year with input from the school and the wider school community.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- Students are exposed to a variety of teaching and learning opportunities, which are consistently meaningful to their needs.
- Staff discuss with families the differentiated programs to cater for lifelong learning and families have input into the opportunities provided for their child.
- Staff are engaged in professional learning activities to ensure that programs are created to optimise success for all students.

#### Improvement Measures

- All students engaged in appropriate programs for their individual needs showing increased participation in programs and learning opportunities. An increase in positive behaviours will be shown through engagement.
Strategic Direction 2: QUALITY TEACHING AND LEADERSHIP

**Purpose**

Why do we need this particular strategic direction and why is it important?

The purpose of Quality Teaching and Leadership is to ensure that students are provided with exceptional, trained teachers who support student learning and engagement.

Quality leadership is an important structure for the school to ensure that policies and procedures are followed and that high expectations for all staff are implemented.

The Strategic Direction will ensure that all students are supported by quality teaching and opportunities of all staff who are supported through quality leadership.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:** Students are encouraged to make relevant connections with subjects through engaging in high-quality learning programs. Building capacity on thinking deeply and critically about information.

**Staff:** develop a highly skilled cohort of staff through professional learning and modelling of teaching. Program implementation and development through meetings and sharing ideas and resources. Full staff enrolment by 2017 with teaching standards.

**Parents/Carers: capacity and family expectations of students discussed through the planning meetings.**

**Evaluation Plan**

Quality Teaching and Leadership will be reviewed ongoing through formal and informal discussions with Executive staff in regards to program content, teacher capacity, professional learning opportunities with a focus on developing staff strengths and their capacity to help support other peers.

**Processes**

How do we do it and how will we know?

- Creating a performance and development plan for each teacher to ensure that staff strengths and knowledge for improvement are catered for.
- Creating a professional learning plan for all other staff to ensure that all staff are able to support all students.
- Professional Learning experiences shared through stage and staff meetings.
- Supporting other schools through behaviour programs attached to our school. This includes help with teaching practices or behaviour management strategies that work with specific students.

**Products and Practices**

What is achieved and how do we measure?

- Each staff member is involved in professional learning to their capabilities and interests to support students.
- High quality programming and opportunities are planned, implemented and reviewed by staff to ensure consistent and excellence in content.
- Leaders are supportive of all staff and ensure that positive relationships and high expectations are met through dialogue and interactions.

**Product:**

- A highly skilled staff where focus is on student achievement and quality of meaningful content.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:**

- Staff and Executive Staff are engaged in purposeful development opportunities for the benefit of the students.
- Staff and Executive staff work together as cohorts and in various teams to support professional dialogue to help support students through high quality and engaging activities.
### Strategic Direction 3: ENGAGING WITH THE COMMUNITY

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

Engaging community members and groups to be involved with the school ensures that our school is an effective school which improves parent engagement and community perceptions.

The Strategic Direction is positive and planned to ensure that the community are aware of programs that we provide to help support our students.

#### Improvement Measures

- A positive representation of the school and the school community to help support all students and families.
- More opportunities for community members to be involved in various activities of the school.

#### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** develop student skills in addressing community members and volunteers through group and class lessons. School representatives are encouraged and supported by staff and executive staff when on duties.

**Staff:** engage positively with all community members and promote the school in a way which is warm and inviting. Staff invite families and the wider communities to various events which promote student learning and their capabilities.

**Parents/Carers:** encouragement on the knowledge that families have of the school to ensure that continued positive perceptions are confirmed.

**Community Partners:** awareness of programs and opportunities for students through media and current community partnerships.

**Leaders:** Ensuring that all communication is positive, including school newsletter and social media. Monitoring of staff for high expectations of interactions with families and community.

#### Processes

**How do we do it and how will we know?**

- Maintaining a positive atmosphere that is welcoming and inviting to all visitors and community members.
- Staff at courses and in the community speaking positively of the school and how we are supporting students.
- Positive feedback from families and community members and attendance at events that they are invited to.

#### Products and Practices

**What is achieved and how do we measure?**

- All school staff consistently promoting positive messages about the school to the school community.
- Collaboration and consultation with community remains engaging and meaningful.

**Product:**

- The community becomes more involved with the school attending events such as Art on Anson and our school production performance.
- Positive news and social media spread throughout the community.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- Newsletter and social media site updated each week detailing positive stories of student achievement, staff training and special events.
- Staff consistency and enthusiasm working with families in a positive, collaborative way in a supportive environment.

**Evaluation Plan**

Effective engagement of the community will be evaluated as a continual process. This will be measured through newsletter and social media replies, responses to and participation in events scheduled, community members speaking to staff about programs and involvement in various aspects of the school.