**Holman Place School 5736**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Holman Place School strives for excellence and equity in the provision of educational programs for students with disabilities.  Our mission is to provide students with special needs a safe and nurturing environment in which to learn. As a school, we will promote respect and encourage students to be responsible community members.  We will motivate students to learn through differentiated and engaging teaching programs that celebrate student successes, build their self-esteem and prepare them for a dignified life post school as participating members of society. |  | Holman Place School is a School for Specific Purpose located in a rural area of Central West NSW. Students come from both the township of Cowra and small surrounding communities. Holman Place caters for students from K- 6 with moderate to severe intellectual disabilities, autism and mental health diagnosis.  The school was first established as Lachvale Special School in 1970 under the Challenge Foundation. In 1991 DEC assumed responsibility and the school was renamed Holman Place School. The school currently has 30 students enrolled in 5 classes. Aboriginal students comprise 19% of the student population.  All students have tailored Individual Learning Plans aimed to provide them with a variety of activities and experiences to promote their development.  Holman Place School maintains and fosters excellence through academic, social and behaviour programs. Students are encouraged to “Soar Alone” in all areas of their schooling to aide them in achieving their personal best.  The school has a very strong sense of community with a belief that our students have the right to take their place in society now and in the future.  The school has an active P&C and parental and community involvement in all areas of school life is encouraged. The school actively participates in and performs at community events each year. |  | In 2014, executive staff attended initial training sessions on the new planning process. A comprehensive process was then undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from parents.  This evidence was used at staff and P&C meetings to steer policies for the 2015- 2017 plan. This process included a review of the strengths, opportunities and areas for development across the school. As a result, three key strategic directions were identifies as a basis for a shared commitment to future developments across the school.  These are:  Develop successful and responsible learners, leaders and productive citizens.  Develop and expand the use of ICT across KLA’s to improve learning outcomes.  Fostering positive community partnerships. |
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| **Purpose:**  Holman Place School will work to improve student learning and outcomes in literacy and numeracy through the development of evidence based teaching strategies and Individual Education Plan (IEP) data collection and evaluation.  Students will have positive growth in literacy and numeracy as measured and tracked on school based data.  School based data will show each student achieving positive growth in their IEP’s.  Staff will work on professional plans which may include Team Building and Teacher Quality with a focus on individual needs, curriculum and life skills. |  | **Purpose:**  Holman Place School will work to improve student learning outcomes by incorporating ICT into all class programs with the aim to provide students with skills to take with them into the 21st century.  To integrate the use of ICT into teaching and learning practices to maximise student engagement and learning.  To provide staff with professional learning opportunities that promotes the use of ICT in the classroom. |  | **Purpose:**  Holman Place School will work to develop authentic partnerships with both the school and the local communities.  To ensure that the school community will have valuable input into decision making processes.  Strong community partnerships will help create more fluent transition into the wider post-school community. |

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| Strategic Direction 1: Develop successful, responsible learners, leaders and productive citizens. | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Holman Place School will work to improve student learning and outcomes across this curriculum and life skills programs identified in student’s Individual Learning Plan (ILP) through the development of evidence based teaching strategies and ILP data collection and evaluation.  Students will have positive growth in literacy and numeracy as measured and tracked on school based data.  Staff will work on professional plans which may include Team Building and Teacher Quality with a focus on individual needs, curriculum and life skills. |  | Students: Achievement of IEP’s will be improved through the development of engaging, differentiated teaching and learning programs to suit the needs of individuals.  Students will be involved in learning programs that are meaningful and engaging.  Staff: Professional Learning opportunities will be given to staff to develop differentiated individualised learning programs to meet the educational needs of students. Tracking of students on software such as PLAN.  Parents: Will work collaboratively within a team (including external agencies) to build each student’s IEP.  Learning will be offered to parents to support their child across environments.  Community Partners: Develop strong partnerships with outside agencies that may benefit planning for future skill developments.  Leaders: Develop structured support for leadership development to engage with student progress.  Leading improvement innovation and change. |  | Whole school approach to scope and sequencing, planning and assessing to reflect the syllabus and learning continuums. .  Build staff capacity to collaboratively plan and differentiate Individualised Education Plans, using data to measure growth.  Implement staff training in the National Curriculum Syllabus documents in order to implement the new curriculum as per BOS and DEC guidelines.  Current and aspiring leaders participate in network, and school based leadership activities. |  | Products: 90 % of students to achieve outcomes negotiated in IEP’s.  Practices: Teaching and learning across the school will be driven by assessment data and differentiated programs to meet the individual needs of students. This will be evident in classroom practice, programming and reporting.  All staff will have developed and accessed professional learning for Individualised Education Plans. |
| **Improvement Measures** |  |
| Individual student achievement will be measured through the development of evidence based teaching strategies and ILP data collection and evaluation.  Measure student success though data collection. |  |

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| Strategic Direction 2: Develop and expand the use of ICT across KLA’s to improve learning outcomes | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Holman Place School will work to improve student learning outcomes by incorporating ICT into all class programs with the aim to provide students with skills to take with them into the 21st century.  To integrate the use of ICT into teaching and learning practices to maximise student engagement and learning.  To provide staff with professional learning opportunities that promotes the use of ICT in the classroom. |  | Students: Will participate in differentiated, content rich teaching and learning programs that incorporate ICT to drive learning outcomes.  Staff: Through targeted professional learning staff will develop meaningful differentiated programs that incorporate ICT into their teaching and learning practices  Parents: The school will share with its parents the tools being used to drive and engage learning in the classroom. Parents will be able to work with the school in consolidating their child’s learning at home. Allow for parents to share in their child’s successes first hand.  Community Partners: Through newspaper and school newsletter articles and open days the school will inform the members of the community of student achievements related to ICT.  Leaders: Promote professional learning opportunities to all staff to improve ICT pedagogy.  Lead and support staff in sharing and collaborating knowledge and ideas of ICT in the classroom.  Foster a collegial staff that allows for sharing of information to improve learning outcomes. |  | Build staff capacity to develop differentiated, ICT content rich and meaningful teaching and learning programs to support individual learning needs of students.  Staff to participate in ICT targeted professional learning including the use of ACC’s such as MinSpeak.  Incorporate a shared approach to student learning using ICT with parents to consolidate student learning at home.  Recognise and share student achievements with the school and broader communities.  Facilitate systems and processes to allow for staff to work collegially in sharing ICT knowledge and ideas. |  | Products: Every staff member is engaged in professional learning to acquire new pedagogical and technological approaches to using ICT to create content rich learning programs.  Individual student goals clearly identified in IEP’s, achieved and tracked using systems such as PLAN software.  The school will acquire and update where needed new ICT devices, equipment and software to provide students with technology-rich learning environments.  Practices: Staff will demonstrate an ongoing commitment to maximising student learning through a systemic approach in incorporating ICT into their teaching and learning programs.  With the use of ICT staff will foster high expectations of all student learning and outcomes.  Students will be confident, engaged and active participants in their learning, using their success to build positive self-esteem. |
| **Improvement Measures** |  |
| All staff accessing and using ICT to improve programs that incorporate teaching and learning strategies to maximise student learning.  Increase the use of ICT skills in all students by staff providing differentiated programs that incorporate the use of ICT.  Measure student success though data collection.  Acquisition of new devices for students to engage with including but not limited to iPads, AAC’s, ability switches, switch adapters and interfaces as well as computers, software. |  |

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| Strategic Direction 3: Fostering positive community partnerships. | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Holman Place School will work to develop authentic partnerships with both the school and the local communities.  To ensure that the school community will have valuable input into the decision making processes while sustaining a setting that caters for individual needs.  Strong community partnerships will help create more fluent transition into the wider post-school community. |  | Students: Engage student’s leaders in the development of communication and engagement planning.  Staff: Will plan and develop a planning framework, to communicate and engage the community to identify the school as positive and professional.  Parents: Staff will collaborate with parents to ensure effective communication and engagement is ongoing and sustained.  Community Partners: Discussions with and involving community members to develop strong partnerships with the school and the local community.  Further develop community partnerships within the Lachlan Valley Learning Community  Leaders: Develop structured support for the leadership team to engage with community members. |  | Whole school project teams to focus on establishing high standards of communication with the broader community.  Build staff capacity to collaboratively plan and differentiate programming of the use of communication systems within the school community.  National Curriculum Implementation: Staff look at Australian Curriculum English – writing for our audience and how the tone of our writing impacts parent engagement.  Develop a deeper, shared understanding the importance of communication and engagement with staff through targeted professi9onal learning.  Survey parents for parent satisfaction.  Survey community members for community perception. |  | Product: The school will improve communication in the community.  Improving newsletters, website, signage, notes to parents and assemblies, staff handbook.  Media targets, setting targets for media coverage throughout the year. Working with a team to agree on media targets for the year.  Ensuring that staff members form good personal and working relationships with the local pre – school, early intervention, post school options centres.  Practice: The staff and community reflecting and reporting on the achievements of student learning. Develop how best to connect with community groups, how to work with them (events, partnership, assembly awards, open days etc). |
| **Improvement Measures** |  |
| Regular reporting against milestones by staff  Feedback from community partners and community and staff surveys.  Parent interviews focused on communication objectives. |  |