School plan 2015 – 2017

Minerva School 5616
## School vision statement

At Minerva School we believe in an individualized, holistic and collaborative approach to education, with staff working in partnership with parents, carers and professional service providers.

Minerva School aims to maximize positive student outcomes through a range of educational, sensory, social and emotional wellbeing programs, enabling our students to become successful members of the wider community and life-long learners.

## School context

Minerva School is a School for Specific Purposes located in Sutherland that services the complex learning and welfare needs of approximately 50 students from Years 3-12, with intellectual disability, autism and mental health needs.

The school provides a modified K-6 program and 7-12 Life Skills curriculum. All students have individualized learning & support programs that are developed in collaboration with parents, carers, community and a range of health and vocational services to address students’ unique educational, social, emotional and sensory needs.

The school physical environment supports the learning programs of students such as: the sensory garden, sensory room and trampolines.

## School planning process

In preparation for planning of the 2015-2017 future needs of the school a range of processes were used including ongoing team and whole staff planning days, whole staff review of current practices, executive planning days with five special needs schools, parent surveys, staff survey, student surveys and school data was used to inform the future strategic directions of the school. Minerva also had a staff planning day which highlighted the need for a greater focus on supporting student social and mental health wellbeing. Whilst working towards independent living skills. This process included a review by the executive of the survey responses, strengths, opportunities and areas for development across the schools. As a result three key strategic directions were identified as a basis for shared commitment to future developments.
Purpose:
To ensure that students are engaged in appropriate, individualized and meaningful learning experiences. Staff will focus on a holistic approach to meet the complex welfare needs of our students while providing a rich, supportive educational environment.

Purpose:
To develop an approach which continually builds the capabilities for all teaching and support staff so they have the capacity to provide holistic educational programs to meet the diverse needs of all students. Teaching and support staff will engage in individualized, meaningful and shared professional development for the 21st Century Learner.

Purpose:
To work with the school community to develop a culture of collaborative decision making processes that establishes a culture of values including ‘parents as partners’ providing improved knowledge, practice and professional engagement.
## Purpose
To ensure that students are engaged in appropriate, individualized and meaningful learning experiences. Staff will focus on a holistic approach to meet the complex welfare needs of our students while providing a rich, supportive educational environment.

## Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| **How do we develop the capabilities of our people to bring about transformation?**

**Students:** Students are life-long learners through engaging in meaningful learning

Demonstrate positive relationships in the school and community environments.

**Staff:** Implement professional learning using a range of strategies to implement the National Curriculum.

Participate in professional learning to increase skills in differentiated learning that meets the individual learning needs of the students to become successful life-long learners.

To support all students to become life-long learners through the development of whole school programs, engaging students in meaningful, appropriate learning and increasing teacher capacity

**Parents and Community partners:** Support the delivery of programs.

**Leaders:** Co-ordinate teams and a support team committee to a Mind Matters School Action Team.

<table>
<thead>
<tr>
<th>How do we do it and how will we know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop individualized professional learning plans targeted at developing teacher capacity to cater for varying levels of need.</td>
</tr>
<tr>
<td>Implementation of Mind Matters strategies</td>
</tr>
<tr>
<td>Appropriate assessment and reporting practices are embedded in all teaching and learning programs.</td>
</tr>
<tr>
<td>Promote, plan and implement school clinics to support student well-being.</td>
</tr>
<tr>
<td>Alignment of professional learning to school identified strategic directions</td>
</tr>
</tbody>
</table>

### Evaluation Plan

- Milestone monitoring
- Executive reports

### Products and Practices

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

**Products:** School plans and timetables reflect a broad range of holistic learning opportunities for all students.

Implementation of a broad, inclusive and relevant curriculum is reflected in all teaching programs.

National Curriculum fully implemented by 2016, k-6 & 7 to 12 including life skills. Staff will engage in unpacking and sharing units of work.

Teachers have confidence in delivery of National Curriculum

MM strategy for student emotional wellbeing across school and community settings.

Increase teacher capacity to support holistic programs.

Increased student engagement

**Practice:** Two executive planning days per year.

Engage parent, carers and volunteers in maintenance of purpose built learning environments to ensure high quality therapeutic learning programs are accessed.
**STAFF LEARNING: Develop consistent, quality educational practices in a supportive environment**  
**Project Leader: Katrina Shacallis**

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>People</strong></th>
<th><strong>Processes</strong></th>
<th><strong>Products and Practices</strong></th>
</tr>
</thead>
</table>
| To develop an approach which continually builds the capabilities for all teaching and support staff so they have the capacity to provide a holistic educational programs to meet the diverse needs of all students. Teaching and Support staff will engage in individualized, meaningful and shared professional development for the 21st Century Learner. |  **How do we develop the capabilities of our people to bring about transformation?**  
**Students:** Will increase their engagement and active participation in learning through a broad range of individualized learning plans.  
**Staff:** Develop and deliver a variety of appropriate learning experiences in both school and community settings.  
**Parents:** Participate in LSP & IEP’S, forums and meetings to actively engage with child’s learning.  
**Community partners:** Work together to establish meaningful and proactive partnerships to engage students in learning programs.  
**Leaders:** Will lead the performance and development cycle through an understanding of coaching for effective feedback.  
Teachers will be leaders across the school in a variety of settings. |  **How do we do it and how will we know?**  
A culture of Performance and Development will include; staff professional goals, self- assessment, motivation and passion, feedback, observations, professional learning, teaching standards and higher levels.  
Building staff self – reflection skills and ethos by contributing to the planning and monitoring of their own learning development to improve professional pedagogy and student learning outcomes.  
Pedagogy for 21st century ICT learning embedded across other strategic directions.  
Participation in regular student clinics.  
**Leaders:** School priorities are underpinned by supervisory teams  
**Evaluation Plan:** Monitoring of milestones  
Critical friending from colleague principals  
Monitoring achievement of improvements by systematically collecting and analysing and discussing evidence of progress. |  **What is achieved and how do we measure?**  
**Products:** Staff engages proactively with the community to ensure relevance based learning.  
Alignment of professional learning to school identified strategic directions.  
Career development satisfaction from improved teaching skills and leadership.  
Culture of regular reflection embedded across the school.  
Well equipped 21st Century classrooms featuring innovative teaching practice reflected in programs.  
100% of teacher’s observations show technology and pedagogy used seamlessly in all classrooms.  
**Practices:** Students who are effective 21st Century users of technology to enhance learning and the production of rich task products. |

**Improvement Measures**

- by teachers demonstrating goals aligned to the school plan.
### Purpose
To work with the school community to develop a culture of collaborative decision making processes that establishes a culture of values including 'parents as partners' providing improved knowledge, practice and professional engagement.

### People
- **How do we develop the capabilities of our people to bring about transformation?**
  - **Students**: Students will be respectful, responsible, kind learners with a moral compass through PBL program.
  - SRC promote PBL throughout the school.
  - Demonstrate active decision making skills.
  - Have high expectations of themselves.
  - **Staff**: Engage in the implementation of the Mind Matters strategy.
  - Demonstrate a consistent approach to reinforce values and common language of PBL.

### Improvement Measures
- Increased student engagement in class work.

### Processes
- **How do we do it and how will we know?**
  - **The Mind Matters program** is implemented over three years with the directions of engage, implement and embed guiding the process.
  - Class staff participate in clinics to support the development of a whole school approach to emotional wellbeing.
  - **Students**: Participate in the ongoing development of PBL.
  - **Staff**: Information and regular updates of PBL program given in school newsletter.

### Products and Practices
- **What is achieved and how do we measure?**
- **Products**
  - Use PBL, Positive Behaviour for Learning, to modify current whole school approach to support classroom practice, student behaviour and engagement.
  - Positive outcomes in the workplace are achieved through shared knowledge and shared responsibility.
  - Mind Matters strategy for student emotional wellbeing operates across the school.
- **Practice**
  - Staff model expected behaviours.
  - PBL language used in all classes and majority of students seamlessly following PBL rules.
  - Staff use skills, language and strategies of PBL to reinforce the values across all school and community settings.
  - Students demonstrate understanding of PBL values and expected behaviours.
  - Parents are active partners in PBL principles.
  - Implement parent forums to support understanding of student learning and well-being.

- **Evaluation Plan**
  - Regular Data collection will inform ongoing practices.
  - Evaluation processes of Mind Matters program are implemented.