School plan 2015 – 2017

Karningul School for Specific Purposes 5518
## School vision statement

To respond to the diverse and dynamic needs of the students to build resilience which will enable them to continue their education and achieve learning outcomes.

## School context

Karningul School is a school for specific purposes, located in the south western region of Sydney, catering for students with significant behavioural difficulties aged 10 – 14 years (year 5 to year 8). Students attending Karningul School have a documented pattern of behavioural difficulties, who have received intensive interventions over an extended period of time at their regular school. Most of the students have experienced significant disruption to their schooling. The primary aim of the school is to assist students in their successful return to their regular school. The programs focus on teaching students the social, behavioural and academic skills necessary for them to make a successful transition into their home school and continue further education. To aid in this re-integration, Karningul School operates a full time program, with students attending their home schools if possible, on Wednesday each week. Alternative arrangements can be made when necessary. Each student has a case manager that is a teaching staff member from Karningul and visits are arranged with the home school on a regular basis. Karningul School is located at Regents Park in purpose built facilities. The facilities incorporate three classrooms, a recreation room, a staff room, an administration area, a living skills room and additional office space for staff.

## School planning process

Surveys to parents, staff and mainstream schools were disseminated to provide information about the service Karningul School provided and how it could be improved. Data was collected on attendance. Staff meetings were held to discuss future plans and directions enabling all staff to comment on best practice. Students were interviewed independently and informally about the school.
Purpose:
To provide a stimulating learning environment that has high expectations for all students and promotes and celebrates student success.

To provide a personalised learning environment that extends and challenges students and provides opportunities to practise their skills in various settings.

STRATEGIC DIRECTION 1
Student Learning
Raising expectations and enhancing the quality of student learning.

Purpose:
To work across the school community to embed a positive culture and set of values based on the three expectations of being a Respectful Responsible Safe Learner and a community member. Using positive behaviour language to achieve a culture where success is valued and a strong social conscience is developed.

STRATEGIC DIRECTION 2
Culture and Community
A collaborative, dynamic culture where staff are responsive to the needs of all students.

Purpose:
To provide strategies to students to enable them to adapt when moving between school settings and the community.

STRATEGIC DIRECTION 3
Transition
Building resilience to enable students to successfully move between settings and the community.
Strategic Direction 1: Student Learning

Raising expectations and enhancing the quality of student learning.

**Purpose**

To provide a stimulating learning environment that has high expectations for all students and promotes and celebrates student success.

To provide a personalised learning environment that extends and challenges students and provides opportunities to practise their skills in various settings.

**People**

Students:
- Can expect the experiences in their classrooms to allow them to achieve their expectations and potential.
- Access other learning opportunities through interaction with the broader community and experience real world context.
- Student’s attendance is high and monitored daily. Intervention is sought immediately when problems arise.
- School data reflects an increase in attendance.

Staff:
- Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity.
- Develop individualised professional learning plans explicitly targeted at developing teacher capacity to cater for learning diversity.

Parents:
- are involved with the school as learning partners and parents engage with the school to understand their child’s learning needs and learning progress, both academically and socially.
- Monitor their child’s daily goals and provide appropriate support. Attend annual review meetings.

**Processes**

Staff share best practice models in literacy and numeracy, programming, assessment and quality teaching classroom practices.

Use data analysis to implement a literacy and numeracy strategy to target students at risk.

Enhance opportunities for students from low socio economic status to experience real life experiences outside the school and local community.

Assess students regularly against the literacy and numeracy continuum to ensure progress is being made.

Regular meetings are organised with the school liaison police officer to improve relationships with the police.

Executive staff liaise with outside agencies and match appropriate services to support students and their families particularly in the area of mental health.

Shared professional learning opportunities between Karningul School and Regents Park Public School to build collegial support and keep updated on practices in mainstream schools.

**Products and Practices**

Differentiated programs and assessment tasks that allow for individual learning needs and achievement of outcomes.

All subject learning programs are explicit and have embedded literacy and numeracy strategies that engage students using authentic texts and contexts. Success is evidenced through the range of student assessment strategies used.

School data reflects an increase in reading, spelling and numeracy levels on standardised testing administered on enrolment and on completion of the program.

Personalised learning plans for all students developed in consultation with staff, students and parents/carers.

All students are engaged in teaching and learning programs that encompass content, outcomes and the priorities of the Australian Curriculum.

The school’s Facebook page is updated regularly to inform parents of events at school and to display student’s work and achievements, celebrating success.

**Improvement Measures**

Differentiated programs and assessment tasks that allow for individual learning needs and achievement of outcomes.

All subject learning programs are explicit and have embedded literacy and numeracy strategies that engage students using authentic texts and contexts. Success is evidenced through the range of student assessment strategies used.

Growth of students as learners is evident in assessment information and tracking mechanisms.

**Evaluation plan**
- Survey responses from parents and teachers.
- Monitoring of attendance
- Analyse data from regular assessments to ensure progress in Literacy and Numeracy.
## Strategic Direction 2: Culture and Community

A collaborative, dynamic culture where staff are responsive to the needs of all students.

### Purpose

To work across the school community to embed a positive culture and set of values based on the three expectations of being a Respectful Responsible Learner and community members. Using PBL to achieve a culture where success is valued and a strong social conscience is developed.

### People

<table>
<thead>
<tr>
<th>Community</th>
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<tbody>
<tr>
<td>Work together to establish meaningful and proactive partnerships to engage the students in 'real world' activities and experiences.</td>
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<tr>
<th>Community of Schools</th>
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<tr>
<td>Karningul SSP, Verona SSP, Campbell House, Dorchester ETU and Sunninghill ETU work together to share ideas and implement consistent programs for developing appropriate social behaviour in all settings.</td>
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<tr>
<th>Students</th>
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<tr>
<td>• show empathy to others and value diversity.</td>
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<tr>
<td>• understand the core values of being a Respectful, Responsible Learner.</td>
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<tr>
<td>• Have high expectations of themselves.</td>
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<td>• Engage in the positive behaviour awards system offered by the school.</td>
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<td>• Develop an understanding of and acknowledge aboriginal culture by participating in lessons.</td>
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<th>Staff</th>
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<tr>
<td>• Demonstrate a consistent approach to reinforcing values and using common language</td>
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<tr>
<td>• Show a common understanding of student behaviour and respond appropriately at all times.</td>
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<td>• Will engage in training for the Aust Curriculum implementation and the Australian teaching standards.</td>
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### Processes

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<th>Staff are trained in the Boomerang Effect process.</th>
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<td>School wide processes and the reward system are used effectively and consistently and are regularly reviewed and adapted to meet student needs.</td>
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<td>All staff enforce the negotiated expectations of common language.</td>
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<td>Boundaries are set for limited tolerance of disrespectful behaviour in designated areas of the school.</td>
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### Products and Practices

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<th>A decrease in loss of attendance due to suspension.</th>
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<td>Students attend school more regularly and are engaged in their learning.</td>
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<td>The Boomerang Effect adopted by the community of schools which will provide a common language and expectation at Karningul School and between behaviour sites.</td>
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<td>Student's daily behaviour sheets will be assessed and the data will be used to develop individual learning goals represented in their learning plans.</td>
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### Improvement Measures

Students do not lose educational time through suspension.  
Students attend school every day in both settings.  
A common, consistent language is used by all staff.
Strategic Direction 3: Transition

Building resilience to enable students to successfully move between settings and the community.

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<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>To provide strategies for students to enable them to adapt when moving between school settings and the community.</td>
<td>Staff</td>
<td>Annual reviews for appropriate placement of students are held and all stakeholders will participate.</td>
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<td>Transition plans are negotiated between the two schools and roles are developed for staff.</td>
<td>Students gain additional integration time back at their mainstream school within their first three months of the Karningul program.</td>
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<td></td>
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<td>- Transition plans are written for students moving to new settings including Year 6 to 7.</td>
<td>A high percentage of students return full time to their mainstream school where they successfully reintegrate and continue their schooling.</td>
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<td>- Staff support students during the transition period by reporting to schools and visiting weekly.</td>
<td>Students integrating back into their regular schools are managing their behaviour and increasing their number of hours during the week.</td>
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<td>Less students transition to another</td>
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**Improvement Measures**
- Staff will contact and visit regular schools to establish a working relationship and maintain contact by email, phone or attendance at the school to monitor progress.
- Will participate in the annual review process determining the suitable placement of the students.
- Will provide staff at mainstream schools information about the Karningul program and ideas for managing the behaviour of the shared student.
- Will provide authentic learning.
Students gain additional integration time back at their mainstream school within their first three months of the Karningul program.

A high percentage of students return full time to their mainstream school where they successfully reintegrate and continue their schooling.

Students
- Have a repertoire of skills to successfully manage their behaviour in a range of settings
- Will attend their regular school on the negotiated time and day.
- Will practice the skills acquired at Karningul at their regular school.
- Will follow the school rules when integrating.

-Karningul staff negotiate attendance for the first 3 weeks at the new school full time to ensure routine is established.

Evaluation plan
- Survey responses from mainstream schools.
- Survey responses from parents.
- Monitoring of attendance
- Monitoring of placement after leaving the Karningul program for the first 12 months.