



School plan 2018-2020

Stewart House School 5515



School background 2018–2020

School vision statement

To provide all students attending Stewart House with the opportunity to develop the life-long skills of self-regulation, problem solving and resilience, allowing them to develop an enhanced sense of physical, social and emotional wellbeing.

School context

Stewart House School is a unique School for Specific Purposes (SSP) staffed by the NSW Department of Education (DoE). A Memorandum Of Understanding (MOU) exists between the DoE and the Stewart House Charity / Company. The Department of Health operates within the school building and provides dental, optical and auditory examinations. The Stewart House Company provides administration services and employs wellbeing staff and carers for children outside of school hours.

Students who attend Stewart House are nominated by school principals from all areas of NSW and ACT. The students are primarily identified as needing respite from current circumstances including economic hardship, lack of opportunity and experience of recent crisis.

The students reside on the site at South Curl Curl Beach for 12 days with a maximum of 90 students each cohort. Students range from years 2 to year 10 and are grouped across 6 classes.

School planning process

In a supportive team environment, staff have been involved in discussing, formulating and evaluating the plan. Collective responsibility for student learning is informed by holistic information about each students' wellbeing and learning needs in consultation with home school, parents / carers and allied health professionals.

School strategic directions 2018–2020



Purpose:

To improve educational outcomes for students with complex learning and health needs from NSW and ACT through a teaching and learning methodology which is flexible and adaptive to suit the individual. Every student is engaged in evidence-based, purposeful, relevant learning that is responsive to individual needs and considers the complexities and diversity of learning in a flexible and adaptive environment.



Purpose:

Teach, support and assist students to develop individualised strategies to increase and sustain their personal wellbeing. Communication with referral/home schools provides teachers with valuable information used in getting to know students, how they learn and potential obstacles which need to be addressed in order to move forward. Students develop a toolbox of strategies used for regulating emotion and coping with challenges which will inevitably present beyond Stewart House.

Strategic Direction 1: Flexible & Adaptive Learning

Purpose

To improve educational outcomes for students with complex learning and health needs from NSW and ACT through a teaching and learning methodology which is flexible and adaptive to suit the individual. Every student is engaged in evidence-based, purposeful, relevant learning that is responsive to individual needs and considers the complexities and diversity of learning in a flexible and adaptive environment.

Improvement Measures

An increase in staff confidence and understanding in using flexible and adaptive practices.

Evidence of implementation of Stewart House Program with an increase in flexible and adaptive pedagogy to positively impact the needs of diverse learners.

Longitudinal data reflects the positive impact of Stewart House on students.

People

Students

Students engage with the school teaching methodology and physical environment to effectively enable and support their learning. Engage in learning through the 4Cs pedagogy (create, collaborate, communicate, critical thinking).

Staff

To become competent in the use of a range of personalised learning tools including visuals, the physical environment, scaffolds, ICT and sensory supports.

Community Partners

Community members are partners, working with school staff to achieve flexible and adaptive learning and, if approved by parents/carers and the school, deliver a range of health services to individual students.

Leaders

To understand the resource implications of developing and implementing the Stewart House Program.

Processes

Staff engage in professional learning based on effective research to identify and implement the most effective strategies to improve flexible and adaptive pedagogical practices.

Flexible and adaptive learning is focused on transitions between Stewart House School and the student's home school and the implementation of learnt skills and strategies.

Develop systems of reflection, refining and adjusting practices, learning from evidence and modifying using feedback to improve the outcomes of students at Stewart House.

Evaluation Plan

Data sources for evaluation include:

Student and school internal progress and achievement data and feedback surveys.

Analysis of teaching and learning programs and student work samples.

All staff create Performance and Development Plan goals linking professional learning, the strategic directions of the school and improved student outcomes.

Analysis of professional learning including peer observations of best practice.

Practices and Products

Practices

Every teacher uses strategies from the toolkit to create a stimulating and engaging learning environment.

Teaching methodology that is trauma informed and aligned to flexible and adaptive learning.

School practices such as self-reflection, observation and feedback are embedded throughout the program.

Products

Increase in effective research to positively impact the needs of diverse learners.

Quality teaching and learning programs providing every student with optimal opportunity for mastery of skills and strategies of the 4Cs (create, collaborate, communicate, critical thinking).

Evidence of students using strategies from the toolkit on the excursion days, the learning spaces, the consistent SLSO support and a breakout sensory space to compliment the teaching and learning program.

Strategic Direction 2: Holistic Wellbeing

Purpose

Teach, support and assist students to develop individualised strategies to increase and sustain their personal wellbeing. Communication with referral/home schools provides teachers with valuable information used in getting to know students, how they learn and potential obstacles which need to be addressed in order to move forward. Students develop a toolbox of strategies used for regulating emotion and coping with challenges which will inevitably present beyond Stewart House.

Improvement Measures

Students with increased knowledge, skills and strategies for achieving and sustaining physical, social and emotional wellbeing.

Improved levels of wellbeing and engagement as reflected by data communicated between Stewart House School and the home school.

People

Students

Students understand and acknowledge the importance of life-long learning, accessing intensive support to connect thrive and succeed at school and achieve learning and wellbeing goals.

Staff

Staff are lead learners, working collaboratively and consultatively to deliver quality wellbeing education programs for students with social and economic disadvantage, trauma and health related issues.

Parents/Carers

To be aware of the range of supports that may be available to their child and to have an understanding for how they may be implemented at a local level.

Community Partners

Involvement with partners such as Stewart House Charity, Taronga Zoo, Sydney Olympic Park, Surf Life Saving Australia, Life Education, The Harbord Diggers and other community organisations.

Leaders

Leaders lead and manage the school to maximise wellbeing outcomes for students.

Processes

Wellbeing for all is the process for providing a planned approach for improving physical, social and emotional wellbeing that includes a targeted focus on Emotional Regulation and intensive support in a safe and calm environment.

Expert multidisciplinary staff to implement programs and resources that can be individualised to meet the needs of Stewart House students.

Wellbeing practices and spaces to ensure secondary trauma supports are in place for staff.

Evaluation Plan

Data sources for evaluation include:

Analysis of teaching and learning programs.

Student participation and engagement in the collection of data throughout their stay and upon exit.

Analysis of professional learning

Use of flexible space for counselling of students and staff debriefing to address secondary trauma.

Practices and Products

Practices

Explicit teaching of wellbeing to achieve and sustain physical, social and emotional wellbeing.

Students accessing personalised supports (SLSO, sensory materials, ER strategies) in the classroom and on excursions.

Staff continuously develop their own and others capacity and capability to meet the complex, diverse and dynamic needs of Stewart House students.

Products

Whole school / site, planned approach to teaching wellbeing including the skills and strategies for wellbeing.

School / site wide program delivered with consistent intensive support in a safe and enabling environment in which every student has optimal opportunity to connect, thrive and succeed emotionally, socially and physically.

Wellbeing that impacts on students' ability to function in daily life, to learn, to engage in education and realise their potential.

Updated flexible space for staff briefing debriefing to cater for secondary trauma.

Integration of Social and emotional initiatives that nurture wellbeing and promote good health are embedded in our practice.