Coffs Harbour Learning Centre
School plan 2015 – 2017
## School background 2015 - 2017

### School Vision Statement

Our purpose is to provide meaningful learning opportunities for students to practise appropriate social behaviour and to improve their academic outcomes.

Students will then transition back to mainstream or follow alternate pathways to work or further training.

### School Context

Coffs Harbour Learning Centre is a school for specific purposes located in Boambee East which is approximately 5km south of Coffs Harbour. The school is focused on supporting and enabling students to make healthy life choices through fostering positive relationships and mutual respect. The school provides placement for 21 students (years 7-9) identified as displaying emotional and behavioural difficulties in their regular High School setting and who have exhausted all other regional behaviour support provisions. Our school population is coeducational, majority male and 25% Aboriginal or Torres Strait Islander. The number of students living in out-of-care arrangements varies. The school is strongly committed to providing students with a challenging, engaging, flexible, personalised and safe learning environment that enables students to experience success and improve their future options. A case management approach is used to engage families/carers, community, inter-agencies, TAFE, Key Employment and businesses and is central to the development and implementation of student personalised learning plans. These fostered relationships are highly valued by the school. A strong ethos of inclusion, welfare, wellbeing and teamwork are valued in all aspects of school life.

### School Planning Process

The school planning process has involved consultation with the community, parents and school staff.

A review of the school vision indicated additions were needed to reflect the growth of the school services and validation that it reflects the aspirations of families and school staff.

The consultation process provided directions in a number of key areas: a focus on individual student strengths, participation, engagement and developing the motivation to reach their full potential; equipping individual students with the tools (social, academic and communication) to move towards independence and to enhance opportunities for students to make healthy choices and decisions throughout their life.

School staff indicated the importance of achieving outcomes within the broader context of the whole child with particular reference to providing a wrap around service with specific reference to emotional well being and mental health issues.

Teachers continue to seek authentic assessment and evaluation strategies to support measurement of growth in student/teaching outcomes. Teachers identified the need for development of consistent and regular assessment, critical reflection to drive professional and personal development and a tracking system with the focus on the whole student including academic outcomes, physical, emotional and transitional needs.
School strategic directions 2015 - 2017

Purpose:
To identify and improve student learning and engagement through quality teaching, authentic feedback, accurate assessment profiling and the provision of differentiated learning programmes.

STRATEGIC DIRECTION 1
Promoting student engagement and providing meaningful learning opportunities supported by positive relationships throughout the school community

Purpose:
To provide every student with the skills and strategies to purposefully move forward engaging in a sustainable, informed and individualised future pathway option.

STRATEGIC DIRECTION 2
Ensuring every student has a supported and achievable transition plan through informed and individually designed transition programmes
Strategic direction 1: Promoting student engagement and providing meaningful learning opportunities supported by positive relationships throughout the school community.

**PURPOSE**
To identify and improve student learning and engagement through quality teaching, authentic feedback, accurate assessment profiling and the provision of differentiated learning programmes

**PEOPLE**

Students:
Students develop a greater understanding of appropriate behaviour at school and in the community to increase their opportunities to succeed

Staff:
Staff to continually challenge their assumptions regarding their teaching practice through purposeful and aligned professional learning in order to increase knowledge and skills to deliver ongoing programs

Parents:
Parents develop understanding through regular communication and school meetings on how to best support their child’s learning, social skills and behaviour

Leaders:
Leaders promote best practice and alignment of policies which develop and evaluate their own and teachers capacity

Community Partners:
Community partners will further develop positive and effective learning alliances with CHLC

**PROCESSES**
To provide various engaging learning opportunities that cater for individual student needs, supported by accurate and informed PLPs

Improve assessment/reporting systems within the school to identify accurate pre/post data to inform PLPs, teaching and learning and improving transition and post school options

Quality professional learning opportunities offered to staff to improve teaching practices and to build capacity

Providing quality remedial learning programs in Literacy and Numeracy improving student learning outcomes

Evaluation plan
Staff: benchmarking of student entry level and exiting level in Literacy and Numeracy
Analysis of suspensions, principal referrals and attendance data and Sentral notes
Analyse feedback of staff on TPL undertaken and review further development
Ongoing solution focussed suspension of CRT program and teaching practices
Follow up with outside agencies and mainstream schools to track progress
Monitor student on task behaviour and responses to learning programs provided

**PRODUCTS AND PRACTICES**

Products
Improved levels in Literacy and Numeracy measured by internal data through authentic testing and provision of quality Literacy and Numeracy programs
An increase in successful student transition back to mainstream schools, supported by mainstream staff, parents and CHLC staff
Students actively engaged in their learning on a daily basis measured by behaviour modification program and weekly review meetings

Practices
Quality teaching practices are demonstrated through differentiated learning programs
The school promotes an environment with high expectations of students and reflective of positive social behaviour and accepting responsibility for their actions. Supported by explicit behaviour lessons and embedded across all KLA and community integration programs.

Staff practice and participate in continuous improvement through self evaluation and reflective coaching techniques and authentic debriefing opportunities

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**IMPROVEMENT MEASURE/S**

Quality professional learning aligned to school and department priorities and career aspirations
Increase in number of students successfully transitioning to mainstream, further study or work
Student exit academic levels show improvement in Literacy and Numeracy strands
Internal data shows improvement and sustained engagement in tasks
Students modelling improved behaviour in the community
**Strategic direction 2:** Ensuring every student has a supported and achievable transition plan through informed and individually designed transition programmes

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<th>PURPOSE</th>
<th>PEOPLE</th>
<th>PROCESSES</th>
<th>PRODUCTS AND PRACTICES</th>
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| To provide every student with the skills and strategies to purposefully move forward engaging in a sustainable, informed and individualised future pathway option | **Students:**
Students will develop knowledge and understanding of behaviour expectations and options available to them to sustain success
Students will develop appropriate levels of literacy and numeracy to maintain required levels to succeed | Provide students with explicit behaviour lessons to promote appropriate behaviour to sustain success
Provide students with opportunities to practice and reinforce positive social skills in the community | **Products:**
Improved number of students successfully transitioning and remaining at mainstream settings
Increased number of students successfully transitioning to further TAFE and other post school options. Eg Key Employment
A sound, sustainable transition process model embedded in our school system based on best practice and positive well being of students
An embedded ethos of trust and support for parents/carers to ensure access and active participation in students educational pathway and school partnerships

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<th>PROCESSES</th>
<th>PRODUCTS AND PRACTICES</th>
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| **Staff:**
CHLC and mainstream staff will develop a more rigorous and transparent transition process and a deeper understanding of student needs
Mainstream and CHLC staff will liaise regularly in formal and informal ways resulting in improved communication to provide more informed decisions in the transition process | Provide mainstream staff with accurate, authentic academic and behavioural knowledge regarding students transitioning
CHLC identifies appropriate students to transition and map a timeline to facilitate sustainable success.
Develop links with community agencies and business people to broaden opportunities for successful student transition | **Practices:**
The school maintains and provides informed student profile and transition plan for every student
CHLC will consistently and effectively review, monitor, evaluate and support the transition process
CHLC will develop authentic data to inform an achievable transition plan for students with committed support from both CHLC staff and mainstream school staff
CHLC and mainstream schools demonstrate commitment and regard for student well being and continued educational and life success

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<th>PROCESSES</th>
<th>PRODUCTS AND PRACTICES</th>
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| **Parents / Community partners:**
Parents/stakeholders will have more active involvement and knowledge of what is required to sustain a successful transition | Evaluation plan
Regularly monitor progress of transitional students with visits and phone calls to school and parent/carers:
Monitor student behaviour during community activities and programs
Involve students in three way feedback forums with personnel responsible/accountable for student placement
Collect transition data to inform and promote best transition practice to rigorously improve our processes and sustainable success of students | **Evaluation plan**
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**IMPROVEMENT MEASURE/S**

Student exit data show improved academic achievement
Number of students successfully transitioning increased to 100%
Increased positive feedback of school image, purpose and programs from community, business people and other school partners
Increased number of staff participating in leadership opportunities and educating mainstream staff, community members and outside agency personnel

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