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**Redbank SSP**

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| **Purpose & Vision Statement** |  | **Context** |  | **Collaboration (planning process)** |
| ***Purpose***  To deliver quality educational programs and services that result in improved learning outcomes for our students and improved capacity of schools and our community to meet the learning and support needs of every student.  ***Vision***  Redbank School engages students, parents and the community in a shared learning journey. We empower students to develop self -regulation over their emotions and behavior. Through shared professional learning we build the capacity of all key stakeholders involved in the child / adolescent’s life. |  | Redbank School is located within the grounds of Westmead Hospital and works in partnership with the Department of Health’s Redbank House to assess, manage and treat children, adolescents and their families experiencing emotional, psychiatric and/or behavioural difficulties.  Redbank School caters for students from pre-school through to year 12 from government, non-government and independent schools across Western Sydney. |  | The development of the school plan is the result of rigorous communication and collection of data.  Focus groups were established to work through the ‘Melbourne Declaration of Educational Goals for Young Australians,’ and as a staff derive the strategic directions for the school.  Key partnership working parties were established through Education and Health staff. Health colleagues were presented with the strategic directions and the 5 P planning model presented and discussed. A shared vision of developing a patient / student focused model of care based on individual need was developed and continues to be at the for-front of decision making whilst program re-design is being negotiated.  Stakeholder feedback questionnaires are routinely distributed to parents, home-schools and students. This data drives our improvement measures identified under each of the school’s strategic directions. |
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| To work in partnership between schools and community organisations to maximise student engagement.  To build capacity and enhance staff potential and ability through Professional Learning opportunities. |  | To develop our students as effective global citizens by equipping them with the knowledge, understanding, skills and values to reach their full potential and face challenges with confidence.  To deliver an intensive learning program that will empower students with skills and strategies to manage the expectations of a school setting and / or work placement. |  | To foster a culture of best practice through quality professional learning and collegiality across a Multi-Disciplinary environment.  Teachers will be responsive to students’ needs and provide innovative learning opportunities to students experiencing mental health difficulties. |

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| Strategic Direction 1: *School Community Learning and Engagement* | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To work in partnership between schools and community organisations to maximise student engagement.  To build capacity and enhance staff potential and ability through Professional Learning opportunities. |  | **Students:** Engage and participate in meaningful learning through a range of programs and services.  **Staff:** Participate and / or facilitate professional learning across education and health domains that will increase theirs / others skill in meeting the complex needs of all students.  **Parents/Carers:** Participate in hospital run group therapy initiatives and actively participate in forums and meetings to plan for their child’s learning.  **Community Partners:** Work together to establish high quality professional learning to be delivered across Educational and community based health settings.  **Leaders:** Collaborate and guide teachers to develop a Professional Development Plan and seek professional learning opportunities. Upskill and liaise with teacher mentors to provide support to beginning teachers. |  | * To develop capacity and enhance staff potential and ability through Professional learning. * Engage the School Link Coordinator to support home schools in receiving appropriate agency product and service support post discharge. * Develop student learning initiativies that will address future curriculum directions.   .  **Evaluation Plan**  Regular meetings with community partners and home school focus groups to gauge the development of professional learning education.  Student placement goals are regularly monitored and refined as required. |  | **Product:**  High quality professional learning facilitated across schools and community settings.  **Practice:**  Professional learning delivered by Redbank staff will be based on research and evidence and can be presented in conjunction with health specialist staff support.  **Product:**  All staff are supported, trained and empowered to provide a flexible, quality learning environment for students.  **Practice:**  All staff receive current, best practice and research driven professional learning allowing Redbank staff to lead change in other school settings in the area of mental health support. |
| **Improvement Measures** |  |
| * Creation and delivery of professional learning packages. * Feedback on professional learning delivered to schools indicates an increased awareness of mental health. |  |

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| Strategic Direction 2: *Student Learning* | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To develop our students as effective global citizens by equipping them with the knowledge, understanding, skills and values to reach their full potential and face challenges with confidence.  To deliver an intensive learning program that will empower students with skills and strategies to manage the expectations of a school setting and / or work placement. |  | **Students:** Engage students with the skills and capacity to evaluate, create and problem solve to become proactive life-long learners.  **Staff:** Design and implement innovative teaching and learning experiences. Explicitly teach self-regulation and reflective practices.  **Parents/Carers:** Communicate the school strategic plan and provide opportunities for feedback in their child’s school experiences.  **Community Partners:** Strengthen partnerships with community outreach programs and services to ensure students, families and home school needs are appropriately matched to service providers.  **Leaders:** Continue to initiate program specific and whole school programs and services to meet the diverse and complex student learning needs. |  | * Use data analysis from PLASST to identify targeted intervention. * Collate stakeholder feedback to evaluate and shape future direction of programs and services. * Data driven professional learning in the areas of DBT and Trauma Informed Care to enhance capacity of staff to meet the explicit and diverse needs of all students. * Teachers explicitly teach social and emotional learning including strategies in Mindfulness, Distraction and Self- Soothing.   **Evaluation Plan**  Student, Parent / Care Giver and Stakeholders surveyed to evaluate satisfaction.  Feedback from focus groups to drive improvement in planning and programming of products and services.  Evaluation data analysed from Professional learning opportunities provided to build the capacity of key stakeholders to inform best practice. |  | **Product:**  Develop self – monitoring / reflective practices that allow student to work through their distress and use negotiated strategies to self - regulate.  **Practice:**  Teaching staff have appropriate professional learning in trauma informed principals and Dialectical behavioural Therapy.  **Product:**  Programs reflect changes to pedagogy and curriculum and are reflective of the schools behaviour and support philosophies.  **Practice:**  Teaching staff have access to student achievement and wellbeing data and use it for analysis to ensure differentiated learning.  Product:  Complex case management practices to reflect the need of a student, families and schools access to products and services.  Practice:  Students have access to appropriate service providers reflecting of identified ongoing learning and support requirements. |
| **Improvement Measures** |  |
| Pre and Post admission PLASST data demonstrates value added growth.  Increased parent and care givers participation in feedback and contribute to their childs education.  Every student has a Personalised Learning and Support Plan reflective of current pedagogy around Trauma Informed Care, Dialectical Behaviour Therapy and Attachment Theory principles.  Every student achieves placement goals.  All students are connected to appropriate community services throughout admission and post discharge. |  |
| Strategic Direction 3: *Teacher / Leader Learning* | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To foster a culture of best practice through quality professional learning and collegiality across a Multi-Disciplinary environment.  Teachers will be responsive to students’ needs and provide innovative learning opportunities to students experiencing mental health difficulties. |  | **Students:** Enable and provide students access to all programs and services through a supportive environment.  **Staff:** To remain focused on building capacity of all key stakeholders in the development and review of student’s learning and support plans.  **Parents/Carers:** Participate in forums and meetings to actively engage in innovative programs and services designed to benefit the learning needs of individual students.  **Community Partners:** School will continue to collaborate with Health colleagues to embed trauma informed practice and Dialectical Behaviour Therapy as a model of care.  **Leaders:** Leaders and teachers will have high expectations of themselves in order to foster sustained school improvement. Aspiring executive will be given opportunities, through mentor initiative, to share best practice. |  | * Implementation of teacher mentor program. * Teachers given programming support to write quality programs aligned with teaching standards, disabilities framework and the national curriculum. * Supervisors to work with staff to support the development of their Performance and Development Plan. * Ongoing professional learning.   **Evaluation Plan**  Building teacher and leader capacity for innovation and best practice in teaching and learning.  Professional learning goals will be established through the implementation of Professional Development Plans. PDP’s will assist teachers to gain the necessary capabilities to be dynamic facilitators of student learning. |  | **Product:**  Teachers build connections with students characterised by safety, connection and emotional control.  **Practice:**  Teachers have an expectation that all students have the capacity for learning. Classrooms are safe and calm and focused on placement goals.  **Product:**  Teachers have effective classroom management strategies.  **Practice:**  Trauma Informed principles underpin student support.  **Product:**  Redbank School is a professional learning community with a focus on student learning and support, collective responsibility and reflective professional inquiry.  **Practice:**  Collegial culture where key stakeholders take responsibility for changes required in achieving school / student targets. |
| **Improvement Measures** |  |
| * All teachers have a Performance and Development Plan. * Supervisors report improved Personalised Learning and Support Plans with clearly defined differentiated teaching and learning activities with references to the Quality Teaching model. * Behaviour Support data indicates teacher intervention aligns with placement goal and reflective of trauma informed principles and Dialectical Behaviour Therapy. * Teacher surveys indicate appropriate levels of support to achieve professional learning goals. |  |