




School Strategic Plan for **Oakwood School** **8337** **2014 - 2017**

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed..... </p> <p>Name: David Roycroft</p> <p>Date: 16/12/2014</p>
<p>Endorsement by School Council</p>	<p>Signed..... </p> <p>Name: Freda Goldberg</p> <p>Date: 16/12/2014</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... </p> <p>Name: John Allman</p> <p>Date: 3/2/15</p>

School Profile

<p>Purpose</p>	<p>We believe that all students should be able to thrive in mainstream school however we know that for a small percentage of students this is not always possible. Oakwood School provides a learning environment where staff and students work together to bring educational success back into the lives of students who have been disengaged from school.</p>
<p>Values</p>	<p>We believe that all students would like to be attending school and learning. We have a further strong belief that "students will give the best that they have got", in other words, if they could do better at school, they would. Oakwood School provides the opportunity for young people to reconnect with teachers and learning as embodied in Oakwood's intent of "Learning, Respect and Empowerment".</p> <p>Students are directly involved in all aspects of their learning from curriculum design to assessment and reporting. This leads to a meaningful, purposeful, authentic learning, which genuinely reengages students in education.</p> <p>The program is centred around a developmentally responsive personalised learning and pathway plan with a focus on the development of literacy, numeracy, social development, pursuing student's interests and studies of Art and Physical Education.</p> <p>The Caulfield Park Community campus of Oakwood School is seen as an "alternative" school and the program includes Music, Home Economics and Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) programs. Integral to the program at Caulfield Park are significant events such as camps, excursions and whole school activities.</p> <p>The small classes and quiet learning environment has been informed by research and best practice in understanding and working with young people whose lives have been affected by trauma. The safe, supportive and caring environment enables us to establish trust and develop positive, supportive relationships to maximize learning opportunities.</p> <p>The teacher/student learning relationship is developed during a period of induction when the student is working one on one with their teacher. During this time the teacher begins to understand the student's learning, social and emotional needs. At the end of this process the student and teacher will have determined learning goals choosing specific literacy, numeracy, positive behaviour and project tasks tailored to their individual needs and ability. These goals and tasks are documented in the student's 'learning map', which gives an overview of student's current educational direction, and are pivotal documents for formative and summative feedback.</p> <p>Working at Oakwood School is a collaborative process that involves the teacher working together with their student, and collaborating with parents/care givers and other professionals via meetings, phone calls, emails, student support group meetings and student led conferences.</p>

Environmental Context

The background of students at Oakwood School is diverse but they have in common the experience of trauma in their lives through for example, violence, family breakdown and associated mental health issues. Often young people have not engaged in learning as a result of chronic anxiety, or specific learning or language difficulties.

Young people seeking enrolment at Oakwood School will usually be connected with a range of mental health, child protection or youth workers but have been disconnected for some time from schools and teachers.

We believe that all students would like to be attending school and learning. We have a further strong belief that "students will give the best that they have got", in other words, if they could do better at school, they would. The intention of Oakwood School is to re-introduce students to learning to the extent that they are able to be successful and to build upon these successes to develop their learning potential and journey to a successful adult pathway.

The Oakwood School team comprises the educational leadership team of principal, campus principals, student wellbeing and teaching and learning leaders, teachers and allied health professionals, such as the school psychologist, mental health nurse and youth worker, community partnerships worker and administrative staff.

Oakwood School has campuses in Caulfield Park, Noble Park and Frankston and "pop-up" schools at community venues in Hastings, Rosebud, Pakenham and Ringwood.

Student Enrolment

The student enrolment has increased dramatically since the establishment of Oakwood School in 2011.

	2009	2010	2011	2012	2013	2014
Caulfield Park	53	60	51	58	55	54
Oakwood School, Noble Park	-	-	42	89	94	97.6
Oakwood School, Frankston	-	-	-	10	66.2	84.8
Hastings	-	-	-	12	13.5	15.4
Rosebud	-	-	-	10	10	12
Pakenham	-	-	-	-	19	37
South Melbourne	-	-	-	6	6	-
North East Victoria Region	-	-	-	-	-	17
TOTAL	53	60	93	185	263.7	320.8

Additional students are enrolled who participate in community VCAL programs at St Kilda Youth Service and the Brotherhood of St Lawrence in Frankston. A smaller number of students, who are under fifteen, are studying at Prahran Community Learning Centre and The Berry Street School via a memorandum of understanding with Oakwood School. In 2014, these additional students totalled 93.

Students attending Oakwood School, Noble Park come from a wide geographic area but are predominantly living in the City of Greater Dandenong or the City of Casey. Students attending Caulfield Park Community School also come from a wide geographic area, covering most of the old Southern Region. Students attending Oakwood School in Frankston, Pakenham, Rosebud and Hastings are, in the main, local to the particular location.

Partnerships, community engagement

Pivotal to the work of Oakwood School is the embedding of partnerships with agencies and service providers at all stages of the young person's re-integration into the educational experience.

Alongside the student induction processes is a co-ordinated case managed approach with agencies and services providers contributing information to an integrated service delivery model which assists in the development of learning and social goals for the young person.

Oakwood School has developed significant relationships with agencies, community organisations and other Youth Service providers across the South East Victoria Region.

Student Family Occupation Index

The school's Student Family Occupation index (SFO), which reflects the socioeconomic status of the families of students enrolled, has ranged between 0.68 and 0.79 during the past four years. For 2014 the State-wide average SFO index is 0.513, the index for Oakwood School is 0.7720 (0.7521 in 2015) and for the Caulfield Park Community campus 0.7866 (0.7692 in 2015). These values are similar and relatively high, reflecting the lower socio-economic status of the families of our students.

Priority Cohorts

It is important to note that Oakwood School enrolls a significant number of students who are:

- Students in out of home care
- Koori students
- Students funded as part of the Program for Students with Disabilities.

Each of these groups bring added responsibilities to the school in the way they are managed, however, these responsibilities are met as a matter of course by Oakwood School as all students have an individual learning plan with educational and pathway goals and all students are supported by the Student Support Group processes as part of the school's student induction and support processes.

	<p>Governance</p> <p>In order to support the school and the development of the community based programs across the regions, the School Council has been restructured to include representation from agencies and bodies which support young people. This Council reflects the various stakeholder groups and others that can best support the development of Oakwood School. The Oakwood School Council comprises:</p> <ul style="list-style-type: none"> • DEECD Regional Director nominee. • Department of Human Services nominee. • Department of Justice nominee. • Principal (Executive Officer). • Two staff representatives. • Up to seven co-opted members as determined by the Council. Currently co-opted members come from business, philanthropy, community agencies and the South East Local Learning and Employment Network. <p>Future Development</p> <p>In 2015 Oakwood School will open a new venue in Shepparton, a Career Pathways Centre in Frankston and will to explore a further partnership with Mornington Peninsula Shire at a new Youth/Community Hub being constructed in Mornington. Oakwood School will continue to develop across the North East and South East Victoria regions as a coordinated approach to engaging our most vulnerable young people with learning.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> • The school commits to make all decisions in the best interests of the student concerned. • All enrolment enquiries will be responded to within 5 working days. • The school commits to working collaboratively with workers from community agencies that are supporting our students and will facilitate open and regular communication with these agencies/workers. • All students will have an Individual Learning Plan and receive instruction that is adapted to their individual interests and needs. • All students will receive regular feedback on their work from teachers regularly in class, in Student Support Group meetings and in preparation for and during the student Led Conferences. • The school will follow up student absences on a daily basis with phone calls to parents and care givers. • All students are supported to develop an individual pathway plan and will be supported to transition into work, further education or training. • The school will respond to all communication from parents and caregivers within 2 working days. • The school commits to hold Student Support Group meetings for each student at least twice a year. • The school commits to hold Student Led Conferences twice a year. • The school commits to regularly follow up inactive students by phone calls and referrals to other support agencies until the students has turned 17 or exited to valid employment or other education pathway.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To improve student achievement in Literacy and Numeracy.	Every student engaged at Oakwood School will achieve measurable progress in literacy and numeracy.	<ul style="list-style-type: none"> Strengthen the capacity of teachers to accurately determine the student's learning needs in order to provide targeted explicit teaching.
Engagement	To improve student post school readiness.	Every student will develop pathways to further education training or work placement.	<ul style="list-style-type: none"> Further develop a broad range of community and work experiences along with appropriate supports to develop the student emotionally and academically for life beyond school.
Wellbeing	To improve student wellbeing.	<p>All students will demonstrate improvement in pro social behaviours as measured by the Strengths and Difficulties Questionnaire.</p> <p>All students identified in the clinical range on the Strengths and Difficulties Questionnaire to be referred for appropriate support.</p>	<ul style="list-style-type: none"> Further develop a broad range of community and work experiences along with appropriate supports to develop the student emotionally and academically for life beyond school.
Productivity	To effectively allocate resources to meet the needs of students and ensure optimal productivity across the school.	The annual school budget will be designed to support the implementation of the school's strategic plan.	<ul style="list-style-type: none"> Ensure all resources are allocated to support ongoing student and school improvement.

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
<p>Achievement</p> <ul style="list-style-type: none"> Strengthen the capacity of teachers to accurately determine the student's "point of need" in order to provide targeted explicit teaching. 	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> Ensure all members of staff have a clear understanding of the school's new SSP, including all terminology. For example: Professional trust, point of need, differentiation, feedback, instructional model. Establish a process for sharing and collaboration between campuses. Develop and implement assessment tools to be used in conjunction with continuums. Develop and implement teaching strategies to be used in conjunction with continuums. Ensure LPs and Learning Maps are aligned with student assessments. Develop a process for the school and students to track their learning progress. Establish a coaching model across all campuses. Develop and implement a best practice teaching and learning model. Use the results of the Attitudes to School Survey for discussion and to inform improving outcomes for students. Year 2 actions will be determined following a review and evaluation of Year 1. 	<p>Achievement Milestone</p> <ul style="list-style-type: none"> All staff to be familiar with the Strategic Plan and AIP and use these documents in developing their annual performance plans and term goals. Teams for effective collaboration identified. Shared meeting and professional learning times developed across campuses. Whole school calendar developed. Consistent use of learning maps and continuums across the school to accurately identify student's point of need. Teachers demonstrating a deeper understanding of continuum content and capacity to explicitly teach, assess and track student progress. The publication of shared, common literacy and numeracy pedagogical practices and best practice teaching and learning model supported by coaching which lead to these practices being embedded into the performance and development and daily practice of all classroom teachers.
<p>Engagement</p> <ul style="list-style-type: none"> Further develop a broad range of community and work experiences along with appropriate supports to develop the student emotionally and academically for life beyond school. 	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> Trial and implement a Year 12/Year 13 mentoring program at the Caulfield Park Community campus. Collect data around work experience and work related skills to measure engagement/success/completion and attendance levels. 	<ul style="list-style-type: none"> Trial program is established Every student leaving school is case managed.

		<ul style="list-style-type: none"> Develop and implement a continuum of pre VCAL work related skills. Build teacher capacity around understanding of Managed Individual Pathways (MIPs). Develop staff expertise around pathways planning across the school. Engage with employers and ongoing education institutions to ensure they have an understanding of the specific needs of students. Establish processes and procedures to support student transitions. Evaluate the Year 12/Year 13 mentoring program at the Caulfield Park Community campus. 	<ul style="list-style-type: none"> Teachers/pathways staff establish a work experience program that can identify work capacity of individual students and manage the supports required to achieve success Established database of sympathetic employers who understand our students needs
<p>Wellbeing</p> <ul style="list-style-type: none"> Further develop a broad range of community and work experiences along with appropriate supports to develop the student emotionally and academically for life beyond school. 	Year 1	<ul style="list-style-type: none"> Establish baseline information by administering the Strengths and Difficulties questionnaire on entry to the school and thereafter annually. Engage with organisations that can provide assistance in areas of identified need. Ensure expertise is provided across all campuses. Ensure students receive appropriate information around sexual health and healthy relationships. 	<ul style="list-style-type: none"> Baseline data collected and bi-annual assessment processes put in place. Appropriate partnerships and referral processed established with community agencies/organisations. Sexual health and healthy relationships included in Positive Behaviours continuum
<p>Productivity</p> <ul style="list-style-type: none"> Ensure all resources are allocated to support ongoing student and school improvement. 	Year 1	<ul style="list-style-type: none"> Year 2 actions will be determined following a review and evaluation of Year 1. Establish a combined campus focus group to discuss the needs of each campus. 	<ul style="list-style-type: none"> Oakwood School Leadership team driving consistent processes and procedures across all campuses. Oakwood school operating as one organisation across all campuses

		<ul style="list-style-type: none"> ▪ Establish a Caulfield Park CS grounds/building improvement team including student representatives. ▪ Provide a framework that aims to protect staff and manage the risk of vicarious trauma and embed professional care into education. ▪ Year 2 actions will be determined following a review and evaluation of Year 1. 	<ul style="list-style-type: none"> ▪ Staff and students at the Caulfield Park Community campus consulted about improvements to the physical environment. ▪ Enhancement of the physical environment at the Caulfield Park Community campus. ▪ Staff Professional Care Policy developed and implemented across whole school
	Year 2		