School plan 2015 – 2017

Royal Far West School 5504
### School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>We want our students to live healthy, fulfilling, productive and responsible lives.</td>
<td>RFWS provides educational services to the clients of the Royal Far West developmental services (RFW). We are also part of the NSW Centre for Effective Reading, providing services to students with complex and severe reading difficulties in rural and remote NSW. Although we are located on the beachfront at Manly, all students are from country NSW, often from remote areas of the state. Students come to us with a range of medical conditions, including developmental, learning, behavioural emotional and communication difficulties and disorders. We work with students aged 3 to 18 years, with 20% being Aboriginal. All children must be accompanied to RFW by a parent or carer. We work in partnership with families, RFW, country schools and local services to provide information, consultancy, resource advice, professional development and program assistance. We have a strong focus on working across the state using video conferencing and internet-based video communication for individual, ongoing student support. For further information see <a href="http://www.royalfarwest.schools.nsw.edu.au">www.royalfarwest.schools.nsw.edu.au</a></td>
<td>Our school plan has been developed by consulting with our key stakeholders – Royal Far West executive and staff, Royal Far West School staff, parents and carers, rural schools, Department of Education and Communities executive staff, our students, volunteers, RFWS School Council and RFWS P&amp;C. We have used surveys and questionnaires, discussions, focus groups, telephone interviews, data analysis and literature reviews to inform our decisions.</td>
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Purpose:
To provide a multidisciplinary service that addresses the “whole child” rather than being tied to individual disciplines or presenting problems. This will result in a service that is practical, realistic, effective, innovative, focussed and efficient.

Purpose:
To enable students and their families equitable access to expert, evidence-based, specialist teaching and learning in their local area, reducing the effect of disadvantage and isolation.

To increase the capacity of partner schools and parents/carers to provide best practice support to children with complex health and learning needs

Purpose:
To improve educational outcomes for students with complex learning and health needs in rural and remote NSW by enhancing engagement and wellbeing and by promoting a culture of high expectations, flexibility and innovation.
Strategic Direction 1: Integrated health and education service

Purpose
To provide a multidisciplinary service that addresses the “whole child” rather than being tied to individual disciplines or identified areas of need. This will result in a service that is practical, realistic, effective, innovative, focussed and therefore more efficient.

People
How do we develop the capabilities of our people to bring about transformation?

Students: Develop the mindsets and capabilities of students to a range of professionals working within the classroom environment

Staff: Develop the mindsets and capabilities of staff to collaborate with health professionals in all aspects of assessment, reporting and programming

Parents/Carers: Develop the mindsets and capabilities of parents to understand integrated multidisciplinary teams as being more effective than health and education silos

Leaders: Develop the mindsets and capabilities of the leaders of RFW/S to facilitate an informed, mutually respectful, articulate and mutually beneficial move towards an integrated service model

Processes
How do we do it and how will we know?

- Multidisciplinary teams formed to develop and deliver group programs to address complex health and education needs
- Create flexible, innovative internal staffing model to more capably meet the needs of students
- Monitor the proportion of students participating in innovative, evidence-based multidisciplinary programs that clearly address specific cohorts and have clear, shared goals

Evaluation Plan
- Analysis of surveys and school and parent information regarding the effectiveness of our multi-disciplinary approach in working with our children

Products and Practices
What is achieved and how do we measure?

- Multidisciplinary Teams consisting of health professionals and educators working in close collaboration across all aspects of the service

Product:
- Integrated health and education assessments, reports and recommendations for intervention and support
- A range of evidence-based integrated health and education group programs
- Increased proportion of students accessing integrated assessment and reporting resulting in more holistic, practical and realistic recommendations to families and schools as measured by school community survey results, interviews with schools and independent reviews of written reports

Practice:
- Multidisciplinary teams consisting of health professionals and educators established for all complex clients
- Integrated health and education systems including electronic shared workspace and improved communication systems
- Flexible staffing model to enable classroom teachers to be part of multidisciplinary planning, assessment and intervention

Improvement Measures
Multidisciplinary Teams consisting of health professionals and educators working in close collaboration across all aspects of the service

- Integrated health and education assessments, reports and recommendations for intervention and support
- A range of evidence-based integrated health and education group programs

Community Partners: Develop the mindsets and capabilities of RFW clinical services to see educators as essential members of multidisciplinary teams in all aspects of assessment, reporting and programming
# Strategic Direction 2: Equitable access to specialist support

<table>
<thead>
<tr>
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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| To enable students and their families equitable access to expert, evidence-based, specialist teaching and learning in their local area, reducing the effect of disadvantage and isolation. | **How do we develop the capabilities of our people to bring about transformation?**  
**Students:** developing the mindset and capability to trial a range of personalised support options in the classroom setting  
**Staff:** All staff to be confident users of communication technology; staff to be supported to work in multidisciplinary teams; staff to be trained and experienced in delivery of group programs to adult learners, including parents and rural staff  
**Parents/Carers:** Need ongoing mentoring as they develop their skills and confidence to advocate for their child in the school community; need to develop positive communication skills; need to develop basic technology skills; how to access local services  
**Community Partners:** RFW clinicians to be upskilled in working with groups of students in a school environment and in working in collaboration with educators  
**Leaders:** Need the skills to support staff through period of great change and to communicate positively with a wide range of people | **How do we do it and how will we know?**  
- Integrated health and education teams given time to develop and implement staff training modules to better equip rural and remote school staff to provide support to students with complex health and education needs  
- Health and education staff trained in effective videoconferencing techniques  
- RFWS website to be used to host parent and teacher training modules and practical resources for parents, teachers and students  
- Monitor numbers of schools taking part in multidisciplinary videoconferences  
- Monitor numbers of schools taking part in staff training modules offered by RFW/S  
- Monitor numbers of parents attending individual and group sessions | **What is achieved and how do we measure?**  
Schools in rural and remote NSW providing evidence-based, personalised support for students with complex health and education needs  
Parents and carers being informed, confident and realistic advocates for their children in their local school  
Suite of accredited RFW/S post-assessment options available to schools to develop capacity of teachers in rural and remote NSW  
Suite of parent education modules  
What are our newly embedded practices and how are they integrated and in sync with our purpose?  
- Multidisciplinary videoconferences for all new clients/students and clients/students at significant transition points (e.g. new diagnosis, transition to school)  
- Students trialling the use of personalised supports, including assistive technology, visuals and sensory strategies  
- Individual and small group parent sessions |

**Improvement Measures**  
- Schools in rural and remote NSW providing evidence-based, personalised support for students with complex health and education needs  
- Parents and carers being informed, confident and realistic advocates for their children in their local school  

**Evaluation Plan**  
- Analysis of surveys and school and parent information reflecting capacity to provide support to children with complex needs
## Strategic Direction 3: Personalised learning

### Purpose
To improve educational outcomes for students by assisting rural staff to personalise learning, leading to enhanced engagement and wellbeing, a culture of high expectations, flexibility and innovation.

### People
**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
To understand that RFWS is an environment to trial a range of personalised learning supports, including assistive technology.

**Staff:**
To become competent users and teachers in the use of a range of personalised learning supports, including assistive technology, visuals, scaffolds, sensory supports.

**Parents/Carers:**
To be aware of the range of supports that may be available to their child and to have realistic expectations for how they may be implemented at a local level.

**Community Partners:**
To have realistic expectations about the capacity of schools to implement recommendations into personalised learning plans.

**Leaders:**
To understand the resource implications of developing and implementing individual learning plans.

### Processes
**How do we do it and how will we know?**

- Multidisciplinary staff to develop a range of evidence-based programs and resources that can be personalised to meet the needs of individual students.
- Rural and remote schools to provide RFWS with existing individual learning and support plans prior to enrolment.
- Videoconference minutes following initial visit to RFWS to include individual learning plan recommendations.
- Embed options for training staff in rural and remote schools in personalising support for students.
- Follow up videoconferences for all new clients 6-8 weeks after initial VC.
- Monitor numbers of rural schools embedding RFWS recommendations for personalising learning support into existing and/or new plans.

### Products and Practices
**What is achieved and how do we measure?**

**Product:**
- Students receive evidence-based, personalised learning and support locally.
- Staff training modules to build the capacity of rural and remote staff to provide personalised support to students.
- A bank of evidence-based resources and tools available on the RFWS website to support the development of a personalised learning plan.

**Practice:**
- RFW health and education staff collaboratively develop individual learning and support recommendations.
- Videoconferencing and ongoing mentoring using communication technology.
- Students trialling personalised learning supports in the classrooms.

### Improvement Measures
- Rural and remote school staff to be provided with a personalised suite of strategies and resources to be embedded in individual learning plans for all new clients of RFWS.
- A range of staff training options to build the capacity of rural and remote staff to provide personalised support to students with complex health and education needs.

**Evaluation Plan**
- Rural and remote school staff to provide feedback (survey) about how useful our recommendations have been for personalising learning and what was most/least useful.
- RFWS staff self-evaluate own practice and strategies and resources that are used to support schools in implementing personalised learning plans.