

# School Name: Henbury Annual Operational Plan 2015 Based on Strategic Improvement Plan for 2012-2015

Henbury School

To provide a caring and responsive learning environment and an effective and meaningful curriculum in order that all students can achieve quality learning outcomes that prepare them for relevant and realistic post school options and a valued lifestyle.



We will achieve this through the creation of, and sustaining of a highly professional staff, close links between home and school, adopting a philosophy of all round continuous improvement in every aspect of school life and the total school community being committed to achieving the aims of the school.

Carolyn Edwards  
PRINCIPAL

Paula Callaghan  
SCHOOL COUNCIL CHAIRPERSON

Aderyn Chatterton  
REGIONAL DIRECTOR

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DATE

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DATE  
School Council Chairperson signs indicating that the  
Annual Operational Plan has been endorsed by  
School Council.

\_\_\_\_\_  
DATE

Key Result Area	Teaching and Learning
<b>Goal</b>	1. All teaching staff will be successfully implementing the Australian Curriculum. 2. All staff will be trained at a functional level in augmentative communication methods, programs and tools. 4. Each student will demonstrate measurable improvement in the academic, social and/or emotional domains.
<b>Improvement Targets/Milestone</b>	1.1 All classroom programs will include the Australian Curriculum of English and Maths. 1.1 Trial Ables and AUSVELS  2.1 All staff will participate in two formal PD on augmentative communication methods. 2.2 90% of students are using ICT tools to support communications in daily routines  4.1 All students will demonstrate success in 75% of their EAP/TEAP targets.
<b>Action</b>	1.1 Write a Numeracy Policy. What common approaches will be used across the school. 1.2 To trial ABLES and AUSVELS  2.1.a Conduct augmentative PD for other schools/agencies/providers across the NT. Promote the skills of staff within the school and out of the school. 2.1.b Host PD at Henbury School for teachers and parents, through applying for whole school Professional Development Day 2.1.c Staff to participate in 2 formal augmentation PDs i.e., signing, eye gaze, P2go  2.2. Create individualised augmentation to support communications in daily routines at school and at home i.e. PECS, Sign, P2Go and eye gaze technology.  4.1.a To have the Accelerus data base used for all collection of student data, to have Accelerus generate EAP/TEAP and reports. To design what is included in the database. Provide professional learning support to staff for use in 2016. New SharePoint site for EAP/TEAPs, reports and Portfolios 4.1.b Three elements –Pathways, Life skills, Academic – to consolidate current practices and develop an Overarching Framework. 4.1.c Outreaches-Line of Sight- Curriculum, purpose, programs.

Who	When
AOP Working Group- Numeracy Policy Augmentative Group, ST1 CAR AOP Working Group- Accelerus, ST1 CAR, Senior Leadership 4.1.b Senior Leadership 4.1.c AP2, ST1 CAR, Senior Outreach Non-Contact Teacher	By end of 2015, policy to be written. By end of 2015 By end of 2015, design completed and staff familiarising themselves ready for use in 2016.

Funding	Funding Source
Augmentative - \$10 000 -\$10 000 - \$52 000 PD- Whole School Professional Day Accelerus - \$ 4 085 Curriculum- \$39 091	Variety NT Telstra Grant HCL 2014 funds  Teaching & Learning Strategies

Progress Note	Expenditure To Date	Note Date
<b>Goal</b>		
<b>Improvement Targets/Milestone</b>		



Northern  
Territory  
Government

## DEPARTMENT OF EDUCATION

**Improvement  
Targets/Milestone**

Key Result Area	Wellbeing
<b>Goal</b>	1. Maintain and promote the positive aspects of the Culture of the school. 2. All students will have opportunities to access a range of organised and independent activities at recess and lunchtime. 3. All students have access to modified alternative programs.
<b>Improvement Targets/Milestone</b>	1.4 To maintain the positive culture of the school by celebrating programs, students and staff members who are demonstrating the school's values. 1.5 Celebrate the successes of students and staff at least twice a term.  2.1 To have 90% of students indicating that they have a range of activities available during recess and lunchtime.  3.1 Staff identify student/s who requiring a Behaviour Support Plan (BSP).
<b>Action</b>	1.4.a Write Guidelines for Values Program. 1.5 Staff Appreciations-written and shared at Staff meetings. Students-Award Certificates handed out at Assemblies, Good on You given during the term, fortnightly draws-names published in Newsletter, draw at end of term at assembly.  2.1 Have a variety of areas available for play at recess and lunchtimes.  3.1.a Backtrack to Year 6 through the transition process, the identification of students who may require a BSP. Develop stronger Transition Programs with Primary Schools. 3.1. b Review and Modify BSP process and templates. 3.1. c Write and publish guidelines for Sensory Integration Program, AP1 to oversee the program.

Who	When
Principal Leadership Team, Teachers and SESOs Senior and School Leadership, Teachers, SESOs AP1 and ST1 CAR AP1 and Sensory Integration Teacher	By end of 2015, guidelines to be written All year Ongoing throughout the year Ongoing throughout the year By the end of 2015

Funding	Funding Source
\$33 348	Strategies Wellbeing

Progress Note	Expenditure To Date	Note Date
Goal		
Improvement Targets/Milestone		

Improvement Targets/Milestone	
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Key Result Area	Participation, Transitions and Pathways
<b>Goal</b>	1. Students to play an active, inclusive role in their society and community. 2. Planned Pathway. Students to experience a range of vocational pathways.
<b>Improvement Targets/Milestone</b>	1.2 All TEAP goals based on 5 key areas of future planning questions.  2.2 All students will experience an individualised planned pathway into Post-School Options (work/VETiS) and be linked to PSO/ Agency/Organisation
<b>Actions</b>	Update TAP Guidelines Write Work Ready Booklet, linked to Australian Curriculum and Capabilities(Scope and Sequence)-including pre vocational/work skills Update TAP request proforma, process, expectations T2W-Overview updated  Develop and write a Work Training Manual AOPWG Develop and write Induction Process for Work Trainers AOPWG Work Diaries-create bank of individualised diaries AOPWG  Henbury Work Training Website-complete construction and go live

Who	When
ST1 TAP and VETiS and Work Training Teacher AOP Working Group	By the end of 2015 By end of 2015

Funding	Funding Source
\$40 000-Work Training \$9 300-Stepping Stones \$62 762-Money to go towards additional school bus \$168 491-Enterprises-Op Shop, Enterprise Ed, Gardening Crew, Coffee Club, Flat Tie Dye,	Participation, Transitions & Pathways Strategies  Participation, Transitions & Pathways Strategies Trading Budget

Progress Note	Expenditure To Date	Note Date
<b>Goal</b>		
<b>Improvement Targets/Milestone</b>		

<b>Improvement Targets/Milestone</b>	
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Key Result Area	Partnerships
<b>Goal</b>	1. Regular access to wide range of specialists that support student development and learning. 3. Brilliant community relationships.
<b>Improvement Targets/Milestone</b>	1.2 All staff will be provided with three different therapists PD/year.  3.2 Be recognised as an exemplary provider of education for special needs within the NT, Australia and internationally. 3.4 Establish joint programs with/between Community Organisations and/or mainstream schools. 3.5 Develop relationships and connections with RTOs and employment agencies.
<b>Actions</b>	1.2 Identify what programs are required to support students learning. Swimming/Water Therapy, Rock and Water, Communication, Technology, Physio, Speech, Augmentative Communication, Music Therapy, Human Growth and Development, Drum Beat, Bike Maintenance, Arts afternoon-music, choir, dance Specialist Teacher support for students having difficulty accessing school programs through Sensory Integration Program.  Drum Beat, Train 6 facilitators, Music Therapy-2013 HCL funds  3.2 Nominate staff/school for Excellence in Teaching Awards, National Disability Awards  3.4.a Through the Work Training and Work Experience develop programs with Community Organisations/Schools Sustainability- Develop Policy and Guidelines Stephanie Alexander Kitchen Garden Program, Recycling-Cash for Cans, paper, compost, chickens, rabbits, kitchen garden beds, Gardening Crews  3.5 Working with the following Community Partners/RTOs/Employment Agencies Darwin City Council, Keep Australia Beautiful, CSIRO, Kitchen Garden Schools, NTRS, Darwin Convention Centre, HPA, LWB, DoH, Project Employment, Variety NT, CDU, Mission Australia, GTNT, CWA, Dripstone, Sanderson and Nightcliff Middle, Casuarina

	<p>Senior College and Darwin High School, Casuarina Education Precinct, NT Music School</p> <p>3.b) Host Henbury Corporate Luncheon- Have an Events coordinator supported by Executive Committee</p> <p>Yearbook School Camp</p> <p>At least one Major and Minor Community event every term Term 1-Expo of Service Providers for Students with Disabilities, End of Term Assembly Term 2- Twilight Sports Carnival, and End of Term Assembly Term 3- School Camp, Participate in Disability Awareness Week as presenter, Happiness and Wellbeing Market, Family Night – School Presentation and End of Term Assembly Term 4 – Marrara Craft Fair, Henbury Corporate Luncheon, Presentation Assembly</p>
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Who	When
AOP Working Group Sustainability AOP Working Group Henbury Corporate Luncheon School Leadership, teachers and SESOs	By end of 2015 By end of 2015

Funding	Funding Source
\$880-Camp	Partnerships Strategies



Progress Note	Expenditure To Date	Note Date
Goal		
Improvement Targets/Milestone		
Improvement Targets/Milestone		

Key Result Area	Leadership
<b>Goal</b>	1. Have a meaningful and effective Performance Management process. 2. Implement and sustain quality teaching and learning programs.
<b>Improvement Targets/Milestone</b>	1.1 All staff will be involved in at least 4 performance/ mentoring/coaching meetings each year. 1.2 80% of staff believe that the Performance Management process is meaningful and effective.  2.1 Develop Teaching and Learning Priorities in order to implement quality teaching and learning programs. 2.2 Implement Teaching and Learning Priorities in order to sustain quality teaching and learning programs. 2.3 Staff to attend PD which supports the implementation of Teaching and Learning Priorities.
<b>Actions</b>	1.1.a Develop mentoring guidelines 1.1.b Adapt GROWTH Coaching questions 1.1.c Develop lesson observation guidelines for peers 1.1.d SESOs to use CLF4 to self assess for PM conversations.  2.1, 2.2, 2.3 Visible Learning (VL) Attend Foundation Day-all staff Foci Effective Feedback Know thy Impact-how to measure progress Mindframes

Who	When
AOP Working Group AP1, Principal and Senior Leadership, school staff	By end of 2015 Ongoing

Funding	Funding Source
\$6 000 Staff PD \$13 750 Foundation Day 1 Visible Learning	Leadership Strategies

Progress Note	Expenditure To Date	Note Date
<b>Goal</b>		
<b>Improvement Targets/Milestone</b>		

<b>Improvement Targets/Milestone</b>	
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