

School plan 2015-2017

G S Kidd Memorial School 5685



ENDEAVOUR TO ACHIEVE

School background 2015–2017

School vision statement

“Great teachers inspire their students to learn. They can, and do, make a difference to the quality of a student’s life both within and outside the school.” (Great Teaching Inspired Learning.NSW DEC 2013).

This statement guides the teaching philosophy of all staff at GS Kidd Memorial SSP. We are committed to improving the learning outcomes of students through enhancing teacher quality and we share the following beliefs:

- Students are our priority, are at the centre of everything we do and our practice reflects their best interests;
- Teachers and school leaders are the key to making the difference to student learning;
- Quality staff and instructional leadership are the key drivers for continuous school improvements; and
- The coherent alignment of teacher, leader and student learning has the greatest impact.

GS Kidd Memorial SSP is a nurturing and engaging learning environment with high expectations for students, staff and community. All students have the opportunity to be successful learners, confident and creative individuals and active and informed citizens, in an environment where achieving one’s best is inevitable.

We will achieve this through a relentless focus by our students, staff and community on our Strategic Directions of; 1 – Successful Students, 2 – Skilled Staff and 3 – Supporting Community. This vision is shared and supported by our school community of students, staff and families.

School context

Our school is located in the Gunnedah Shire, within the New England Region. Currently we have 40 students enrolled across 5 classes. As a School for Specific Purposes we enrol students who are assessed as functioning in the Mild to Severe range of Intellectual Disability, from four to eighteen years. We currently have a permanent Multi Categorical Class and a temporary Multi Categorical Class.

There is always going to be a diverse range of learning needs which will be addressed by quality teaching and learning programs. The partnership between parents, staff, community of schools and volunteers enhances students’ outcomes and the school enjoys high community support and receives Equity funding.

Priorities include effective communication, functional Literacy and Numeracy along with Community Based Learning and Vocational Education, as significant programs underpinning all areas of life both now and in each student’s future environment.

School planning process

Underpinning our 2015–2017 Strategic Plan is continuous improvement and innovation. Its management, implementation and evaluation is a whole school responsibility. Our improvement measures are designed to be achievable and based on identified needs that will make a difference to student outcomes.

The following planning processes were utilised by the school community to prepare our 2015–2017 plan:

Analysis of:

- school based assessments
- school programs including literacy, numeracy and student welfare
- budgets
- school based surveys targeting students, families, staff and community

Planning days and meetings for all stages, enabling evaluation of school programs, identification of necessary system and process changes and opportunities for short and long term planning and goal setting.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1 Successful Students

Purpose:

School culture and practice respects and responds to every student's aspirations, culture and learning potential.

The focus of Strategic Direction 1 is 'Successful Students'. Its purpose is to:

- Design learning programs which are differentiated, purposeful and engaging, are directly related to each student's stage of learning development and build their capacity to be responsible and productive citizens.
- Deepen student learning through authentic relevant and meaningful student learning.
- Have students achievements celebrated and promoted in the wider community.

STRATEGIC DIRECTION 2 Skilled Staff

Purpose:

Strengthened capacity of staff to support and improve learning outcomes for the 'whole child'.

The focus of Strategic Direction 2 is 'Skilled Staff'. Its purpose is to:

- Develop, implement and share innovative and collaborative professional learning programs, which build personal and team capacity, leadership and educational practice, develop reflective team members and support further career development.
- Ensure staff takes responsibility for their own professional learning and improve their practice.
- Have shared ownership of purpose, values and commitment to targeted priorities.

STRATEGIC DIRECTION 3 Supporting Community

Purpose:

The focus of Strategic Direction 3 is 'Supporting Community'. Its purpose is to:

- Enhance student engagement through parent, family and community involvement through school programs.
- Provide an environment focusing on safety, respect, learning and mutual communication.
- The school links families with community service providers to enhance student outcomes.

Strategic Direction 1: Successful Students

Purpose

School culture and practice respects and responds to every student's aspirations, culture and learning potential.

The focus of Strategic Direction 1 is 'Successful Students'. Its purpose is to:

- Design learning programs which are differentiated, purposeful and engaging, are directly related to each student's stage of learning development and build their capacity to be responsible and productive citizens.
- Deepen student learning through authentic relevant and meaningful student learning.
- Have students achievements celebrated and promoted in the wider community.

Improvement Measures

- 10% increase in student engagement as measured by on-task analysis
- 10% reduction in 'behaviour incident notifications'
- 5% increase in student and parent satisfaction as evidenced in 'Tell Them From Me' surveys

People

Students

- Engage students in meaningful, significant educational programs that will enhance their lives and participation in the community.
- Understand the core values of being a safe, respectful, learner engaging with the PBL program.

Staff

- Professional Learning (PL) in effective planning and implementation of ILPs.
- Actively engage in individual and collaborative professional learning through a range of strategies that focus on feedback, self-evaluation and the sharing of professional practice.
- Target teaching strategies to deepen knowledge of student's learning needs.

Parents/Carers

- Provide a range of opportunities for parents to engage with the school to build their capacity to support the students in their learning environment.

Leaders

- Drive improvement through evidence based best practices.
- Will promote cooperation, positivity and support ongoing Professional Learning.

Processes

Assessment for Learning –

Purpose

- To ensure high levels of engagement and achievement in literacy and numeracy across the school.
- Deepen student engagement through authentic, relevant and meaningful programs.

Milestones 2015

- Increased student engagement through a deep knowledge of the curriculum to develop 'learning goals'.
- Increased levels of student growth in literacy and numeracy through consistent collection of data.

Milestones 2016

- Increased student engagement through developing 'learning goals and success criteria'.

Milestones 2017

- Successfully implementing all the seven elements of Assessment for Learning.

Positive Behaviour for Learning (PBL) –

Purpose

- Clear and consistent behavioural expectations across all areas in school and community.

Milestones 2015

- all staff participated in Professional

Practices and Products

Practices

Assessment for Learning

- Teachers demonstrate a deep knowledge of the Assessment for Learning elements. This will allow us to understand the way students learn and support the tracking of student growth.

Positive Behaviour for Learning

- The implementation of PBL supports students growth in self regulated behaviour with a 10% reduction in incident reporting.

Products

Assessment for Learning

- Increased student level of engagement in learning and improvement in the context of teaching for individual learning needs.

Positive Behaviour for Learning

- Staff consistency when managing challenging behaviours and recognising appropriate behaviour..

Strategic Direction 1: Successful Students

Improvement Measures

People

Processes

Learning about PBL with 80% agreeing to implement PBL.

Milestones 2016

- Analysis of student behaviour data to identify common themes and areas.
- Staff matrix developed and communicated across all settings.

Milestones 2017

- Student matrix developed and communicated across all settings.
- PBL lessons developed and delivered across all environments,

Practices and Products

Evaluation Plan

School improvement will use the milestone planning tool to review progress each term and evaluate achievement.

Strategic Direction 2: Skilled Staff

Purpose

Strengthened capacity of staff to support and improve learning outcomes for the 'whole child'.

The focus of Strategic Direction 2 is 'Skilled Staff'. Its purpose is to:

- Develop, implement and share innovative and collaborative professional learning programs, which build personal and team capacity, leadership and educational practice, develop reflective team members and support further career development.
- Ensure staff takes responsibility for their own professional learning and improve their practice.
- Have shared ownership of purpose, values and commitment to targeted priorities.

Improvement Measures

- 10% increase in student achievement as evidenced by the ABLES assessment tool
- 90% positive feedback through the staff 'Tell Them From Me' survey.
- Performance and Development Framework processes will be embedded with all staff completing a Performance and Development Plan. All staff to have completed, reviewed and reported on their PDPs.
- 100% of student's ILPs reviewed and amended accordingly.

People

Students

- Are supported through effective teaching, assessment and adjusted delivery of curriculum.
- Are engaged as quality learners through collaborative planning and Individual Learning Plans..

Staff

- Actively engaging in collaborative planning to enable the delivery of focused programs based on the Australian curriculum.
- Developing a deeper understanding of the Literacy and Numeracy Continuum.
- Using data analysis where appropriate.
- Focusing on developing student's skills, recognising and gathering evidence of their learning.
- Consultants employed to deliver ongoing Professional Learning.
- Feedback on school performance will be addressed annually.

Parents/Carers

- Opportunities to collaboratively work with staff to improve the quality of educational programs through community learning sessions on strategies used within the school and planning meetings.
- Feedback on school performance will be solicited and addressed annually.

Leaders

- Provide support within the school to

Processes

Performance and Development Plans

Purpose

- To ensure Department of Education policies and procedures in mandatory training is completed by all staff.
- To provide and encourage reflection on teaching and/or leadership practice and adjust accordingly.

Milestones 2015

- All teaching staff participated in Professional Learning about the PDP process and developed their own goals.
- Teaching staff participate in mid year and yearly self assessment process as reflected through the Australian Teacher Performance and Development Framework.

Milestones 2016

- All teachers articulate three goals that reflect the school's strategic directions from the School Plan.
- Teachers take responsibility to actively engage in professional learning.

Milestones 2017

- All staff participating in ongoing Professional Learning about the PDP process.
- All staff complete their own Performance and Development Plans reflecting the school's strategic directions.

Capacity Building

- All lessons have Assessment for

Practices and Products

Practices

Capacity Building

- Scope and sequence plans developed and implemented in English and Mathematics resulting in increased staff confidence to teach to syllabus outcomes.
- School wide including the 'community of schools' have embedded practices to provide mentoring and coaching support and promote the ongoing development of all staff.
- The K – 10 Syllabus in English and Mathematics will be used to create school based assessments and determine growth in Individual Learning Plans.

Performance and Development Plans

- All staff clearly articulate 3 goals to enhance their ongoing Professional Development.
- Staff willingly share their expertise with colleagues through lesson demonstrations and peer observations.

Products

Capacity Building

- All teachers achieved school goals as stated in PDPs and actively engage in Professional Learning and peer feedback.
- English and Maths Syllabus is fully implemented with teachers demonstrating increased knowledge and capacity to meet all aspects of Standard Two at Proficient Level.

Strategic Direction 2: Skilled Staff

Improvement Measures

People

develop a deeper understanding of the Literacy and Numeracy Continuum.

- Build strong connected teams.
- Ensure school policies and procedures are current and compliant.

Processes

Learning goals and success criteria incorporating strategies for students to access the curriculum through differentiation.

- Literacy and Numeracy sessions are implemented utilising flexible grouping and learning support.

Milestones 2015

- Explicit, direct instruction teaching, focusing on a progression of learning according to syllabus outcomes and student learning needs.

Milestones 2016

- All lessons have learning goals and success criteria based on the knowledge, skills, concepts and processes from the NSW Curriculum.
- Demonstrate a deeper, shared understanding of A4L across the school, including a framework for teacher reflection, lesson observations, self-evaluation and feedback.

Milestones 2017

- English and Mathematics have high quality scope and sequence plans embedded with the elements of Assessment for Learning.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each term and evaluate achievement.

Practices and Products

Performance and Development Plans

- All staff have produced a PDP which is aligned to the school plan, strategic directions and personal goals.
- All staff successfully achieve goals with evidence to support achievement.
- All teachers participating in peer observations and self evaluation and documented through the PDP process.

Strategic Direction 3: Supporting Community

Purpose

The focus of Strategic Direction 3 is 'Supporting Community'. Its purpose is to:

- Enhance student engagement through parent, family and community involvement through school programs.
- Provide an environment focusing on safety, respect, learning and mutual communication.
- The school links families with community service providers to enhance student outcomes.

Improvement Measures

- 90% positive feedback on Tell Them From Me, focus group and school based surveys.
- 70% of families participating in planning meetings.
- 5% increase in family attendance during interagency support meetings.

People

Students

- All students learning plans developed in consultation with stakeholders. These plans strengthen shared responsibility and ensure student's needs always come first.

Staff

- Develop staff capacity to build stronger community partnerships and improve two way communications with our school community including formal/informal meetings, school events, newsletters, emails, social media and portfolios.
- Staff are in active partnerships with families in identifying and responding to individual students learning needs.

Parents/Carers

- School community members' work together effectively on shared projects.
- Families will understand and support school programs eg PBL and community based learning (CBL).
- GS Kidd School will provide avenues to build awareness of support and platforms available where information is given and shared.

Community Partners

- Our community service providers will share our belief that together we can build a positive and inclusive environment for people with disabilities.
- GS Kidd School will establish procedures that enable allied health and community service providers

Processes

Strong Community Partnerships

Purpose

- Student learning is supported by effective systemic practices.
- Families and community members have the opportunity to engage in a wide range of school related or organised activities.
- Improved collaboration processes ensuring that families and community members develop effective student learning plans.

Milestones 2015

- The school leadership team builds the capacity of the staff and community to use data to inform improvement areas.
- Linking with our 'community of schools' and Professional Learning Communities to enhance student outcomes.

Milestones 2016

- The school has productive links with community service providers to support CBL, vocational education programs and post school providers especially during key transition points.
- Families and community members have access to service providers to support their family's needs.

Milestones 2017

- Families and community members have opportunities to engage in a wide variety of school related activities to support their family's needs.
- A policy for therapy in schools

Practices and Products

Practices

- The school's executive builds the capacity of staff, school and community to use data to inform strategic school improvement efforts.
- Individual learning is supported by the effective use of school, system and community expertise.
- The leadership team will use case management practices to resolve student focused issues and support families to address student needs.

Products

- Community organisations value their contribution towards the enhancement of student learning outcomes.
- 70% of families actively participating in planning meetings.
- Increased parental involvement in school events and decision making.

Strategic Direction 3: Supporting Community

Improvement Measures

People

to work effectively when supporting students and their families.

Leaders

- School leaders build a collaborative culture in the school and wider community.
- Develop effective partnerships with service providers to support our school community.

Processes

(supporting NDIS) is completed.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each term and evaluate achievements annually.

Practices and Products