

School plan 2018-2020

Chalmers Road School 3831



School background 2018–2020

School vision statement

At Chalmers Road School, staff, parents and the wider community work together in positive partnerships to provide a high quality, authentic and engaging learning environment. Chalmers Roads School respects and reflects all cultural backgrounds and the individual needs of all students. The school supports and inspires students to develop a love of learning, to become responsible, considerate and creative citizens and to reach their full potential. Our vision is for each student to be empowered, lifelong learners who are confident and creative individuals supported by staff, parents and the community who have high expectations of the students to achieve.

School context

Chalmers Road School is located in Strathfield in Sydney's Inner West. The school provides quality education for students with moderate and severe intellectual disabilities. There are classes for students in Kindergarten to Year 12. We celebrate the abilities and successes of all our students. Our programs challenge and nurture the individual through quality education within a supportive and harmonious school environment. All students have personalised learning and support plans which are developed collaboratively with parents, staff and support professionals. Within the innovative, engaging and supportive learning environments students participate in a broad range of learning opportunities. The school has a strong focus on student wellbeing. High expectations of our students to succeed are shared by staff, parents and community. Programs are supportive of positive values and behaviour for learning across the school and community. There are strong partnerships established with parents and community groups which support the educational achievements of our students. Chalmers Road School is a member of a Community of Schools with Lucas Gardens and Wangee Park Schools. This professional partnership and that of other community agencies supports effective collaboration to build the capacities of leadership and educational innovation.

School planning process

A comprehensive process was undertaken to collect the views of parents/carers, staff and students and review current practices across the school. This included aspects of learning programs, current school directions, expectations, achievements and directions for improvement, support for students, families and staff, communication and resourcing.

This consultation included surveys, conversations and focus group feedback with parents. Collaborative professional dialogue, presentations and surveys provided input and feedback from school staff. The 2017 annual school improvement targets were evaluated to gain information about directions for further development and program priorities.

Three strategic directions have been defined for 2018–2020 as the basis for a shared commitment for future developments as we build the capacity in our students, staff and our community as lifelong learners.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Active participants, developing independence and achieving their full potential

Purpose:

To provide an engaging environment to ensure students are achieving through personalised learning, differentiated curriculum and support their emotional, social and physical wellbeing so that they participate and communicate to their potential.

STRATEGIC DIRECTION 2

Collaborative culture, building capacity, excellence and innovation.

Purpose:

To provide a positive and collaborative school culture for educational innovation and best practice through empowering staff by capacity building, leadership opportunities and professional learning which is responsive to meeting the learning needs of students.

STRATEGIC DIRECTION 3

Connected and engaged community

Purpose:

To increase meaningful participation of parents in school celebrations while acknowledging our school's cultural diversity and continuing to build strategic partnerships with our school community to enhance student learning and community engagement.

Strategic Direction 1: Active participants, developing independence and achieving their full potential

Purpose	People	Processes	Practices and Products
To provide an engaging environment to ensure students are achieving through personalised learning, differentiated curriculum and support their emotional, social and physical wellbeing so that they participate and communicate to their potential.	Students Students will build skills to engage in all curriculum areas, self regulate and communicate.	Staff collaboratively develop achievable curriculum goals linked to assessment in Personalised Learning and Support Plans (PLSP) Positive Behaviour for Learning (PBL) committee will collect, reflect and evaluate data. Implement PBL Scope and Sequence. Ongoing professional development in PBL.. Communication committee establish, revise and support implementation of student communication profile.	Practices PLSP template adjusted to cover all curriculum areas, negotiated with parents twice a year. Staff embed PBL Scope and Sequences into their curriculum and behaviour support planning. Whole school PBL data collected twice a term and reflected upon. Parents and staff establish student communication profile system.
Improvement Measures	Staff Staff will assess, plan and embed curriculum, communication and wellbeing strategies.	Evaluation Plan Analysis of PLSPs and engagement of parents. Analysis and data collection of reduction behaviour incidents. Feedback from parents and staff through 360 tool. Analysis of implementation communication profile tool.	Products Effective Personalised Learning and Support Plans (PLSP) linked to all areas of curriculum. Students identify, demonstrate and respond to Positive Behaviour for Learning (PBL) strategies across all school settings. Student communication profiling system established.
All students will have personalised curriculum goals with increased parent collaboration.	Leaders Executive will support and professionally develop self and team across curriculum, PBL and wellbeing.		
Increased use of common PBL language used to support all students in classroom and playground by staff and within behaviour support documentation.	Parents/Carers Parents will have more opportunities to be involved and engage in parent workshops to support communication, wellbeing and curriculum.		
Reduction in WHS and incident reports.	Community Partners Engage community partners to enhance curriculum, wellbeing and communication programs.		
Increased number of staff trained and utilising a range of student communication systems in their practices.			
All students will have a communication profile annually reviewed and part of the handover process.			

Strategic Direction 2: Collaborative culture, building capacity, excellence and innovation.

Purpose	People	Processes	Practices and Products
To provide a positive and collaborative school culture for educational innovation and best practice through empowering staff by capacity building, leadership opportunities and professional learning which is responsive to meeting the learning needs of students.	Students Students will build skills to engage in all areas of the curriculum using the SPRINT process.	Establish a collaborative culture through curriculum committees established and frequently meet to evaluate, create and reflect upon different areas of student learning needs. Fortnightly curriculum and programming structured meetings.	Practices Staff embed and utilise SPRINTS process to improve student learning outcomes and align professional learning.
Improvement Measures	Staff Staff will develop an understanding of and value the implementation of the SPRINTs process.	Build expertise and capacity through professional learning, staff support each other to apply learning and share expertise.	Curriculum committees have regular time slots to meet, identify goals and deliver PL to whole staff.
Increased number of staff have a common understanding of the process and application of SPRINTS.	Leaders Executive staff will model, facilitate and develop staff's knowledge and understanding of the SPRINTS process.	Systematic PL delivered to staff on the SPRINTS process.	Staff to develop and deliver Professional Learning sessions across the school.
Increased frequency of staff delivering PL across the school.	Parents/Carers Parents will be provided opportunities to engage in curriculum based workshops.	Evaluation Plan PL planner Data collection from SPRINTS. Internal testing of literacy and numeracy Feedback from staff	Products Staff are building capacity and initiating professional learning through their leadership roles linked to curriculum and whole school welfare. Process of SPRINTS is embedded into school practice.
Increased collaboration and active participation through curriculum committees and increased staff sharing expertise and delivering PL across the school.	Community Partners Expanded relationships with external agencies, schools and service providers to support professional learning..		Staff are building capacity and initiating professional learning through their leadership roles linked to curriculum and whole school welfare.
Increased student literacy and numeracy outcomes.			Collaborative staff sharing experience.

Strategic Direction 3: Connected and engaged community

Purpose	People	Processes	Practices and Products
To increase meaningful participation of parents in school celebrations while acknowledging our school's cultural diversity and continuing to build strategic partnerships with our school community to enhance student learning and community engagement.	<p>Students</p> <p>Students will build skills to engage with the community appropriately through a range of educational experiences.</p> <p>Staff</p> <p>Staff actively engaged and/or leading community links and celebrations.</p> <p>Leaders</p> <p>Executive staff will lead, model, maintain and strengthen community links.</p> <p>Parents/Carers</p> <p>Parents will participate in a wider range of both formal and informal school events.</p> <p>Parents will engage in consultation processes for their child and whole school directions.</p> <p>Community Partners</p> <p>Increased knowledge and understanding of the schools vision and strategic directions to enable the community to build partnerships to support the school.</p>	<p>Parent workshop schedule established to improve parent attendance and engagement.</p> <p>Community culture events acknowledged and celebrated across the year.</p> <p>Community culture events acknowledged and celebrated across the year. School to establish, maintain and strengthen mutually beneficial partnerships with community organisations.</p> <p>Staff allocated to frequently update and maintain social media platforms and school website. Regular newsletters sent out via online and paper based platforms.</p> <p>Evaluation Plan</p> <p>Parent and community attendance data</p> <p>Analysing term planners</p> <p>Feedback from staff, parents and community</p> <p>Analysis of social media data</p>	<p>Practices</p> <p>SchoolZine and whole school communication strategy revised for whole school events, including social media platforms.</p> <p>Improved opportunities held at school across various time frames to enable parent participation.</p> <p>Regular feedback sought after whole school events.</p> <p>Products</p> <p>Improved communication to parents to actively involve them in their child's learning on a consistent basis.</p> <p>Community actively involved in celebrations, activities and participating in decision making for school improvement.</p> <p>Strong links with community organisations to support opportunities for our students.</p>
Improvement Measures			
Increased members of the P & C			
Increased number of visitors to website, Schoolzine and number of queries submitted.			
Increased parent attendance at whole school event and positive feedback.			
Increased community members participating in school events and programs			
Increased number of visitors to website, Schoolzine and social media number of queries submitted.			