

# School plan 2018-2020

## St George School 5527



# School background 2018–2020

## School vision statement

To empower students to become lifelong learners who are confident, emotionally and socially secure and able to communicate and participate effectively in the community.

## School context

St George School caters for students with severe and moderate physical disability from pre-school to Year 12. Students attend from Sydney's southern suburbs, St George area, the Eastern Suburbs and Inner West. St George School takes pride in delivering quality educational programs for our students. The school's motto 'Learning for Life' highlights the importance of personalising student learning to maximise opportunities for independence and an enhanced quality of life.

The majority of students have an additional disability to the physical disability including moderate/severe intellectual, autism, visual impairment and hearing impairment.

St George School shares a site with Moorefield Girls High School and James Cook Boys Technology High School. The physical environment of the school aims to support the comprehensive delivery of educational programs in a safe, age appropriate and attractive setting. The school is built on a level accessible area. In addition to the playground areas and classrooms, the school has a number specialist areas which include the library, pool, sensory room, sensory theatre, connected classroom, hall, liberty swing and a sensory garden. The playgrounds, classrooms and specialist rooms address the wide range of needs of students at St George School.

## School planning process

The school planning process has involved consultation with the community, parents and school staff. The consultation process included use of the Tell Them from Me Survey for staff and for parents.

A review of the school vision indicated that the vision continues to be appropriate. Parents requested that the wording be less formal. The wording has been modified. The vision reflects the aspirations of families and school staff.

The consultation process provided directions in a number of key areas. There was general agreement that the previous focus on ability and participation in mainstream activities continue into the new school plan. This focus was consistent with the school vision and forms the foundation for learning at St George School. The impact of technology to support inclusion, communication and access to learning and recreational programs was acknowledged. The effective and consistent use of current technologies both low technology and high technology was identified as critical for students now and in their future life.

With the introduction of NDIS and the opportunities presented by 'client centred' funding, teamwork, respectful relationships and collaborative practices emerged as priorities. Through collaboration with parents and allied professional the needs of the whole child are addressed. With student learning at the centre and allied services complementing the work undertaken at school and at home, the academic, physical, emotional and communication needs can be successfully integrated at school and at home. Successful integration across settings provided a direction for the future.

The consultation process with the school staff also considered the department's strategic plan. Enhanced literacy and numeracy attainments were recognised as essential. The goals and values articulated in the department's plan underpin the aspirational focus of St George School and have been integrated into the St George School Plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Every student is known, valued  
and challenged in their learning.

### Purpose:

To provide a learning environment that personalises, stimulates, extends and challenges learning and provides opportunities to gain and practise skills and communication across settings and with a range of people.

To give students an effective communication tool that will enhance opportunities for learning and prepare students for an enhanced quality of life for the present and future.

## STRATEGIC DIRECTION 2

Every student, every teacher,  
every SASS member and every  
leader improves every year.

### Purpose:

To provide a stimulating learning environment that has high expectations of staff for all students, focuses on the abilities of students and promotes and celebrates student and staff successes.

To enable class staff to work collaboratively to set high expectations that are realistic, personalised and attainable and focus on the whole child.

To support a culture of continuous growth that values learning, current research and maintains currency in use of technology to support student access to learning.

To test, explore, use data, seek feedback and be prepared to change course as required.

## STRATEGIC DIRECTION 3

A collaborative, stimulating  
learning community that  
demonstrates mutual respect  
and support.

### Purpose:

To put students at the centre of decision making

To establish strong partnerships between the school and its teachers and parents and the community to make positive contributions to student learning.

To value and respect the contribution of all members of the school community through meaningful consultation and communication

To form effective partnerships with other schools, community groups and service providers to work together to support student growth and wellbeing.

To promote a culture of inclusion that values diversity and promotes a positive image of public education.

# Strategic Direction 1: Every student is known, valued and challenged in their learning.

## Purpose

To provide a learning environment that personalises, stimulates, extends and challenges learning and provides opportunities to gain and practise skills and communication across settings and with a range of people.

To give students an effective communication tool that will enhance opportunities for learning and prepare students for an enhanced quality of life for the present and future.

## Improvement Measures

Percentage of students participating in learning outside the school

Percentage of students participating in externally coordinated programs such as Schools Spectacular, Shining Stars, Operation Art, Koori Art Expressions, Boccia competition, Koori Art Expressions

Percentage of class staff using technology for learning in the classroom with confidence and on a daily basis

Percentage of students with an effective communication tool

Percentage of students using communication tool across

Percentage of students for whom the literacy and numeracy progressions are used to measure gains

Increase in percentage from 2018 to 2020

Increased number of staff competent to support the more complex and challenging students in the school

## People

### Students

Students engage in learning that is personalised, measurable, challenging and based on prior learning.

Students have opportunities to engage in learning beyond the school

Students develop communication skills and attain increased literacy and numeracy skills

Student wellbeing is enhanced through whole school awareness and support of individual needs

### Staff

Provide opportunities for learning beyond the school and engage in professional learning to support student participation

Develop knowledge of literacy and numeracy progressions and adjust to match the needs of the students at St George School

Develop goals for learning that are reviewed regularly and reset based on evaluation of learning including student feedback

Celebrate student learning and share achievements with parents/carers

Use technology regularly and effectively in the classroom to support student learning

Share literacy and numeracy resources.

Staff participate in discussion on support needs for students to support whole school

## Processes

### Focus on ability

#### Participation in performances and activities outside the school:

- Shining Stars dance performance
- Schools Spectacular
- Koori Art Expressions
- Operation Art
- Boccia competition
- Visits to other schools

### Data Use

- Personalised SMART goals set for learning
- Mapping of achievement
- Formative assessment used for student feedback
- Regular goal review and resetting

### Communication, literacy and numeracy strategies

- Use of ICT and current technology as a communication tool
- Literacy and numeracy progressions used to measure student learning

## Evaluation Plan

Student PLPs

PSPs of teaching and non-teaching staff

## Practices and Products

### Practices

Staff and parents/carers recognise the value of participation in activities with other schools that are focused and purposeful.

Staff engage in professional learning activities where required.

Students provide feedback on learning

Class staff gather and use internal data to measure student learning

Class staff are familiar with technology to support learning and use the technology, personalised for each student, to support communication and learning .

School staff are aware of the stages of acquisition of literacy and numeracy and successfully identify each student's progress using the literacy and numeracy progressions..

Consistency of implementation of management strategies is demonstrated. by all staff.

### Products

Students engagement in learning beyond the school.

SMART goals linked to point in time in learning

Data informs teaching practice and priorities for learning.

Formative assessment data is visible and guides teacher practice

# Strategic Direction 1: Every student is known, valued and challenged in their learning.

## Improvement Measures

100% staff are aware of the support needs of the students across the school

## People

awareness of needs of students.

### Leaders

Provide professional learning opportunities for staff

Support participation in learning beyond the school and coordinate activities

Engage in statewide professional learning in the areas of literacy and numeracy and lead professional learning at school

Lead teams to review and adjust the literacy and numeracy continuums appropriate to the needs of the students at St George School.

Support the development of SMART goals, use of data, review of goals and identification of student progress on the literacy and numeracy continuums.

### Parents/Carers

Parents/carers support participation of their child in activities external to the school

Parent/carers celebrate successes at home

Parent/carers are familiar with the technologies used at school to support learning

Parent/carers communicate regularly and effectively with class staff and support communication strategies at home

### Community Partners

Department of Education provides training in literacy and numeracy progressions

## Processes

Mid term and end of term review notes

Mid year and end of year reports

Teacher meeting agendas

Staff professional learning

Notes from mid year parent/teacher interviews

## Practices and Products

Literacy and numeracy progressions are visible.

Tablet technology, eye gaze technology and low tech communication devices are available in all classrooms.

Students use effective modes of communication. and demonstrate choice-making skills

Roster of support ensures a number of staff have skills in meeting the complex needs of specific students.

# Strategic Direction 1: Every student is known, valued and challenged in their learning.

## People

Community funding supports eye gaze program

Community funding supports operation of programs

# Strategic Direction 2: Every student, every teacher, every SASS member and every leader improves every year.

## Purpose

To provide a stimulating learning environment that has high expectations of staff for all students, focuses on the abilities of students and promotes and celebrates student and staff successes.

To enable class staff to work collaboratively to set high expectations that are realistic, personalised and attainable and focus on the whole child.

To support a culture of continuous growth that values learning, current research and maintains currency in use of technology to support student access to learning.

To test, explore, use data, seek feedback and be prepared to change course as required.

## Improvement Measures

100% staff meet goals identified in their PDPs

100% teachers working towards accreditation or maintaining accreditation

Increased teacher competence in using data to evaluate performance of students and self

Increased executive confidence in enhancing the quality of the teaching in the school

Increased student feedback to teachers to inform practice

100% enhanced teacher knowledge of the new syllabuses K–10 and/Stage 6

100% teaching and non teaching staff use

## People

### Students

Students engage in learning that is targeted to their support needs

Students engage in the curriculum on the same basis as students without a disability

Student access learning through effective use of technology

Students demonstrate their learning through effective and targeted use of technology in the classroom

### Staff

Staff identify professional goals in their PDPs

Staff are supported in the PDP process by instructional leaders

Teaching staff use scope and sequence for all the KLAS

Teaching staff participate in professional learning to increase knowledge of curriculum content and priorities

Staff participate in professional learning in the use of technology in the classroom; eye gaze, communication software and apps

Staff use a range of technology to support student learning and student feedback

Staff use data to evaluate practice.

### Leaders

Leaders monitor the progress of staff learning

## Processes

### Professional learning

- Professional learning targeted to class and school priorities
- Teaching and non teaching staff are supported by their team leader
- Teachers maintain accreditation through ownership of the professional learning
- Early career teachers supported in accreditation

### Teacher quality

- The quality of the teacher is enhanced through collaborative and evaluative practices
- Instructional leaders provide mentoring and coaching support
- Professional learning on literacy and numeracy progressions.
- Leaders engage in professional learning to enhance leadership skills

### Curriculum implementation

- Scope and Sequence in KLAS consolidated
- Implementation of the new Creative Arts, PDHPE and Technology (Mandatory) Stage 4 syllabuses and Stage 6 syllabuses.

### ICT in the classroom

- Professional learning in use of eye gaze technology
- Professional learning in use of communication software and apps

## Practices and Products

### Practices

Teaching and non teaching professional targets linked to individual student needs and school priorities

Instructional leaders support the quality of the teaching in the classroom through collaboration, observation, feedback and use of data.

Teaching staff engage in professional learning around curriculum implementation and development of units of work

Teaching staff take ownership of maintenance of accreditation or are supported in working towards accreditation.

Teaching staff collaborate on the development of adjusted units of work and share practice

Teaching staff use the literacy and numeracy progressions to map student progress

Teaching and non teaching staff use technology in the classroom to support student learning

### Products

Learning goals for students informed by analysis of data of individual student progress.

Broad range of technology for learning is visible in all classrooms

Students engagement in use of technology

## Strategic Direction 2: Every student, every teacher, every SASS member and every leader improves every year.

### Improvement Measures

eye gaze to support student learning

100% teaching and non teaching staff use communication tools with students

### People

Leaders work collaboratively with staff to enhance the quality of teaching in the classroom

Leaders provide an array of support including team teaching, collaborative development of units of work, program implementation, observation, feedback and data collection

Leaders engage in professional learning to enhance their leadership skills

#### Parents/Carers

Parent/Carers work collaboratively with class staff to set priorities for learning

Parent/carers value professional learning to enhance better learning outcomes

Parent/carers engage in technology to support the use of technology in the home setting

#### Community Partners

Departmental curriculum advisors provide professional learning opportunities for teaching staff

NESA site provides resources to support curriculum implementation

Businesses and organisations financially support eye gaze technology and other technology such as ipads and switches.

### Processes

#### Evaluation Plan

PDPs of teaching and non teaching staff

PDP mid year and end of year assessments

Teacher observation and feedback notes

Leadership days

Instructional leader/teacher negotiated goals

SDD and weekly professional learning program

Opportunities for learning eye gaze

### Practices and Products

is visible in all classrooms

Student progress on literacy and numeracy progressions is visible

Adjusted units of work in all the KLAs are located on the shared drive

Scope and Sequence for all KLAs are accessible for all staff.



# Strategic Direction 3: A collaborative, stimulating learning community that demonstrates mutual respect and support.

| Purpose  | People  | Processes  | Practices and Products  |
|--|---|--|---|
| <p>To put students at the centre of decision making</p> <p>To establish strong partnerships between the school and its teachers and parents and the community to make positive contributions to student learning.</p> <p>To value and respect the contribution of all members of the school community through meaningful consultation and communication</p> <p>To form effective partnerships with other schools, community groups and service providers to work together to support student growth and wellbeing.</p> <p>To promote a culture of inclusion that values diversity and promotes a positive image of public education.</p> | <p><b>Students</b></p> <p>The needs of the whole child is addressed through therapy support</p> <p>Students are supported in their learning through targeted support</p> <p><b>Staff</b></p> <p>Staff engage in professional dialogue with instructional leaders and negotiate priorities for support</p> <p>Staff support specific individual needs and recognise the importance of working together to support the welfare needs of complex students</p> <p>Teaching staff negotiate with external providers to ensure educational and support needs are addressed.</p> <p><b>Leaders</b></p> <p>Leaders work collaboratively with class staff to support the learning in the class room</p> <p>Leaders negotiate with teachers on priorities and strategies for classroom support.</p> <p>Teachers work as leaders to support SLSOs in the class</p> <p>Leaders engage in professional learning to enhance their leadership knowledge</p> <p>Leaders provide induction to external providers on working in a departmental school</p> | <p><b>Leadership strategy</b></p> <ul style="list-style-type: none"> <li>• Instructional leaders support the quality of teaching</li> <li>• Teachers as mentors and leaders of class staff</li> <li>• SLSOs as owners of student learning and leading learning in the classroom</li> <li>• Leadership pathways and principal credentialing supported</li> </ul> <p><b>Collaborative practices</b></p> <ul style="list-style-type: none"> <li>• Systems in place to support external providers in school</li> <li>• Systematic and structured therapy support</li> <li>• Home school communication processes expanded</li> <li>• Health care support from NSW Health</li> </ul> <p><b>Evaluation Plan</b></p> <p>Agenda for leadership days</p> <p>Teacher mid year and end of year PDP assessment</p> <p>Non teaching staff mid year and end of year PDP</p> <p>Individual student timetables</p> <p>External providers signed agreements</p> <p>Induction program – external providers</p> <p>Credentialing certificate</p> | <p><b>Practices</b></p> <p>Team leaders work as instructional leaders within the team</p> <p>Teachers engage in professional dialogue with instructional leaders to deliver the curriculum and address the personalised learning priorities of students in the class</p> <p>Teachers work collaboratively with SLSOs to support the learning of the students in the class</p> <p>Teachers model effective teaching practices for SLSOs</p> <p>Teachers and SLSOs engage in regular review of class student learning priorities</p> <p>Some teachers participate in online Leadership pathways</p> <p>Executives attain Leadership Credentialling</p> <p>Parents engage service providers to support additional services for their child</p> <p>Process for engagement of external providers is in place</p> <p>Teachers negotiate schedules for external provider service provision</p> <p>Students with significant complex health care needs receive 1:1 support</p> <p><b>Products</b></p> <p>Certification for online modules</p> <p>Release time for instructional leaders</p> <p>External providers support the therapy</p> |
| Improvement Measures   |   |  |   |
| <p>Increased number of students supported by external providers</p> <p>Positive feedback from families on integrating therapy and physical management needs in student programs</p> <p>Increased opportunities for teacher mentor collaboration</p> <p>Increased number of leaders completing the credentialling modules</p> <p>Increased number of teachers undertaking leadership professional learning (Leadership Pathways)</p> <p>Increased number of SLSOs supporting the learning of students in their class</p>  |   |  |   |

## Strategic Direction 3: A collaborative, stimulating learning community that demonstrates mutual respect and support.

### People

#### Parents/Carers

Parent/carers work with class staff in identifying areas of need

Parent/carers engage external providers to support their child

Parent/carers provide advice to the school on the external providers coming into the school

#### Community Partners

External providers engage in the process for working in schools

External providers support student learning

Hospital educators support the training of staff in the management of complex health care needs for specific students.

### Practices and Products

needs of students

External providers receive induction and have a signed service agreement

Class timetables reflect suitable times for external providers

Individual student timetables address family and teacher priorities