School plan 2018-2020

G S Kidd Memorial School 5685

ENDEAVOUR TO ACHIEVE

School vision statement

At GS Kidd Memorial School, we are committed to improving the learning outcomes of students through enhancing teacher quality and we share the following beliefs:

- Student 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 there is an expectation that all students will achieve their fullest potential.

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 2018–2020 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 2018 – 2020 plan:

Analysis of:

- School Excellence Framework Self Assessment survey

- school based assessments

- school programs including literacy, numeracy and student welfare

- budget for educational delivery

- 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 2018–2020

STRATEGIC DIRECTION 1
Successful Students

STRATEGIC DIRECTION 2
Skilled Staff

STRATEGIC DIRECTION 3
Strong Partnerships

Purpose:

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

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.

Purpose:

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

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.

Purpose:

Its purpose is to:

- Enhance student engagement through parent, family and community involvement through whole school programs including Positive Behaviour for Learning (PBL).
- 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.

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 through on–task analysis once a term. (find actual tool)
- 10% increase in student achievement as measured through pre and post term data collection.

People

Students

- Engage students in authentic, meaningful, significant educational programs that will enhance their lives and participation in the community.

Staff

- Staff are engaged in Professional Learning (PL) for effective planning and implementation of ILPs.
- Actively engaged in individual and collaborative professional learning through a range of strategies that focus on feedback, self–evaluation and the sharing of professional practice.
- Teaching strategies and assessment tools are implemented to deepen knowledge of student's learning needs.

Parents/Carers

- Families are partners in learning and engage with the school to support their child's learning.

Leaders

- Drive improvement through evidence based best practices.
- Establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Processes

Engagement

Increased levels of student engagement and student growth in literacy and numeracy as measured against ILP outcomes through annotated evidence collected against SEF v2.

Assessment

A whole school integrated approach to student assessment including NAPLAN, ABLES, G Suite, enables staff to make accurate judgements of student learning.

Evaluation Plan

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

Practices and Products

Practices

Engagement

There is a school wide, collective responsibility for students learning and success, evidenced by teacher discussions and consultation during fortnightly teacher meetings. Teachers will collaborate extensively about student wellbeing.

Assessment

Every teacher uses data to inform and differentiate their teaching and learning by tracking progress on the learning progressions as evidenced classroom observations for quality teaching rounds (QTR) and effective teacher feedback.

Products

Engagement

Teaching and learning programs demonstrate effective indivdualised data for individual student needs with all teachers having intimate knowledge of students learning progressions and social/emotional needs.

Assessment

Student profiles, reporting, planning and assessments indicate a deeper knowledge of student learning styles and capabilities with evidence of 10% growth each year.

Strategic Direction 2: Skilled Staff

Purpose

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

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

- 5% increase in student achievement from Term 1 to Term 4, each year as evidenced by the relevant assessment tools.
- 90% positive feedback through staff surveys each year.
- 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 and learning programs.
- Have access to continual consistent assessment tools and adjusted delivery of curriculum.

Staff

- Actively engaged in collaborative planning to enable the delivery of focused programs based on the Australian Curriculum.
- Demonstrated a deep understanding of K – 12 literacy and numeracy progressions.
- Consistently using data analysis to inform interventions.

Parents/Carers

- Worked collaboratively with staff to improve the quality of educational programs through formal and informal meetings.

Leaders

- Ensured school policies and procedures are current and compliant.
- Provided ongoing support for capacity building of all staff..

Processes

Assessment for Learning

- Successfully implemented the elements of Assessment for Learning to ensure high levels of engagement and achievement across the school.
- Annotated evidence collected against the SEFv2 and the APST.

Professional Practice

All staff take responsibility for their professional learning, incorporate this into their teaching and learning programs and reported through the PDP process.

Evaluation Plan

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

Practices and Products

Practices

Assessment for Learning

Staff demonstrate a deep understanding of success criteria using research which guides effective and explicit teaching and learning programs. As evidenced through collaborative teaching practice and QTR.

Professional Practice

All staff confident in identifying appropriate professional learning to build their capacity as evidenced in teaching and learning programs and collated in PL portfolio. .

Products

Assessment for Learning

All staff demonstrate confidence and ability to articulate student progress on a regular basis to supervisors, families and students where appropriate.

Professional Practice

The capacity of staff to deliver the school's vision is a result of the development of individual professional practice through targeted and individual professional learning for 'best practice'.

Strategic Direction 3: Strong Partnerships

Purpose

Its purpose is to:

- Enhance student engagement through parent, family and community involvement through whole school programs including Positive Behaviour for Learning (PBL).
- 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 during focus group and school based surveys.
- 70% of families participating in planning meetings.
- 5% increase in family attendance during interagency support meetings.
- 85% of students achieve identified school wide PBL targets.
- all staff tracking appropriate behaviour.

People

Students

- Students participate in and demonstrate PBL elements of Being Safe, Responsible and Respectful..
- All student's learning plans are developed in consultation with stakeholders. These plans strengthen shared responsibility and ensure student's needs always come first.

Staff

- Staff are active participants and advocates of the PBL elements across the school community.
- Staff are in active partnerships with families and service providers in identifying and responding to individual student's needs.

Community Partners

- Our school and wider community participates in and celebrates our students success in PBL elements.
- GS Kidd School provides avenues to build awareness of support and platforms available where information is shared.

Processes

PBL

- A whole school approach to student well being and behaviour expectations ensuring optimum conditions for learning.
- PBL advisor working with the school community to formalise merit system and launch PBL within the school and wider community.

Linking

- 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 child's needs.

Evaluation Plan

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

Practices and Products

Practices

Linking

- Individual learning is supported by the effective use of school, system and community expertise as evidenced through ILP meetings and family feedback.
- The leadership team will use case management practices to resolve student focused issues and support families to address student needs.

PBL

- The implementation of PBL supports students growth in self regulated behaviour with a 10% improvement in appropriate behaviour.
- All staff use the school's merit award system and levels to track appropriate behaviour as measured against the school's behaviour framework.

Products

Linking

Community organisations value their contribution towards student learning outcomes as evidenced through surveys and feedback. Increase of families participating in planning meetings, school events and decision making.

PBL

PBL practices are embedded into all classrooms and community settings. Increase in students achieving identified school wide PBL targets.