

# Strategic Improvement Plan 2021-2024

## Chalmers Road School 3831



# School vision and context

## School vision statement

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

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 Road 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.

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 at Chalmers Road. Our parents and carers have been consulted in a variety of forums for input of future directions.

The school has completed a situational analysis that has identified three areas of focus for this strategic improvement plan. The schools high level areas for improvement are:

- Student Growth and Attainment
- Staff excellence and innovation
- Whole school wellbeing

# Strategic Direction 1: Student growth and attainment

## Purpose

To establish outstanding educational practice in a strong community environment embedded by high expectations.

## Improvement measures

### Target year: 2024

Scale effective PBL strategies with other Schools for Specific Purposes.

### Target year: 2024

All staff embed and develop whole school assessment packages across all key learning areas.

## Initiatives

### Positive Behaviour for Learning

Staff and students will implement Positive Behaviour for Learning (PBL) within the school. There will be consistent language, visuals, communication strategies and teaching sequences across the school.

Families and stakeholders work in partnership to consistently implement PBL.

Plan review and embed behaviour procedural documents.

Increase staff confidence and capacity to effectively assess, mitigate and manage student high risk-taking behaviour.

### Whole School Assessment Package

High quality and comprehensive whole school assessment practice to ensure consistent and systematic school-wide processes and practices to monitor, plan and report on student learning across the curriculum

Classroom packages developed and available to all staff

Use of data walls embedded in all classrooms

All staff using Learning Intention and success criteria throughout teaching and learning

Sprints and Curriculum Committee continue to create, modify and update whole school assessment package to ensure it is up to date and relevant

## Success criteria for this strategic direction

The school has documented procedures for responding to student behaviour that are clearly articulated and consistently implemented. (SEF- Wellbeing)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF- Wellbeing)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF- Assessment)

The school has processes in place to support teachers' consistent, evidence-based judgement and modifications of assessments. (SEF- Assessment)

Staff regularly develop their management practices and strategies collaboratively. (SEF- Assessment)

## Evaluation plan for this strategic direction

Question: To what extent has PBL been confidently and consistently implemented by staff?

Question: To what extent has staff confidently and consistently implemented the whole school assessment package?

Data: EBS data, individual classroom data, executive referral, google survey, menti metre survey

Data: Lesson observation, programs, assessment record, annotations, Personalised Learning and Support Plan, achievement tracking

Analysis and Implications: when data is collected it will be analysed and implications for future directions will be determined.

## Strategic Direction 2: Staff excellence and innovation

### Purpose

To provide high quality explicit teaching, professionalism and commitment to innovative practice.

### Improvement measures

#### Target year: 2024

Staff demonstrate, coach and mentor in contemporary content knowledge in teaching and assessing students with additional needs.

#### Target year: 2024

Staff demonstrate, coach and mentor in communication systems to teach and assess students with additional needs.

### Initiatives

#### Expertise and innovation

Staff knowledgeable and skilled in teaching and assessing students with additional needs through internal and external professional learning

Staff develop and deliver relevant innovative and engaging programs.

Staff implement the use of a variety of communication systems to support student learning outcomes

Staff confident to strategically implement effective behaviour management strategies.

#### Coaching and Mentoring

Instructional leaders and mentors identified and expertise shared through Instructional Leadership role within the school. Establish an Instructional Leadership role within the school

Teacher support and mentoring program to enhance teacher efficacy and capabilities at all levels

Teachers have access to experienced teachers for support in identified areas, they will be supported to improve their practice to support student learning

Comprehensive induction program for incoming SLSOs.

### Success criteria for this strategic direction

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices. (SEF- Learning and Development)

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers. (SEF- Learning and Development)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF- Effective Classroom Practice)

### Evaluation plan for this strategic direction

Question: How have staff demonstrated their contemporary knowledge of teaching and assessment of students with additional needs?

Question: How have staff demonstrated their knowledge and use of communication systems?

Question: How have staff accessed and evaluated mentor support?

Data: PDP Goals, Whole school PDP goal summary, Observation, PDP evaluation summary, Teacher accreditation data

Data: Survey, Meetings, Observation, PDP evaluation summary, Teacher accreditation data, PLSP

Analysis and Implementation: When data is collected it will be analysed and implications for future directions will

## Strategic Direction 2: Staff excellence and innovation

### Evaluation plan for this strategic direction

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be determined.

## Strategic Direction 3: Whole school wellbeing

### Purpose

To strengthen collaboration between the school, families and community as partners in learning.

### Improvement measures

#### Target year: 2024

Increased parent / carer interaction and communication with the school.

#### Target year: 2024

Evidence of resilient and inclusive school community.

Embedded high quality case management approach to individual student engagement and proactive risk management.

### Initiatives

#### Parent and community links

Increase parent involvement and communication through a variety of forums and formalised meeting opportunities.

#### Proactive Health and Safety Practices and Procedures

Safeguarding Kids Together mechanisms implemented to ensure H&S implemented by executive, staff and visitors.

Review of recommendations presented to the school.

- Identifying and evaluating current school wellbeing programs according to the NSW Wellbeing Framework for Schools
- Review the school's Anti-bullying Plan
- Mapping Staff Wellbeing Practices
- Support staff wellbeing
- executive to participate in a workshop (professional development) to optimise their wellbeing and functionality

### Success criteria for this strategic direction

The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with its community. (SEF- Management Practices and Processes)

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. (SEF- Educational Leadership)

The school implements wellbeing programs and practices across the five wellbeing domains: physical, cognitive, social, emotional, spiritual using a tiered continuum of support.(SEF- Wellbeing)

The school regularly reviews and evaluates the impact of their student wellbeing programs and practices through data-informed evaluation methods.(SEF- Data skills and use)

The school implements and reviews an Anti-Bullying Plan that includes whole school prevention, early intervention, and response approaches and strategies. (SEF- Wellbeing)

The school dedicates resources to implement sustainable staff wellbeing programs and practices and consults with staff. (SEF- School Resources)

### Evaluation plan for this strategic direction

Question: In what ways has increased community links created positive experiences for students?

Question: To what degree have we increased parent involvement within the school?

Data: Surveys, observations, student engagement data, feedback from parents and community groups

Data: School context survey, principal survey, staff survey, implementation and review of recommendations, incident data, school policies and procedures

## Strategic Direction 3: Whole school wellbeing

### Evaluation plan for this strategic direction

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Analysis and Implications: When data is collected it will be analysed and implications for future directions will be determined.