

Strategic Improvement Plan 2021-2025

Centennial Park School 5516



School vision and context

School vision statement

At Centennial Park School, our vision is to work towards all students improving their academic, emotional, vocational and social skills whilst developing a personalised education and transition pathway. Its a collaborative process with the student at the centre of our decision making processes, is adaptable and flexible in its delivery with each student getting what they need.

School context

Centennial Park School (CPS) is a School for Specific Purpose (SSP), which caters for up to 42 students with complex mental health and emotional support needs. The school caters for students in Years 7-12 who access our program through an Access Request application which is submitted to the Regional Placement Panel for consideration twice per term. Students are then offered a place at our school and we then work collaboratively to enrol the student so that we can best cater for their needs in our setting.

The school caters for students with complex mental health disorders and as such as a variety of programs / staff to support them in these critical areas. This includes a school counsellor(s) / school psychologist(s), art therapist, music therapist, occupational therapist, youth workers and highly skilled teachers and school learning and support staff.

We have six classes which are flexibly designed to best cater for our students ever changing needs. We offer a comprehensive range of subject areas and also teach a modified version of the HSC, through a 3-year pathways program. This includes NESA endorsed courses and Vocational Educational and Training (VET) subjects.

We work within the principles of Universal Design for Learning model in our Stage 4-5 programs to ensure that all students can access the curriculum, engage and thrive. Assessment is targeted for maximum engagement, flexibility and adaptability and is a hallmark of the curriculum processes. Students have a Personalised Learning Plan (PLP) which is living document that is regularly reviewed internally and at the Semester 1 / 2 review meeting.

The CPS school community is regularly consulted and their feedback and support is greatly appreciated and sought after. Community events occur each term with the intention of ensuring that the school is a welcoming, collaborative environment for all community members. Regular correspondence with all key stakeholders and open and honest dialogue are the foundation of the schools past and future success.

Student attendance and participation are key performance indicators and we have a range of practices to ensure that we are supporting our students in achieving their personalised goals. This includes embedding a consistent message of high expectations across all areas of the school, being accountable for your actions and attempting to complete all aspects of the program to the best of your ability.

Our goal is for every student to leave CPS with a clear transition plan, achieving their personal goals and having attained at least one qualification to support them in the next phase of their journey.

Strategic Direction 1: Student growth and attainment

Purpose

Reviewing and developing processes and practices to ensure that data is at the centre of our decision making, with student attainment and engagement our key drivers.

Improvement measures

Target year: 2025

Attendance target of 72% and suspension target of less than 0.35%.

Target year: 2025

Whole school data tracking leads to a 5% increase in engagement in lessons across all subject areas.

Target year: 2025

In Data Skills and Use, the school moves to Sustaining and Growing over the four year cycle

Target year: 2025

Eligible Years 10, 11 and 12 students achieve level 3 or above, of the minimum standard literacy and numeracy NESAs online test.

Target year: 2025

School connectedness survey results demonstrate a 3% increase across the whole school student community compared to 2023 results.

Initiatives

Data development and analysis

School to develop data based tracking tools for personalised learning plans, curriculum/wellbeing and whole school target setting.

- Weekly progress tracking spreadsheet
- CPS school connectedness survey
- Mental health goals/target setting and strategies to be facilitated by school based, health professionals
- CPS developed HSC minimum standard support package through consultation with network schools/school services support staff- Collect pre-assessment data for two Numeracy Progression Framework areas of focus and one Literacy Progression Framework area of focus
- High level professional learning on data skills and application

Developing evidence based practices for growth and attainment

CPS will utilise a variety data sources to measure student growth and attainment. This will include ongoing, sustained PL, collaborative planning and the following data tools:

- Literacy and Numeracy Progressions
- PLAN2

Pre (formative) and post (summative) assessment every semester for the chosen focus area for that semester

AP Instructional Leader will analyse/report on student growth and attainment and support staff in the development of students PLSPs.

Success criteria for this strategic direction

School developed data systems capture, analyse, report and direct improvement in staff and student learning.

Pre-assessment data for two Numeracy Progression areas of focus and one Literacy Progression area of focus, demonstrate student growth and attainment compared to baseline data.

School developed data systems are in place and measure student learning progress.

Students demonstrate achievement indicators across KLAs as measured by the literacy and numeracy progressions.

The school uses a variety of data sources to effectively set personalised targets for students and monitoring whole school processes and practices (SEF).

The school develops high level skills through professional learning in data concepts, analysis and use of student assessment data.

The learning/mental health goal(s) for students are informed by internal school data tracking and evaluated at bi-annual review meetings. Personalised targets are collaboratively developed, set and evaluated and inform future directions.

Reporting on school performance is based on valid and reliable data and analysis.

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

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, with

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

success that can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

School developed/DoE data sources (learning progressions, PLAN2, school based assessments, PLSPs) will be measured and evaluated by the CPS staff team. Specific roles and responsibilities will be undertaken depending on the specifics of the role. The AP Instructional Leader will measure literacy and numeracy progression data, provide ongoing PL and support staff in the development of PLSP goals/strategies.

The CPS executive team will analyse whole school data and gather feedback from students, families, external agencies and school based staff to inform/evaluate evidence of impact against the strategic direction to inform improvement measures tracking/evaluation for years 2022-2024.

The CPS wellbeing team will evaluate individual/whole school mental health goal(s) attainment, target setting, evidence of impact and evaluate the effectiveness of programs in addressing whole school strategic directions via SSP supplementary funding resourcing.

Strategic Direction 2: Curriculum

Purpose

Restructuring the curriculum model to allow for greater access, achievement and post school opportunities.

Improvement measures

Target year: 2025

- Student self-assessment occurs in 75% of lessons
- UNSW, UDL study to demonstrate increased engagement in lessons as determined by student/staff survey results

Target year: 2023

100% of school developed teaching and learning programs for Stage 4 and 5 utilising the Universal Design for Learning (UDL) and Project Based Learning (PBL) methodologies to be completed by the end of 2023

Target year: 2023

Over 75% of the 2023 FSK cohort to be awarded the full Certificate II by the end of the 2022 school year. This will include early entry Year 10, HSC students

Target year: 2025

15% reduction in 'work it outs' based on 2024 Sentral data which is a direct result of engagement in face to face lessons

Target year: 2025

75% of senior students to complete a VET subject

Target year: 2025

All students that complete the HSC three year pathways program will exit with at least two VET qualifications / statements of attainment, if they have chosen VET subjects as part of their pathways program

Target year: 2025

Initiatives

Assessment and reporting

School to develop data based tracking tools for personalised learning plans, curriculum and whole school target setting in the following areas:

- Skills Competency Framework (SCF)
- Engagement in lessons as evidenced by the weekly progress tracking spreadsheet
- Development of processes and procedures for VET

Curriculum development and Professional Learning

- Teaching staff to develop teaching and learning programs and their skills to deliver UDL
- Staff developed Stage 6, HSC Board endorsed syllabi for 2021-2023 delivery
- Staff developed Stage 6, VET syllabi for 2021-2023 delivery
- SASS staff to continue to develop their skills to support students in face to face lessons through ongoing PL
- Staff to commence and complete VET qualifications
- Develop audit compliant VET processes and procedures
- PL on Assessment for, as and of Learning

Success criteria for this strategic direction

As the CPS staff are teaching a 'pathways model' for the HSC, we will be delivering face to face lessons in NESA endorsed and VET courses.

UDL / PBL programs are embedded across the school's curriculum as an evidence based teaching method. Success criteria, learning intentions and assessment processes. are embedded throughout teaching and learning programs.

The school is utilising a variety of data sources to effectively set personalised targets for students and monitoring whole school processes and practices.

All students exit with up to two VET qualifications / statements of attainment

All students that complete the HSC three year pathways program will exit with multiple skills competency framework sign offs for their RoSA

Flexible, accessible assessment tasks are refined and analysed using the UDL rubric

Stage 5 Mathematics to be delivered face to face by T2, 2021, which will support the current Math Pathways online program

Teaching staff to explicitly teach the Society and Culture / English Studies syllabuses for Year 11 / 12 cohort

VET trained teaching staff to deliver the Certificate II in Skills for Work and Vocational Pathways (FSK) and the Certificate III ITD (Digital Animation) for Year 11 / 12 cohort

Staff to deliver the Stage 6, Visual Arts course to the Year 11 / 12 pathways students

Staff to deliver the Stage 6, Certificate III in Sports Coaching course to the Year 11 / 12 pathways students

Staff to deliver the Stage 6, Certificate III in Assisted Dance Teaching course to the Year 11 / 12 pathways

Strategic Direction 2: Curriculum

Improvement measures

Over 90% of families report increased engagement in school as a direct result of curriculum changes via survey results at bi-annual review meetings

Evaluation plan for this strategic direction

The CPS staff team will analyse data on the completion of the UDL/PBL programs. This will include formative and summative assessments, student/family/staff survey results, and UNSW study results and observations.

HSC/VET completion and a review of the programs that we have offered, will be a key process throughout the planning cycle. This will be evidenced in milestoneing.

Data from staff/teacher/curriculum/executive meetings throughout the cycle will ensure that our curriculum offerings are on track, adaptable and appropriate for an ever changing cohort.