

# Strategic Improvement Plan 2021-2024

## St George School 5527



# School vision and context

## School vision statement

St George School provides a safe, supportive and inclusive learning environment where all students are valued and respected and learning is personalised. St George School works in partnership with families to celebrate ability and to empower students to become 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 theatre, immersive classroom, hall, liberty swing, wheelchair accessible carousel, and a sensory garden. The playgrounds, classrooms and specialist rooms address the wide range of needs of students at St George School.

The situational analysis involved consultation with parents and school staff and self assessment against the School Excellence Framework. The collation of information from the situational analysis provided directions in a number of key areas: improving student assessment, collecting data to demonstrate growth and attainment, and curriculum development. School staff indicated the importance of achieving outcomes within the broader context of the whole child with specific reference to emotional wellbeing, enhanced opportunities for student feedback and strong parent and community partnerships. With the absence of external data and the challenge of measuring relatively small growth consistent with a severe intellectual disability, teachers continue to seek authentic assessment to support measurement of growth in student outcomes. Teachers identified the need for development of consistent and regular assessment, the importance of collecting data to inform practice and standardised templates for personalised learning and for adjusted units of work. Over next school strategic planning cycle the school will assess external assessment metrics for literacy and numeracy, adjust existing assessment tools as well as develop internal assessment tools appropriate to the students at the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure that every student demonstrates progress in the development of an effective communication tool, enabling confidence in their ability to learn foundational skills in numeracy and literacy.

To put students at the centre of decision-making and promote and develop student voice across the school enhancing opportunities for a satisfying and self determined educational experience.

To ensure that the school provides a challenging, collaborative, and holistic program that enables growth in each student's educational, physical and personal development.

## Improvement measures

### Target year: 2024

100% of students achieve S.M.A.R.T. goals in a range of measures including literacy, numeracy, and communication, as outlined in their personalised learning and support plans (PLSPs).

90% students demonstrate growth and attainment from baseline internal and external data collected in 2021 on measures identified in each student's PLSP.

### Target year: 2024

90% students demonstrate growth and attainment from baseline internal and external data collected in 2021 on measures identified in each student's PLSP in consultation with parents, allied health professionals, and other key stakeholders.

### Target year: 2024

100% teachers use data effectively to evaluate student understanding of lesson content.

100% teachers contribute to gathering and analysing data.

## Initiatives

### Data informed practice

Personalised learning and support plans include measures appropriate to each student with goals identified and systems for monitoring progress.

Professional learning focused on the development of S.M.A.R.T. goals in personalised learning and support plans.

An efficient and effective method to collect daily data of achievement against personalised learning and support plan goals is developed. Staff adjust practice and embed evidence based systems into daily planning.

A variety of external assessment metrics are investigated and tailored appropriate to each student (SWANs, PediCat, G.A.S.)

Professional learning focus on the collection and analysis of data/evidence to ensure literacy, numeracy and communication goals are understood.

Human resource allocation is used to support data collection around student growth and attainment

Communication assessment is supported by a part-time

### Instructional leadership

Instructional leaders and executive build teacher capacity in creating and delivering personalised learning

Instructional leaders, executive, and teacher collaboration support consistent teacher judgement on the development of SMAR T goals, and in determining student achievement and progress.

Instructional leaders implement whole school use of formative assessment and support explicit teaching, and effective feedback.

Instructional leaders facilitate professional learning in numeracy, literacy, and AAC, for teaching staff and SLSOs.

## Success criteria for this strategic direction

Planning for learning is informed by sound holistic data about each student's learning, health and wellbeing needs in consultation with key stakeholders.

Personalised learning and support plans are developed with explicit literacy, numeracy and communication goals with the 'progress to the next step' understood by all stakeholders.

Staff are utilising data to inform goal setting around educational and physical development.

There is a demonstrated commitment within the school that all students make learning progress.

## Evaluation plan for this strategic direction

Success in ensuring all students are engaged and challenged to learn and improve will be determined by:

- Teacher analysis of personalised learning and support plan goal data on communication, literacy, numeracy and other measures such as independence , physical development
- Student literacy and numeracy progress checked and monitored against progressions using PLAN2.
- Analysis of the effectiveness of assessment tools such as SWANs, GAS
- Teaching programs show evidence of data informing classroom practice with ongoing adjustments
- there is evidence that PLPs goals are updated every 5 weeks (mid term and end of term)

The impact of support of instructional leaders will be determined by the analysis of data from: TTFM survey, staff surveys, PLSPs evaluation, classroom observations, adjusted teaching programs.

The gathering and analysis of data will be undertaken by the leadership team. Following the analysis, the extent to which the purpose has been achieved will be determined

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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100% teachers use data to monitor student progress.

## Evaluation plan for this strategic direction

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and used to guide future directions.

## Strategic Direction 2: Engagement and Access

### Purpose

To implement processes in whole school practices that result in measurable improvements in learning and engagement.

To deliver learning that is curriculum based, current and accessible.

To create a physical environment that personalises, stimulates, extends and challenges

To promote a culture of inclusion that values diversity and facilitates increased access to the community for young people with disability.

### Improvement measures

#### Target year: 2024

Productive use of a centralised student management system that provides data on student wellbeing, attendance and behaviour and is reflective of positive gains from baseline data established in 2021.

Increase in the number of students who attend more than 90% of the time, to 65% (from State average of 57.1%).

#### Target year: 2024

Increase in the level of student voice in the school.

100% response to feedback from students on classroom strategies and set up and on school facilities.

100% response to staff feedback on school organisation and school facilities.

#### Target year: 2024

All students are challenged and engaged to achieve their educational potential.

100% teachers participate in professional learning on current NESA syllabuses

### Initiatives

#### Attendance

Modernise record keeping protocols around attendance monitoring, communication, and behaviour data.

Explore remote learning options for students who are medically frail, including greater use of technology such as the Telepresence Robot pilot program through T4L.

#### School culture and facilities

Develop an efficient and effective method to collect student feedback and data on student wellbeing through use of the modified Tell Them From Me (TTFM) survey, trialled by CESE and through other internal assessment measures such as formative assessment.

Develop an efficient and effective method to collect staff feedback through use of the TTFM survey for teachers and the development of an effective survey for school learning support officers.

Create a stimulating and engaging school facility that promotes engagement and access, and develops in response to student voice.

#### Current, accessible and quality learning and teaching

Develop knowledge and awareness of the curriculum reform and its impact in delivering learning to students with high support needs.

Develop adjusted units of work as new syllabuses are rolled out by NESA in response to the curriculum reform from 2022 - 2024.

Investigate the High Potential and Gifted Education policy to support implementation for students with high support needs.

#### Technology

Investigate emerging technologies, including augmentative and assistive communication (AAC) tools,

### Success criteria for this strategic direction

Personalised learning and support plans are developed with high expectations and explicit engagement goals

Staff are utilising data on student voice to inform decisions on planning and school improvement.

There is a demonstrated commitment within the school to improve student engagement and potential and to celebrate ability.

There is commitment to deliver learning that provides access to the curriculum on the same basis as students without a disability.

Staff use specific technologies that enhance attendance, access and engagement.

Staff use specific technologies that enhance communication across settings.

### Evaluation plan for this strategic direction

Success in ensuring all students and staff are identifying measurable improvements in engagement will be determined by:

- Teacher analysis of PLSP goal data, attendance data.

The extent to which students are provided with opportunities for feedback will be determined by:

- the use of formative assessment across the school
- analysis of the results of the modified TTFM survey
- evidence of student voice in PLSP goal setting.

The extent to which staff are provided with opportunities for feedback will be determined by

- leadership analysis of staff feedback from TTFM survey and internal survey.
- consultation systems embedded in the school

## Strategic Direction 2: Engagement and Access

### Improvement measures

90% teachers develop, design and teach differentiated learning programs and provide experiences that meet the learning needs of all students.

Personalised learning programs address student potential across one of the four domains: intellectual, physical, creative and social-emotional.

#### Target year: 2024

All technology in the school is directly linked to enhancing communication, access and engagement.

100% Teachers have expertise in matching technology to student needs.

100% teachers feel confident in the use of a range of communication devices.

### Initiatives

to assist in the development of effective communication strategies and to enhance access and improve engagement.

Teachers engage in professional learning to support learning from home platforms.

Teachers engage in professional learning to enhance knowledge of new and emerging technologies.

Teachers engage in professional learning to support use of NDIS funded communication devices..

### Evaluation plan for this strategic direction

- evidence of adjustments based on staff feedback.

The extent to which students access the current curriculum will be determined by:

- availability of adjusted units of work
- student progress monitored against syllabus standards
- evidence of teacher collaboration on development of adjustments

Evidence of identification and support of student potential will be determined by:

- analysis of PLSPs
- analysis of systems in the school that promote student potential

The extent to which school staff use technology to enhance student access will be determined by:

- PLSPs evidence progress in communication
- teacher PL, collaboration on effective use of technology

- analysis of student data shows technology is linked to student needs.

The gathering and analysis of data will be undertaken by the leadership team. Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.

# Strategic Direction 3: Strengthening learning partnerships

## Purpose

To enhance collaborative practices, through engaging in meaningful consultation and communication, forming strong learning partnerships with parents, other schools, community groups, service providers and allied health, to provide holistic support for student growth and success.

## Improvement measures

### Target year: 2024

There is an increase in opportunities for students to learn in the community from baseline data established in 2021.

There is an increase in opportunities for students to learn beyond the classroom through programs delivered by external providers from baseline data established in 2021.

There is an increase in community access programs for students in years 10-12 from baseline data established in 2021.

There is an increase from baseline data on the number of community groups supporting community access program.

### Target year: 2024

There is an increase in collaborative practices and learning partnerships involving health professionals, allied health, NDIS service providers, educators, peers, and families, focused on academic and physical development goals from baseline data established in 2021.

### Target year: 2024

Increase in parent participation in school events, planning and review meetings.

Increase in parent participation in post school transition programs

## Initiatives

### Community access

Student learning environment is extended beyond the school through identification and implementation of quality and accessible programs in the community.

Student learning environment is extended within the school through identification and implementation of quality and adjusted programs delivered by external providers.

School staff identify supportive community groups to facilitate productive and regular visits for senior students.

Students in Years 10 - 12 experience regular and varied community access that provides opportunities for communication and socialisation with organisations within the community.

### Multidisciplinary approach

The school will develop explicit systems that facilitate professional dialogue and collaboration, such as case conferences, and formal review meetings to identify and review learning and physical development goals.

School staff will engage key stakeholders to develop a holistic multidisciplinary program that will enable consistency of goals, expectations and practice across settings.

School staff will provide data on student progress and achievement to support the identification of personalised priorities goals for students.

### Parents

Parents will be learning partners and encouraged to be involved in all aspects of their child's schooling including long-term planning for post-school transition.

Parents will support consistency of strategies for communication, learning and behaviour across settings.

Class staff will support parent participation in programs.

## Success criteria for this strategic direction

Cross curricular learning programs developed for participation in learning external to the school.

Programs of external providers delivering learning in the school is adjusted to support student access to the programs.

Preteaching and post teaching lessons support student learning within and beyond the school.

Staff from specific organisations demonstrate communication strategies to enhance student communication and socialisation.

Multidisciplinary case meetings scheduled for students during the school year.

Formal review meetings include key stakeholders and provide data on student progress and identification of next steps.

Parents implement strategies to support consolidation of learning in the home environment.

## Evaluation plan for this strategic direction

The extent to which the learning environment has been extended into community based and community developed programs will be determined by an analysis of a range of data including:

- student feedback
- staff survey
- parent feedback
- data on identified sites external to the school
- data on class programs addressing learning within and beyond the school

The extent to which the school has collaborated effectively with a range of stakeholders to deliver a multidisciplinary approach to student programming will be

## Strategic Direction 3: Strengthening learning partnerships

### Evaluation plan for this strategic direction

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determined by the analysis a range of data including:

- parent feedback
- teacher feedback
- data on participation of key stakeholders
- Personalised learning and support plans
- minutes of case meetings
- review meeting minutes

The extent to which the school has increased parent participation will be gathered from a range of evidence including:

- parent attendance data
- parent feedback
- staff feedback
- tracking data data on students exiting the school.

The gathering and analysis of data will be undertaken by the leadership team. Following the analysis of data, the extent to which the purpose has been achieved will be determined and used to guide future directions.