

Strategic Improvement Plan 2021-2024

Broderick Gillawarna School 5529



School vision and context

School vision statement

Our vision is:

To optimise the strengths of every student and their extended support team to enhance academic achievement and social and emotional development. At our core, is a focus on the whole student, a positive learning environment, high expectations, collaboration and inclusive practice to promote best quality of life outcomes.

School context

Broderick Gillawarna School (BGS) is located in the high multicultural area of Revesby in South West Sydney. The student population draws from the extended geographical region with many students travelling to and from school using the Assisted School Travel Program (ASTP) provided by the government. The school provides differentiated and explicit learning programs for students from Kindergarten to Year 12 with moderate to severe intellectual disabilities and/or Autism, physical disabilities, mental health, visual and hearing impairments and complex health conditions.

The school actively celebrates the progress and achievements of all students and promotes high expectations in teaching, learning, student engagement in a meaningful and relevant curriculum and prides itself on community connections. Each student has a personalised learning and support plan developed collaboratively with a core team (parents/carers, school and specialist staff) to support successful learning at school and life outside of school.

Within the innovative, engaging and supportive learning environments, students participate in a broad range of differentiated learning experiences, both within the school grounds and externally through a range of programs such as work experience, travel training and community access. BGS believes in supporting students to achieve their full potential and to ensure all students have the capacity to lead successful, rewarding lives.

The Situational Analysis drives the direction of BGS' 2021 - 2024 School Improvement Plan (SIP). The analysis identified that collaboration, learning culture, data informed practice and teaching strategies would be the focus for the four year cycle. Three strategic directions have been developed to move the school forward. These direction are: Student Attainment and Growth; Collaborative Teaching and Learning Practices and Fostering a Culture of High Expectations

Strategic Direction 1: Student growth and attainment

Purpose

To provide purposeful learning opportunities through the use of authentic data collection to deliver learning outcomes and functional life skills in literacy, numeracy and improvements in wellbeing and engagement.

Improvement measures

Target year: 2024

An increase in student engagement in Literacy and Numeracy programs across the schools as measured by internal data.

Target year: 2024

100% of students will achieve the expected or higher than expected improvement outcome in Literacy and Numeracy as measured by internal data.

Target year: 2024

All teachers will use comparative formative and summative assessment effectively to inform teaching and learning programs as measured by internal data.

Target year: 2024

Measurable improvements in wellbeing and engagement that support student learning as measured by internal data.

Initiatives

Literacy and Numeracy

Utilise the most effective explicit teaching and learning strategies in Literacy and Numeracy to improve curriculum delivery and growth in student learning.

Wellbeing Suite

Provide a physically and emotionally safe learning environment where strategies for resilience and regulation are used consistently across the school.

Success criteria for this strategic direction

- All students to achieve the expected or higher than expected improvement outcome in Literacy and Numeracy.
- Data collection will be flexibly analysed by systematic and reliable assessment.
- Staff to implement evidence based change to whole school practices to result in measurable improvements in wellbeing.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose? What has been the impact of using consistent assessment to inform teaching and learning programs on student performance? What extent have the introduction of Wellbeing programs reduced significant behaviours across the school?

Data: We will use a combination of data sources, such as:

- internal data including; assessments, surveys, observations, focus groups interviews and feedback, document and data analysis, program reviews and analysis and resource allocation analysis
- external assessments including; PLAN2

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. All teaching staff will be assigned to a project team who will be responsible for the roll out and update of each strategic direction. Each team will meet three times a term (Week 2, 4 and 6) to review progress towards the improvement measures and report back to the whole school about their progress and future directions, termly (Week 8).

Implications: The findings of the analysis will inform future actions. Annual reporting on school progress measures - Literacy and Numeracy results to be published in the annual report and published on the school website at the end of Term 1 each year. Wellbeing programs to be shared with school community to ensure

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

progress across all contexts.

Strategic Direction 2: Collaborative teaching and learning practices

Purpose

To strengthen the schools' curriculum provisions, to inform collaboration, explicit differentiation and quality teaching.

Improvement measures

Target year: 2024

Increased percentage of staff effectively collaborate; interpret and extrapolate data; identify interventions and modify teaching practice.

Target year: 2024

100% of staff effectively use a cohesive online tool to assess and track student progress across all Key Learning Areas.

Initiatives

Effective Collaboration and Classroom Practice

Provide a culture of continual growth with a focus on collaboration to improve effective classroom practice, teaching and learning programs and the collection of authentic data.

Data Skills and Use

Utilise research to provide a school-wide approach to authentic data collection to determine teaching directions, monitoring and assessing student progress and achievement.

Quality Teaching

Utilise Quality Teaching and Instructional Rounds to continually build high quality teaching practice and expert contemporary content knowledge to deploy effective teaching strategies.

Success criteria for this strategic direction

- Student learning programs and lessons are systematically planned as part of a collaboratively designed, coherent program.
- Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Teachers monitor progress of goals through collection of quality, valid and reliable data which reflect research on best practice
- Develop plans for continuous improvement.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration and classroom observation
- Teachers model effective practice and the provision of specific and timely feedback between teachers, driving ongoing, school wide improvement.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose? What has been the impact of teacher collaboration to inform teaching and learning practices through authentic data collection? What extent have Quality Teaching and Instructional Rounds improved teaching and learning outcomes across the school?

Data: We will use a combination of data sources, such as:

- internal data including; reporting and student profiling systems; surveys, observation
- teacher analysis of documentation and data

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. All teaching staff will be assigned to a project team who will be responsible for the roll out and update of each strategic direction. Each team will meet three times a term (Week 2, 4 and 6) to review progress towards the improvement measures and report back to the whole school about their progress and future directions termly

Strategic Direction 2: Collaborative teaching and learning practices

Evaluation plan for this strategic direction

(Week 8).

Implications: The findings of the analysis will inform future actions. The development of a six year thematic scope and sequence and assessments across KLAs will tailor learning experiences to students' age and developmental levels. The development of collaborative programming and the introduction of Quality Teaching/Instructional Rounds will increase the cohesiveness of student learning, as well as support a collaborative school environment for staff.

Strategic Direction 3: Fostering a culture of high expectations

Purpose

To strengthen school-wide collective responsibility and high expectations for student learning and success.

Improvement measures

Target year: 2024

Increased percentage of parents/carers engaging in authentic learning about their child's unique complexities and strategies to support them in learning and wellbeing as measured by internal data.

Target year: 2024

Increased proportion of staff taking on shared leadership responsibility to build the capacity of others as measured by internal data.

Initiatives

Community Engagement

Parents and carers will be connected to appropriate internal and external targeted supports, school wide programs and expectations to support the complexities of their child.

High Expectation Culture

Provide a culture of high expectations and professional growth with a focus on distributed leadership that drives effective, evidence-informed teaching and ongoing improvement.

Success criteria for this strategic direction

- Parents and carers are engaged and hold high expectations for their children.
- Teachers promote and demonstrate aspirational expectations of learning progress and achievement for all students.
- Teachers are committed to the pursuit of excellence.
- The leadership team maintains a focus in distributed instructional leadership.
- The school demonstrates a high performance culture.
- The school demonstrated high quality delivery service.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose? What has been the impact on linking student to appropriate individualised supports? Has there been an increase in parent attendance at NDIS and Stepping Stones workshops? Has collaboration with parents/carers and extended support networks increased student outcomes and engagement?

Data: We will use a combination of data sources, such as:

- internal data including: observation, focus groups interviews and feedback, resource allocation analysis
- teacher analysis and feedback of developed functional, holistic student profiling system;

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. All teaching staff will be assigned to a project team who will be responsible for the roll out and update of each strategic direction. Each team will meet three times a term (Week 2, 4 and 6) to review progress towards the improvement measures and report back to the whole school about their progress and future directions termly (Week 8).

Strategic Direction 3: Fostering a culture of high expectations

Evaluation plan for this strategic direction

Implications: The findings of the analysis will inform future actions. The workshops will provide parents/carers with the necessary supports and information required to assist their child across contexts. The development of a functional profiling system will enable staff to have holistic view of each individual student. The implementation of systems that allow for all teachers to lead key initiatives within the school will allow for a increase in staff cohesion and foster future leaders.