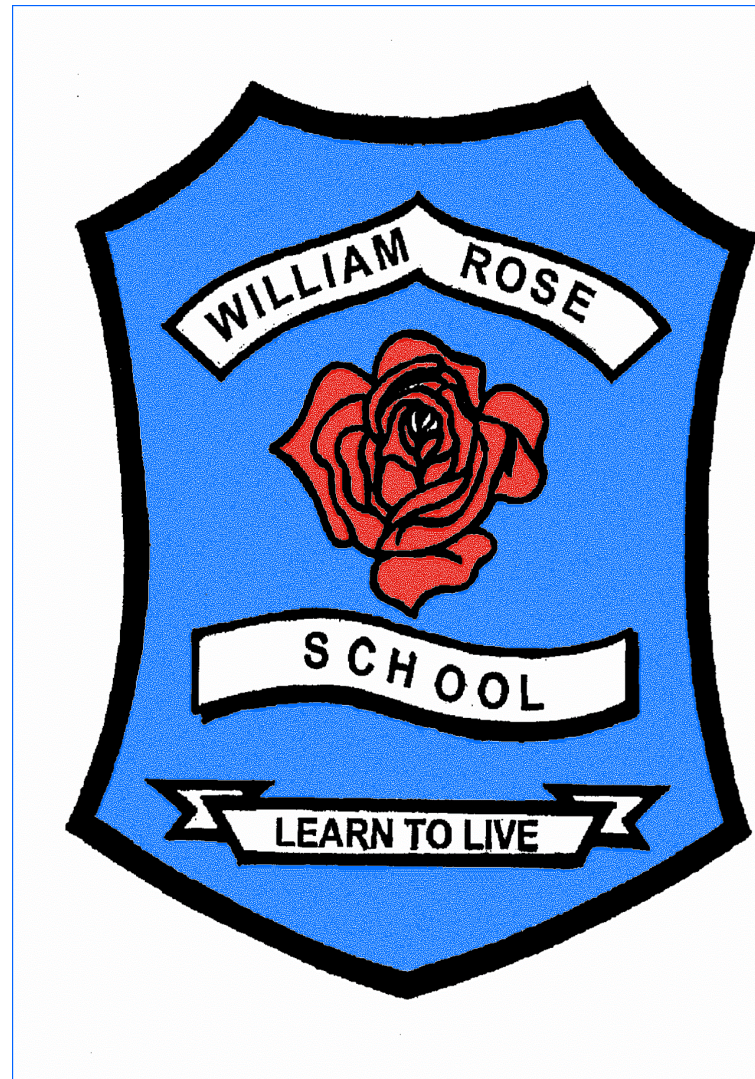


Strategic Improvement Plan 2021-2024

William Rose School 5614



School vision and context

School vision statement

Our vision is to embrace community voice through collaborative partnerships, innovation and evidence-based practices to deliver an inclusive and responsive curriculum. Students are empowered to be resilient learners who flourish by achieving agreed and measurable learning goals enabling successful key life transitions fulfilling their potential.

School context

William Rose School located in Western Sydney is an inclusive Kindergarten to Year 12 School for Specific Purposes (SSP). William Rose School supports students with complex learning needs and is committed to providing students with disability an educational environment where they "thrive academically, develop good physical, mental and emotional health, and gain the skills to live a fulfilling, independent life post-school" (*Disability Strategy - A Living Document*). Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.

84 students are enrolled and offered diverse learning opportunities, enabling them to build skills in problem solving, making decisions and self-advocacy. 64% of our student population are identified as English as an Additional Language or Dialect (EAL/D) learners. 6% of our student population are Aboriginal students. The curriculum is tailored to individual students and reasonable adjustments within teaching strategies are supported in everyday practice. Our staff is committed to providing high quality educational opportunities for every child while acknowledging the importance of parental choice and student voice.

The values of William Rose School reflect community aspirations and are embedded within a culture of high expectations and collaboration:

1. Strive for Success
2. Empower Everyone
3. Strengthen Connections
4. Pathways for Life.

The school adopts a whole school, whole community, whole systems approach to drive ongoing improvements from a strong start to school, to transitioning to post-school life.

R.O.S.E Charity Incorporated is a not for profit organisation, run by volunteer parents, staff and community members to support the students of William Rose School. The Charity's mission statement encompasses quality, equity and acceptance, equal opportunities broadening horizons, real life education and a future for our students. The Charity is committed to ongoing fundraising and has previously purchased school buses, playground equipment and technology to support our students.

William Rose School is a proud member of the Blacktown Learning Community and the Nurrungingy Aboriginal Education Consultative Group.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan (SIP). This builds upon the work in the previous school planning cycle around data and assessment, professional practice and curriculum.

Student growth and attainment

When analysis was conducted, it was evident that a focus on building stronger

School vision statement

School context

communication and regulation skills is paramount for our students to ensure they are able to learn to their fullest capacity. To support student achievement, it is imperative that our teachers develop strong data literacy to assist them to make teaching decisions based on data analysis. This includes dedicating regular time for teachers to access tools, skills and training to help them to interpret and use data effectively. As part of this strategic direction, an assessment framework, inclusive of a collaboration, data teaching rounds and a regulation continuum will be developed to direct teaching practice towards agreed and measurable student goals.

Empower professional practice

Through evaluation, strong themes emerged around the need for collaborative and reflective teaching practices to ensure we are working in community partnership to enable students to become adaptable learners. Evidence-based practices drawing from *What Works Best* and *High Impact Professional Learning*, will be guided by the school's *Professional Practice in Action* (PPiA) support package, to develop a *School for Specific Purposes (SSP) Skillset Framework* inclusive of teaching and support staff to enhance the capacity of all staff and drive school-wide improvement. Through these support packages our teachers and executive staff will draw on internal and external expertise to identify and implement evidence-based models that centre on student needs and improving learning outcomes. Teachers will participate in structured lesson observations that focus on differentiated teaching approaches.

Inclusive curriculum for life

Through evaluative practice, it was evident that current programs do not sufficiently address the individual learning needs of students, particularly in terms of measuring achievement, transitioning and celebrating the success of our learners across the early, middle and senior years. Inclusive educational practices, leveraging from *What Works Best* and with a steadfast commitment to the *Disability Strategy - A living document*, will be implemented through the development of a consistent and systematic approach to teaching and learning, including the use of learning progressions to aid in the analysis of student needs and teaching priorities. This is inclusive of high quality educational experiences for Aboriginal students to enrich their learning and ensure they reach their potential.

Strategic Direction 1: Student growth and attainment

Purpose

Data driven, collaborative school-wide processes will facilitate measurable learning gains in functional literacy and numeracy through continuous improvement in student regulation and communication, allowing every student to improve every year.

Improvement measures

Target year: 2022

Internal Data Measure

An uplift of 11% achieve the expected improvement in functional communication goals as outlined in their Individual Education Plan (IEP). This will be determined by, and plotted against the Goal Attainment Scale (GAS). Students With Additional Needs (SWANs) data will be utilised to provide information with regard to overall student communication.

Target year: 2024

Internal Data Measure

An uplift of 25% achieve their collaboratively determined improvement outcome as stated in students' Positive Behaviour Support Plan (PBSP).

Target year: 2024

Internal Data Measure

An uplift of 50% achieve the expected improvement outcome in functional literacy and numeracy as outlined in their Individual Education Plan (IEP).

Initiatives

Data skills and use

Ensure teaching staff understand and regularly use a range of student assessment data, identify interventions, reflect on the effectiveness of teaching practice and measure student growth and attainment at all stages during the teaching and learning cycle.

To do this we will provide teachers with access to meaningful professional development in data literacy and Individual Education Plan processes. We will use evidence-based practices to support school improvement, enhance functional literacy and numeracy and positive behaviour strategies to strengthen student learning and wellbeing. A strong culture of collaboration and reflective practice will be embedded into school life so that teachers are supported, and support one another, to continuously develop their skills and knowledge. Ongoing peer observation and feedback, coaching and mentoring will be utilised to build teacher capacity. Moderation activities to support consistent teacher judgement will be embedded into school processes.

Quality teaching practices

Embed collaborative processes, led by specialised instructional leaders to ensure that consistent, evidence-based teacher practices promote personalised learning and provide support that aims to fulfil the individual capabilities and needs of all students. This includes building the capacity of teachers to use assessment as part of the broader teaching and learning program, ensuring that accurate conclusions about student learning are reliant on rigorously-constructed assessment, teacher collaboration and the use of teaching and learning progressions.

To do this we will collaboratively develop an assessment framework, which includes instructional and data teaching rounds to enable teams to prioritise individual Specific, Measurable, Achievable, Relevant, and Timely (SMART) goals, achievement and progression points to inform and direct student learning and teaching practice.

Success criteria for this strategic direction

Whole school practises are embedded, facilitating authentic planning for learning. This is informed by sound, holistic information about each student's regulation and communication.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that leads to measurable improvement (*School Excellence Framework Version 2 Learning, Assessment*).

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. Parents understand the assessment approaches used in the school and their benefits for learning (*School Excellence Framework Version 2 Learning, Assessment*).

All teachers have a sound understanding of student assessment and data concepts and confidently use these to determine teaching practice, monitor and assess student progress and achievement, and reflection on teaching effectiveness (*School Excellence Framework Version 2 Teaching, Data Skills and Use*).

Evaluation plan for this strategic direction

Question

Are data driven and collaborative practices embedded which allow student outcomes to improve?

Data

We will use a combination of data sources. Data collection will be systematic and ongoing. Data will include:

- Pre and post surveys. Baseline knowledge to be determined by assessment framework, SMART goal setting and alignment of goals to SWANs
- Data teaching rounds
- School Excellence Framework self assessment

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Professional learning feedback and evaluation
- Data obtained through moderation activities
- Data conversations feedback and evaluation
- Achievement of goals outlined in Individual Education Plans (IEPs)
- Goal Attainment Scale (GAS)
- Students With Additional Needs (SWANs) Communication
- Developmental Behaviour Checklist (DBC)
- Positive Behaviour Support Plan data

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures. The Centre for Education Statistics and Evaluation (CESE) evaluation hub resource will be utilised to help better understand and analyse the data and evidence collected.

Implication

The findings of the analysis will inform:

- Future actions
- Annual reflection
- Annual reporting on school progress measures

Strategic Direction 2: Empower professional practice

Purpose

A strong culture of meaningful and effective collaborative practice will enhance capacity through a shared understanding of teaching and learning, improving teacher practices and student outcomes.

Improvement measures

Target year: 2024

Internal Data Measure

100% of all staff engage in professional collaboration and reflection that explicitly aims to improve teaching practices and student outcomes.

Target year: 2024

Internal Data Measure

100% of teachers use the SSP Skillset Framework, aligned with the Australian Professional Standards for Teachers to inform their professional development.

Target year: 2024

Internal Data Measure

An uplift of 15% will communicate more effectively using Augmentative and Alternative Communication (AAC) devices as determined by baseline data.

Initiatives

Building strong collaborative practice

Through the development and implementation of the Professional Practice in Action (PPiA) package, executive staff will work shoulder-to-shoulder with teachers and School Learning Support Officers to create a culture that supports meaningful collaboration.

To do this a pilot PPiA package will be developed, reviewed and modified. Professional development with a focus on effective classroom practice, coaching and mentoring, effective feedback, wellbeing, high expectations and classroom management will build a strong professional learning community. Ongoing evaluation will enable a self-sustaining and self improving professional community.

Schools for Specific Purposes (SSP) Skillset Framework

Through the development and implementation of an SSP Skillset Framework, all staff will develop a strong (contextual based) knowledge and understanding of complex learners and the specific skills. This includes the use of Augmentative and Alternative Communication (AAC) devices required to support every student to be the very best they can be, no matter what kind of learning challenges they may face. This will be implemented and embedded to ensure a consistent approach for effective classroom practice, and school wide systems and procedures.

To do this, specialist staff will be engaged to provide targeted professional learning. The SSP Skillset Framework will provide teachers with a reference for the most effective evidence-based teaching practices to optimise learning for students. Teachers will use this framework to track their professional development based on student needs and inform their Performance Development Plans. Ongoing evaluation will be systematically implemented.

Success criteria for this strategic direction

The embedded SSP Skillset Framework will reflect research of evidence-based practice and include the ongoing monitoring of success.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective and the provision of timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results (*School Excellence Framework Version 2 Teaching, Learning and Development*).

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption (*School Excellence Framework Version 2 Teaching, Effective Classroom Practice*).

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning (*School Excellence Framework Version 2 Teaching, Effective Classroom Practice*).

Evaluation plan for this strategic direction

Question

Has the improvement in collaborative practices and the skillset framework enhanced teaching practice and student learning?

Data

We will use a combination of data sources. Data collection will be systematic and ongoing. Data will include:

- What works best reflection toolkit
- Professional learning feedback and evaluation
- Observation feedback and evaluation

Evaluation plan for this strategic direction

- Assistant Principal feedback and evaluation
- Evaluation of teaching and learning programs
- Feedback from PPIA package implementation
- Evaluation using the Australian Professional Standards for Teachers
- School Excellence Framework self assessment
- Measurement of student goals and growth as recorded in Individual Education Plans
- Tell Them From Me parent survey
- Comparison data relating to Augmentative and Alternative Communication (AAC) device usage

Analysis

Data gained will indicate consistent measures have been put in place that will increase staff capacity to improve student learning using professional learning, the PPIA package, What Works Best and information and support materials provided by the NSW Education Standards Authority. The Centre for Education Statistics and Evaluation (CESE) evaluation hub resource will be utilised to help better understand and analyse the data and evidence collected.

Implication

The findings of the analysis will inform:

- Future actions
- Annual reflection
- Annual reporting on school progress measures

Strategic Direction 3: Inclusive curriculum for life

Purpose

To ensure students experience a high quality and responsive curriculum, and individualised learning pathways support students and their parents/carers to navigate and strategically improve key life and school transitions focusing on empowering student independence, voice and agency.

Improvement measures

Target year: 2024

Internal Data Measure

Aboriginal students will have long term Personalised Learning Pathways (PLP) goals, embedded within their Individual Education Plans (IEPs) to support higher levels of engagement.

Target year: 2024

Internal Data Measure

Cohorts of students will be monitored using PLAN2 to record observations of students' literacy and numeracy capabilities, identified using the progressions within the context of relevant syllabuses.

Target year: 2024

Internal Data Measure

The school will achieve an uplift of 55% in attendance of parents/carers of the senior cohort in post-school transition including National Disability Insurance Scheme (NDIS) meetings, Individual Transition Plan (ITP) meetings, and work-place visits.

Target year: 2024

Internal Data Measure

100% of students demonstrate growth across targeted transition skills as identified and measured in their Individual Education Plans (IEPs).

Initiatives

Personalised learning

Build teacher capacity and collective pedagogical practice in quality differentiation and individualised learning pathways for students with complex and diverse learning needs.

We will achieve this by developing a consistent, systematic and contextual approach to teaching and learning pedagogy and assessment across the Early, Middle and Senior Years; including improved support of students with English as an Additional Language or Dialect (EAL/D). Effective strategies will be embedded in Personalised Learning Pathways to support Aboriginal students to ensure that William Rose School builds authentic relationships with families and promotes an inclusive environment that respects and values local Aboriginal values and protocols.

We will evaluate existing process, practices and resources within the school, and seek to refine and further develop existing William Rose School skills banks to allow for greater alignment to the syllabus documents including adjustments that are made in developmentally appropriate ways. Curriculum provision, differentiated teaching, learning and assessment practices will lead to improved learning for students and include a focus on outcomes to support successful transitions through school. Ongoing professional learning, evaluation and modification of teaching and learning and programs will allow this to be embedded within a culture of meaningful staff, student and parent collaboration.

Success criteria for this strategic direction

Teachers employ evidence-based, responsive and innovative pedagogy that provides personalised pathways for each student and optimises learning progress (*School Excellence Framework Version 2 Teaching, Effective Classroom Practice*).

The school uses a centralised system for analysing and reporting data on student and school performance. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan (*School Excellence Framework Version 2 Learning, Reporting*).

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 (*School Excellence Framework Version 2 Teaching, Data Skills and Use*).

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs with all students being challenged to improve learning (*School Excellence Framework Version 2 Learning, Curriculum*).

Teachers involve students and parents/carers in planning to support learning and share expected outcomes (*School Excellence Framework Version 2 Learning, Curriculum*).

Strong collaboration exists between parents/carers and the community informing and supporting the continuity of learning for all students at transition points are evident (*School Excellence Framework Version 2 Learning, Learning Culture*).

Evaluation plan for this strategic direction

Question

Has the implementation of PLAN2, the revised William Rose School skills banks and Personalised Learning Pathways resulted in improved transitions, increased

Evaluation plan for this strategic direction

student independence, and effective student voice?

Data

We will use a combination of data sources. Data collection will be systematic and ongoing. Data will include:

- Parent attendance/involvement data
- Internal parent/carer surveys
- School Excellence Framework self assessment
- Professional learning feedback and evaluation
- Evaluation of teaching and learning programs
- Data obtained from What Works Best toolkit
- Observational data
- EAL/D data
- PLAN2 data
- Student achievement against Individual Education Plan goals
- Student achievement against Personalised Learning Pathways
- Student achievement as documented in Individual Transition Plans (senior students)
- Tell Them From Me parent surveys

Analysis

The school will use the identified data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. The Centre for Education Statistics and Evaluation (CESE) evaluation hub resource will be utilised to help better understand and analyse the data and evidence collected.

Implication

The findings of the analysis will inform:

Strategic Direction 3: Inclusive curriculum for life

Evaluation plan for this strategic direction

- Future actions
- Annual reflection
- Annual reporting on school progress measures