Strategic Improvement Plan 2021-2024

Mainsbridge School 5630

School vision and context

School vision statement

At Mainsbridge School our vision is to connect our students with their future. We deliver quality, holistic education through innovation, collaboration and a positive learning environment. Driving a culture of high expectations, we aim to equip our students with functional living skills, enabling them to become active members of their community.

School context

Currently, Mainsbridge School is located in Liverpool, 36 kilometres south west of Sydney and is part of the Liverpool Network of schools. The school site is historic with the original 132-year-old residence, housing the school's administration office. The Department of Education commenced using this site as a special school 53 years ago. In term 2 2021 we will be relocating to Wawick Farm to a new purpose built school.

Our school caters for students from Kindergarten to Year 12 with moderate and severe intellectual disabilities, physical disabilities and complex health conditions. Students require a confirmed disability and are offered a place at Mainsbridge School following a placement panel process. We will have 20 learning spaces in the new school, increasing our student enrolments to approximately 115. Eighty-six per cent of students access the Assisted School Transport Program (ASTP). The school population consists of 94% Language Background Other Than English (LBOTE) with the most common languages being Arabic and Vietnamese. Fifty plus staff work at Mainsbridge on a daily basis.

The staff and students of Mainsbridge School are excited to move to our new school at Warwick Farm in Term 2 2021.

The design of our new school includes flexible learning spaces and immersive environments for inclusive learning, providing our teachers with the opportunity to deliver quality, holistic education through innovation and collaboration, enriching the learning experiences of our students.

Specialty rooms and practical learning areas have been designed to support our student's development of functional living skills. The spaces are an essential link to connect our students to their future and become active members of their community.

The inclusion of an Immersion room will provide multi-sensory experiences for all levels of ability and learning, offering an engaging and calming space to develop key skills and encourage social interactions.

Our hydrotherapy pool will impact positively on the learning outcomes for all our students especially those with sensory impairments and students who use a wheelchair for mobility. The reduction of overall anxiety and stress will improve concentration and confidence in all areas of schooling and everyday life.

Shared spaces with Warwick Farm Public School will connect our communities and enable peer support and integration opportunities for all students across both schools. Combined professional development opportunities for staff will also support positive student outcomes. We look forward to sharing and showcasing our new buildings to our school community.

As a result of external validation , our rigorous Situational Analysis and community consultation our strategic directions for the 2021-2024 Strategic Improvement Plan are

1. Student Growth and Attainment - Developing the Whole Child and Data Informed Practice.

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School vision statement

School context

The acquisition of functional skill sets to connect our students with their future is paramount. Quality teaching practices drive our belief and expectations that every student regardless of disability will strive to maximise their individual learning potential.

2. Innovation and technology driving authentic teaching practice across new environments. - Authentic use of Technology and Effective Classroom Practice.

A new purpose built learning environment presents a significant opportunity to align teaching practice with innovative technology and design, to enhance student engagement and accessibility.

3. Building relationships and connections for wellbeing. - Building relationships across K-12 and beyond and Collaborative Practice.

Our students have a right to a sense of belonging in their community. Belonging is built on positive relationships that foster trust, shared identity and values developed between staff, parents, carers and the school neighbourhood.

Strategic Direction 1: Student growth and attainment

Purpose

The acquisition of functional skill sets to connect our students with their future is paramount. Quality teaching practices drive our belief and expectations that every student regardless of disability will strive to maximise their individual learning potential.

Improvement measures

Target year: 2024

Achieve at excelling in the element of data skills and use, in the domain of Teaching, under the themes of data literacy, data analysis, data use in teaching and data use in planning, as measured against the school excellence framework.

Target year: 2024

Achieving at excelling in the element of well being, in the domain of Learning, under the themes of individual learning needs and behaviour, as measured against the school excellence framework.

Target year: 2024

Maintaining excelling in the element of reporting, in the domain of learning, under themes whole school reporting, student reports and parent engagement, as measured against the school excellence framework.

Target year: 2024

Achieving at sustaining and growing in the element of student performance measures, in the domain of learning, under the theme of internal and external measures against syllabus standards, as measured against the school excellence framework.

Initiatives

Developing the whole child

To embed holistic practice valuing individual learners, to improve student achievement and representation.

- Embed Individual Student Communication Systems across K-12. Every student will have an individual communication system recognised and implemented by all staff across all environments.

- Teachers attend ongoing training in the Early Start Denver Model (ESDM) a therapy-based social and behavioural regulation and development program implemented with targeted students K-2 to participate in trial groups to record progress and development data.

- Teachers to attend specific training on ESDM therapy to implement the program with validity. A second trial group in stage 4 to participate to compare results between groups to inform the further roll out of the therapy-based program.

- Develop and embed "My Story" Student Profile across K-12, by building a digital educational growth profile identifying learning styles, communication, progress and achievement data, health care and behaviour support needs, allied health servicing etc. collected over time to support holistic planning for life transitions.

Data Informed Practice

Build teacher capacity and ensure effective strategies and processes for data analysis and use, are used to plan effectively for teaching, student engagement and achievement.

- Continuous and coherent professional learning in data analysis for use in teaching and planning.

- Systematic use of the Zones of Regulation Program and the Denver to personalise learning focusing on tracking student engagement and growth.

- Engage in academic partnership with SWANS and in consultation with Les Powell School

Success criteria for this strategic direction

- Students will communicate with staff and peers effectively across all environments within school and the community (L:W:ILN:EXC)

- School-wide communication tracking is implemented in a consistent manner and used to inform future planning for learning achievement (T:DSU:DL:DUT:DUP:EXC).

- Quality, valid and reliable data is reviewed and analysed to determine teaching directions (T:DSU:DL:DUT:DUP:EXC)..

- Collaboration between staff and community, using student achievement data to identify learning priorities to develop and implement plans for continual improvement. (L:R:SP:PE:EXC)

Evaluation plan for this strategic direction

- Review and analyses attendance data in SCOUT

- Critical analyses of Individual Student Communication Systems and Tracking Tools.

- Staff confidence and feedback survey.

- Executive review of absentee data

- Assess effectiveness of the ESDM on achievement of student outcomes

- Student profile data collection completed by executive staff.

- My Story profiles have been created and peer-reviewed.

- External stakeholders invited to give constructive feedback on the effectiveness of the profiles when entering post-school settings.

- Compare the accomplishments against the strategic goals set within the PBL Action Plan for each year.

- Analyse and review a range of data gathered from Learning Support and Wellbeing Team (LSWT) regarding the effectiveness of teaching and

Evaluation plan for this strategic direction

implementing Zones of Regulation strategies with identified Tier 2 and 3 students.

- Maintain attendance record for network meetings/events with other SSP/Stakeholders for example PBL, Aboriginal Education, Warwick Farm PS and Special Education Principals and Leaders Association.

Purpose

A new purpose built learning environment presents a significant opportunity to align teaching practice with innovative technology and design, to enhance student engagement and accessibility.

Improvement measures

Target year: 2024

Achieving at excelling in the element of professional standards, in the domain of teaching, under the theme improvement of practice, as measured against the school excellence framework.

Target year: 2024

Achieving at excelling in the element of curriculum, in the domain of learning, under the themes teaching and learning programs and differentiation, as measured against the school excellence framework.

Target year: 2024

Achieving at excelling in the element of assessment, in the domain of learning, under the themes of summative assessment and whole school monitoring of student learning.

Target year: 2024

Sustaining and growing is attained in the HIPL theme, increasing the impact of your professional learning.

Initiatives

Authentic use of technology

To ensure all teachers have expert contemporary skills and capacity across technological platforms and pedagogical capabilities to deliver high quality teaching in an innovative learning environment.

- Assistive technology authentically integrated K-12 across all learning areas.
- Strategic resourcing decisions to enable purchase of identified technologies/equipment and to enable staff to development innovative technology programs and communication systems.
- School wide integration of STEMS activities across teaching and learning programs through effective staff training and development.
- Develop staff capacity to program immersion room learning experiences to specific student needs.
- Further staff capacity development through participating in the Microsoft School Transformation Program to assist with administration and class programming.

Effective classroom practice

To develop a systematic approach to improve teaching practice through collaboration, collegiate support, feedback and individual and collective efficacy

- Conduct a school wide program review to survey and evaluate current programming practices.
- Develop a coordinated whole school approach to the provision of sustained, differentiated professional learning about curriculum embedding Teaching Standards and the School Excellence Framework.
- Develop and embed innovative, collaborative and flexible teaching and learning programs in diverse environments across the new site and local community.
- Develop policies and procedures for hydrotherapy

Success criteria for this strategic direction

- Staff are confident in implementing the use of assistive technology, STEM, Microsoft applications, the immersion room and Commbox. (L:SR:T:EXC, T:LD:PL:EXC, HIPL:5.2MIPLSPA:SG).
- Students are effectively engaged in learning experiences across all environments across the new school site. (L:S:R:F:EXC, T:LD:EI:EXC, L:A:SE:EXC)
- Individualised student programs linked to professional documents which reflect professional learning and taught in a collaborative and flexible manner. (L:C:TLP:EXC, L:C:D:EXC, T:LD:CPF:EXC, T:PS:IP:EXC,

Evaluation plan for this strategic direction

- Staff survey on skills and confidence in the use of technology to ensure all students have access to improved use of technology and resourcing. Data will be used to inform future professional learning.
- Assessment of student engagement and learning across the new school environments to ensure full use of facilities (flexible learning spaces, hydrotherapy pool, immersion room).
- Evaluation of the effectiveness of individual learning programs through staff survey and feedback and observation of classroom practice to ensure that the student's individual learning needs are met and staff are supported in their professional growth.

Initiatives

pool use including comprehensive practical training in water skills, water safety and life saving practices.

Strategic Direction 3: Building relationships and connections for well being

Purpose

Our students have a right to a sense of belonging in their community. Belonging is built on positive relationships that foster trust, shared identity and values developed between staff, parents, carers and the school neighbourhood.

Improvement measures

Target year: 2024

Maintaining excelling in the element of learning culture, in the domain of learning, under the themes transitions and continuity of learning, high expectations and attendance, as measured by the school excellence framework.

Target year: 2024

Maintaining excelling in the element of wellbeing, in the domain of learning, under the themes a planned approach to wellbeing and individual learning needs, as measured against the school excellence framework.

Target year: 2024

Achieving excelling in the element of educational leadership, in the domain of leading, under the theme of instructional leadership, as measured against the school excellence framework.

Target year: 2022

Unexplained absenteeism to decrease by 2%. Review and update staff procedures to follow up on unexplained student absenteeism.

Target year: 2024

Sustaining in the School Assessment Tool, in the key dimension; communicate, element; use a variety of communication methods to seek and share information.

Initiatives

Building relationships across K-12 and beyond

To ensure a school wide culture that provides a sense of authentic belonging for all and is focused on holistic well being.

- Establishment and maintenance of a consultative parent and community group for parents of student with special needs. Purposed for connecting parents with one another for support through shared and common experiences.

- Implementation of a parent education program to equip parents to effectively navigate NDIS and support services to maximise their children's life potential at school and beyond.

- Development and implementation of community communication protocols between staff, families, the Warwick Farm Community to generate strong partnerships that promote inclusion for people with disabilities.

- Increase staff accountability for roll marking procedures and parent/carer follow-up, ulitising Microsoft 365 to upload absentee notes and complete parent/carer call log template to record contact.

Collaborative Practices

To develop aspirational expectations and effective partnerships between all staff and the wider school community.

- Establish and embed an Executive Coaching Program purposed to build instructional leaders across the school.

- Implementation and monitoring tiered supervisory approaches to increase individual and collective staff efficacy in relation to professional development planning and support.

- Develop and embed of collaborative innovation programs using flexible shared learning spaces, specialty facilities and outdoor environments across

Success criteria for this strategic direction

- Parents involved in shared social experiences 4 -8 times per year. Families the community and staff communicate in numerous interactive ways (AST:KD:COM:ComMeth S&G)

- Parents actively engaging with NDIS, utilising plans for increased life skills, independence and community participation (L:TCL:EXC).

- Well established relationships with Warwick Farm School and the surrounding community through shared activities both curriculum and social (L:TCL:EXC, .

- All staff approaching work in a growth mindset for continual improvement and capacity building (T:LD:CM:EXC).

- Flexible spaces used effectively for innovative purposes across special needs and mainstream cohorts (T:LD:EI:EXC, HIPL:PLCC:4.2:S&G)).

Evaluation plan for this strategic direction

1. Records kept of parent attendance at shared social events

2. Survey the number of students with current NDIS plans across K-12 and records of parent attendance at therapy in school and transition planning meetings

3. Web blog of shared community events on school website

4. Staff performance and satisfaction surveys yearly and supervisory record keeping of coaching sessions. Feedback and surveys indicating the staff functioning at a appropriate coaching level.

5. Program documentation complete and evaluated via staff feedback and surveys.

6. Records and reviews maintained for specific activities and programs involving the students from both settings.

Initiatives

the school.

- Increase equity of access for students with special needs across specific purpose and mainstream settings through collaborative integration programs that utilise teacher expertise in differentiated learning approaches.