

Strategic Improvement Plan 2021-2024

Clarke Road School 5655



School vision and context

School vision statement

Banner statement-

At Clarke Road School, we are committed to "Opening New Worlds" for every student.

Our purpose-To provide a caring and vibrant learning environment that engages students to achieve their personal best. To open new worlds for every student.

Our outcomes-The following outcomes drive our practice- Students are engaged in vibrant learning; Our school is a safe, caring and happy school environment; The creation of a voice for our students; Being part of the community; An outstanding teaching team; Directing a road to independence; Ensuring students have opportunities to engage, connect and belong.

Our values- Effective teamwork. Striving for excellence. Innovative practices and new ways of thinking. High standards in staff performance. Respect- Showing care and concern for other.

Our beliefs and assumptions- All students can learn and thrive. All students will receive a quality educational service. Individualised programs are essential. Every day is a learning opportunity. By understanding students we can better target learning. Parents and families play a significant role in supporting learning at school, home and in the community.

School context

Clarke Road School is located in Sydney's Macquarie Park educational network. All students who attend have an intellectual disability and other associated disabilities and support needs. Students range in ages 4 to 18 years. Thirty one percent of students are second language learners and many of our students have communication impairments. Students are placed at our school through the recommendations of a Department of Education placement panel in consultation with families.

At Clarke Road School, teachers and SLSOs work collaboratively in the classroom and are well supported by other support staff across the school - They all operate and are respected as "teachers".

We provide personalised and individualised educational programs for all students designed in consultation with families and stakeholders. We implement the NSW NESA Curriculum incorporating The Australian Curriculum, with accommodations and adjustments for complex learners. The teaching and learning at Clarke Road School is structured around Passport For Learning (P4L), In the Zone (ITZ) and structured TEACCH practices. These programs support students with complex learning needs who require a differentiated curriculum. We continue to provide professional learning across Australia for many schools and networks.

We have strong community networks and inclusive programs that foster belonging in the broader community. Our students are encouraged to develop skills and knowledge to manage themselves in our broader community and community access maintains an important place in our programs.

We have a strong community, state and national reputation for quality special education programs and provision of educational services. We have strong local links with Barker College and Hornsby South Public School. We continue to seek opportunities to strengthen links with other like schools in our state.

We are a proud school, with a proud history. We strive for excellence in everything we do.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student develops and grows in their cognitive, expressive and receptive language and social skills so that they can connect, succeed and thrive.

Improvement measures

Target year: 2024

Literacy and Numeracy

- All students achieve growth in Literacy and Numeracy as identified in the cognitive, expressive and receptive language skills in the Passport for Learning Assessments.

Target year: 2024

Student Wellbeing

- All students will be given the opportunity to connect, succeed and thrive through quality wellbeing initiatives that meet their cognitive, emotional, social, physical and spiritual needs.

Initiatives

Literacy and Numeracy

Systematic and reliable assessment information in Numeracy and Literacy will be captured to evaluate student learning over time. Analysis of this data combined with parent goals will be used to design students individual learning programs. Data captured on growth for all students will be used to predict growth for future years.

Literacy and Numeracy instruction will be

- embedded in all programs
- visible in classroom practice
- monitored and tracked across the school

and lead to improved growth and attainment in students.

WWB- Assessment, Classroom management, Explicit teaching and Effective feedback.

Student Wellbeing

The *Wellbeing Framework for School Excellence* will be used to assess the effectiveness of whole-school practices in meeting students cognitive, emotional, social, physical and spiritual needs.

All students will be provided with individualized programs as well as the strategies, supports and skills to self regulate and/or co regulate to be *In the Zone* for learning and to support and increase their levels of engagement in learning.

Wellbeing initiatives include:

- Investigating how to increase student voice opportunities for all students
- In the Zone profiles to be completed for all students over the period of the school plan.
- Review of whole-school practices to meet students cognitive, emotional, social, physical and spiritual needs.

Success criteria for this strategic direction

Literacy and Numeracy

All students will show Literacy and Numeracy growth in either across or within their Passport for Learning levels. The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations such as CESE and academic partners. Students' learning will be monitored longitudinally to ensure continued challenge and maximum learning.

We would improve the accuracy of expected growth for each individual student and their Passport for Learning level over the period of the school plan. All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Wellbeing

The cognitive, emotional, social, physical and spiritual elements of the *Wellbeing Framework for School Excellence* would be embedded across the school to meet whole-school and individual student needs. Each element would be reviewed with improved measures considered and implemented.

The school will have implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Evaluation plan for this strategic direction

Q: What impact has been achieved through Literacy and Numeracy and Student Wellbeing initiatives on student growth and attainment?

Strategic Direction 1: Student growth and attainment

Initiatives

WWB- Wellbeing, Classroom management, and High expectations,

Evaluation plan for this strategic direction

D: Data will be collected and analysed by teaching and executive staff. It will be uploaded into SPARO at the completion of each initiative or review. Data sources listed below.

A: Data is analysed and triangulated to determine the extent to which measures have been achieved.

I: Rigorous analysis of Literacy and Numeracy and Student Wellbeing data will determine impact and guide both ongoing implementation as well as future school planning.

Literacy and Numeracy

- Students individual growth would be captured by teacher analysis of data in students Passport for Learning levels in Terms 1 & 4.
- Data on students initial assessment would be shared with parents at Personalised Learning and Support Plan (PLSP) meetings in Term 1.
- Assessment data and examples of a Junior and Senior learning program will be uploaded into SPARO by executive staff at the end of each term.

Wellbeing

- Data on student voice initiatives and reviews of each wellbeing element will be collected and uploaded into SPARO by executive staff at the completion of each initiative or review.
- In the Zone data is analysed and triangulated regularly to determine the extent to which improvement measures have been achieved in engaging students in learning.

Strategic Direction 2: Staff growth and attainment

Purpose

To build staff capacity through collaboration and data-informed, evidence-based practices to ensure that every student experiences high-quality teaching and learning.

Improvement measures

Target year: 2024

Assessment and Data

- All teachers will use and analyse formative and summative assessment data to design, implement and report on personalised programs for each student.
- Teachers will use a range of quality, valid and reliable data sources.
- All staff will use data to inform and reflect on effective practice.

Target year: 2024

Instructional leadership

- Though embedded collaborative structures and peer coaching all staff will be given the opportunity to build their capacity as quality teachers to improve student growth and attainment.

Initiatives

Assessment and Data

Deliver professional learning in the collection and analysis of data/evidence to design, embed and evaluate literacy, numeracy and parent goals. Academic partners will provide external mentoring to all classroom teachers.

Create and build a bank of quality, valid and reliable data sources to capture students progress.

Progress towards student goals will be monitored through the collection of quality, valid and reliable data.

WWB- Use of data to inform practice and explicit teaching and effective feedback.

Instructional Leadership

Deliver professional learning on Growth Coaching to build teachers capacity to reflect, collaborate and problem solve with a focus on improving teaching practice.

Establish a structured coaching framework that builds trusted relationships between staff. Embed peer coaching across the school for teachers to engage in peer observation, feedback, evaluation and refinement of programs.

Provide opportunities for teachers to regularly collaborate with their peer coach.

WWB- classroom management, use of data to inform practice. and explicit teaching.

Success criteria for this strategic direction

Assessment and Data

The learning goals for students are informed by analysis of internal student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

A school wide body of quality, valid and reliable data resources are used in all classrooms to capture students progress. The school will be using systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and assessments.

Instructional Leadership

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Whole school structures and collaborative practices that provide coaching support to ensure the ongoing development and improvement of all teachers. Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Evaluation plan for this strategic direction

Q: What impact has been achieved through Assessment and Data and Instructional Leadership initiatives on staff growth and attainment?

D: Data will be collected and analysed by teaching and executive staff. It will be uploaded into SPARO at the completion of each initiative or review. Data sources listed

Strategic Direction 2: Staff growth and attainment

Evaluation plan for this strategic direction

below.

A: Data is analysed and triangulated to determine the extent to which measures have been achieved.

I: Rigorous analysis of Assessment and Data and Instructional Leadership data will determine impact and guide both ongoing implementation as well as future school planning.

Assessment and Data

- Using summative and formative assessment, all teachers will use a triangulation of data to assess and make judgements about students targeted goals and progress.
- Teachers programs would demonstrate changes in practice from ongoing data collection.

Instructional Leadership

- Data on the frequency and attitude of teachers towards classroom observations.
- Teacher reflection data on how growth coaching impacted their teaching and learning.
- Evidence of staff sharing expertise at professional learning within the school and to other schools e.g. SEPLA presentations, mentoring and coaching.

Strategic Direction 3: Community growth and attainment

Purpose

To build parent knowledge and understanding in Passport for Learning to support students cognitive, expressive and receptive language and social skills in the home environment.

To work collaboratively with families and other community stakeholders to ensure that students have successful transitions.

Improvement measures

Target year: 2024

Parent engagement

- Opportunities will be provided to all parents and carers to build their capacity in understanding their child's unique learning needs and to collaborate with staff to embed learning in the home environment.

Target year: 2024

Transitions

- All students will have a well-supported plan to allow for success in transitioning to school, other educational settings or post school options.

Initiatives

Parent engagement with Passport for Learning

To develop and refine high-quality parent learning workshops.

Create and build a bank of resources to support parents engagement with Passport for Learning.

Increase the number of parents engaging in parent workshops with the aim of developing their skills to embed student learning in the home environment.

Transitions

Review and evaluate transitions to and from Clarke Road School including:

- Transitions to Clarke Road School - transfers or students transitioning to school
- Transitions to other educational settings - support units
- Transitions to post school settings - work sites, community programs

Transition initiatives include:

- Investigate ways to increase parent engagement in exploring post school options and in transition planning meetings.
- Review and evaluate collaborative planning with families and other schools who are transitioning to Clarke Road School and support units.

Success criteria for this strategic direction

Parent Engagement

An increased number of parents would be reinforcing and embedding their child's cognitive, expressive and receptive language and social skills at home. Effective partnerships in learning with parents and students would mean students are motivated to deliver their best and continually improve. Students would have a meaningful and purposeful voice at home and in the community.

An increased number of parents would be engaging and sharing their experiences and strategies in parent workshops. Parents understand the assessment approaches used in the school and their benefits for learning.

Transitions

All transitions (to school, other educational settings and post school) would have been reviewed with improved measures considered and implemented. Students and families would report success in transitions.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Evaluation plan for this strategic direction

Q: What impact has been achieved through Parent Engagement and Transition initiatives on community growth and attainment?

D: Data will be collected and analysed by teaching and executive staff. It will be uploaded into SPARO at the completion of each initiative or review. Data sources listed below.

A: Data is analysed and triangulated to determine the extent to which measures have been achieved.

Strategic Direction 3: Community growth and attainment

Evaluation plan for this strategic direction

I: Rigorous analysis of Parent Engagement and Transition data will determine impact and guide both ongoing implementation as well as future school planning.

Parent Engagement

- Data on parent engagement in initiatives will be collected and uploaded into SPARO at the completion of each initiative.
- Data on use of Passport for Learning parent resources.
- Feedback and evaluation on parent workshops.

Transitions

- Data on parent engagement in initiatives will be collected and uploaded into SPARO at the completion of each initiative.