

Strategic Improvement Plan 2021-2024

Arranounbai School 5656



School vision and context

School vision statement

At Arranounbai our vision is to develop each individual to reach their true potential. Arranounbai will prepare students for a rewarding life through delivering positive and engaging learning experiences in a supportive and innovative environment, enabling them to achieve the best outcomes for success in their life journey.

Every student in our school is known, valued and cared for and will be nurtured to develop an awareness of and take responsibility for their individual learning goals and progress.

School context

Arranounbai School, is located in Frenchs Forest and supports students with additional needs. The student population is diverse and consists of children and young people K-12 with moderate to severe intellectual disability. Students may have a secondary disability which could include sensory needs, physical, autism and/or complex behaviours. Student population varies, usually sitting between the parameters of 40 to 50 students. Students are referred to Arranounbai through a Regional Placement Panel.

The staff is committed to delivering high-quality education for all students, including academic, physical, social, behavioural and self-care. All students and children, through Personalised Learning and Support Plans (PLSPs), engage in learning that is relevant and engaging, maximising their opportunity to succeed in the current and future environments. The school achieves its outcomes for all students in collaboration with families, external providers and community members.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG. Through our situational Analysis we found areas for further development include data use, student voice.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student has strong foundations in communication, essential life skills, literacy, and numeracy through establishing a culture of high expectations and quality teaching practice.

To create a learning environment that engages, challenges and inspires students to achieve their personal best.

Improvement measures

Target year: 2024

An uplift of 80% of students achieve their individual SMART goals in Literacy and Numeracy as outlined in their Personal Learning and Support Plans (PLSP) determined by Students With Additional Needs (SWANs) assessment and plotted against the Goal Attainment Scale (GAS).

Target year: 2024

An uplift of 80% achieve their collaboratively determined Essential 8 goals as stated in their PLSPs within the agreed timeframe.

Target year: 2024

An uplift of 80% develop skills to support their regulation and increase their engagement in teacher led activities.

Initiatives

Data Skills and Use

- Teaching staff understand and regularly use a range of student assessment data to identify areas for improvement.
- Staff reflect to assess the effectiveness of teaching practices. Student growth and attainment will be measured at all stages during the teaching and learning cycle.
- To do this, we will provide teachers with meaningful and relevant professional development in data literacy, assessment, literacy and numeracy. We will embed a strong culture of collaboration and reflective practice into everyday school life. This will provide teachers with support and promote the development of their skills and knowledge. Ongoing evaluation will continue to enhance teaching practices.

Essential for Living

- Designated classes implement the Essential 8 program, led by behaviour specialist and executive to ensure consistent, evidence-based teacher practice occurs. Learning is aimed to meet the learning capabilities and necessary skills development of students.
- To do this we will collaboratively develop teaching and learning programs and resources that support the skill development of students. Staff will implement teaching strategies unique to each student and engage in a cycle of continuous improvement, using data to inform their practice. Staff will work collaboratively with our behaviour specialist and executive staff to refine their practices and support student learning needs.

Engaged Learners

- PBL (Positive Behaviour for Learning) and LST will be used to develop a skillset framework for teachers. This will be implemented and embedded to ensure a consistent approach for Positive Behaviour for Learning (PBL), developing classroom practice, school wide systems and procedures. Programs include Coach2Cope (Dr Steve Spencer), Magic

Success criteria for this strategic direction

Teaching and learning programs across the school will demonstrate evidence of revisions based on consistent, reliable student assessment. Data walls will reflect continuous GAS goals tracking of data informed adjustments that lead to improved learning through staff collaboration. (Learning Culture, Curriculum, Assessment, Data Skills and Use)

Staff demonstrate a commitment to implementing quality teaching practices that address the learning needs of all students. (Effective Classroom Practice, Curriculum, Learning and Development)

Assessment is embedded to include daily practices that support collaborative classroom instruction and identification of skill gaps for improvement and areas for extension. (Learning Culture, Assessment)

Teachers regularly engage in collaborative data analysis discussion and goal reviews for all students. (Data Skills and Use)

All teachers have a sound understanding of how to formulate, review and adjust GAS Goals and use these to review teaching practices. (Learning Culture, Assessment)

Data is used by staff to develop realistic and achievable Essential for Living goals resulting in at least 25% student success within the agreed timeframe. (Assessment, 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:

Arranounbai will use a combination of data sources. These will include:

Strategic Direction 1: Student growth and attainment

Initiatives

- 123 and Trauma Informed practice.
- To do this, school and specialist staff will be engaged in relevant professional learning. The skillset framework will provide teachers with a reference for effective evidence-based behaviour management practices aimed at optimising learning for students. Teachers will use this framework to track their professional development based on student needs and inform their Performance and Development Plans (PDPs). Ongoing evaluation will be systematically implemented and supported by the Learning and Support Team (LaST).
- Teachers will have high expectations for all students and use CECE's WWB (What Works Best) document to support staff development.

Evaluation plan for this strategic direction

- Personal Learning and Support Plans
- Goal Attainment Scale (GAS Goals)
- Students With Additional Needs (SWANs)
- Behaviour Support Plans
- Data Walls
- Professional Learning Feedback
- Teaching Programs

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Analysis opportunities will be scheduled for staff throughout each term and across the year.

Regular data review meetings will be timetabled to generate discussions with all staff about each individuals progress. This will allow the class team to all have a clear understanding of the goals for all students and the adaptations and changes required to ensure student progress.

Implications:

The findings of the analysis will inform

- Future directions
- Student growth and attainment
- Next steps and directions for teaching programs
- Interventions/strategies required
- Annual reflection
- Annual reporting on school progress measures, including the community

Strategic Direction 2: Functional Communicators

Purpose

To provide relevant and user-friendly communication systems that meet the unique requirements of our student cohort and create meaningful interactions between staff, students and community.

Improvement measures

Target year: 2024

100% of students to have a communication system appropriate to their individual capabilities, that aims to support them in developing their skills in expressing their needs, wants and opinions.

Target year: 2024

100% of students to have a unique communication technology system OR to engage in technology to develop their understanding of curriculum areas.

Target year: 2024

100% of staff to know and use Key Word Sign (KWS) to support students understanding of spoken word.

Initiatives

AAC Devices

Staff will engage in professional development, to build on their understanding of functionality and how to conduct lessons that will support students in accessing eye gaze and other AAC (Augmentative and Alternative Communication) to engage in communication on a regular basis.

To do this we will engage a Speech Therapist to support staff in the embedding of AAC eg eye gaze into all lessons across all areas of the school. Teachers will collaborate with external providers and parents, to create learning and teaching programs that promotes the use of eye gaze technology across the school day.

Ongoing evaluation will enable self-sustaining and self-improving professional community.

Collaboration for Learning

- Staff will collaborate with external providers and parents to develop PLSP goals that support the use of communication systems using a range of technology, appropriate to each student. Staff will support and promote the consistent use of communication systems and provide targeted teaching activities fostering skill development across a range of learning environments.

To do this, we will engage a staff member, with IT expertise to provide professional development and support for the use of technology across the whole school. Staff will engage with a range of technology platforms to support the learning needs of students and access additional support when necessary.

Student Voice

- Through the development and implementation of KWS stages, staff will continue to develop their skills and knowledge and promote the use of KWS across the school.

To do this, we will embed the teaching of KWS to staff

Success criteria for this strategic direction

- The school uses established systems that facilitate collaboration between staff, parents and external stakeholders, to develop skills and knowledge about communication systems. This drives ongoing, school-wide improvement in teaching practice and student results. (Learning and Development, Educational Leadership, School Resources, Reporting)
- Communication systems are visible and accessible across classrooms and other learning environments within a consistent, school-wide approach. (School Resources)
- All staff have access to and are using quality resources targeted to support teaching and learning. Teaching strategies reflect individual student communication systems so that all students can learn and develop their communication skills in a productive classroom environment. (Effective Classroom Practice)
- Teaching programs establish explicit strategies using individual communication systems. (Effective Classroom Practice, Learning and Development)
- Students demonstrate awareness of their individual goals and progress. (Learning Culture, Wellbeing, Curriculum)
- Parents demonstrate understanding and support of student goals through access to and use of student portfolios in Classdojo app (Reporting, Assessment)
- Improved systems and practices developed in order that teachers and the parents work in partnership to plan and support student learning and wellbeing. (Learning Culture, Wellbeing, School Planning, Implementation and Reporting)

Evaluation plan for this strategic direction

Questions:

Are AAC systems effectively used by staff and students for teaching and learning?

Strategic Direction 2: Functional Communicators

Initiatives

and students into weekly assembly, teaching programs and staff professional development sessions. Ongoing evaluation will be systematically implemented to develop the KWS stages.

- Students will actively participate in providing information, personal opinions and choice making during Arranounbai Attitude, Morning Circle, Emotion Zone check ins, playground activities, surveys, leadership voting and whole school decision making.
- Students will participate in PLSP meetings each semester with staff, families and stakeholders.

Evaluation plan for this strategic direction

Is there an improvement of families and external providers collaborating in the formation of PLSPs?

Are students active participants and advocates for their learning?

Data:

Arranounbai will use a combination of data sources. These will include:

- Professional Learning Surveys
- Teaching Programs
- Staff Surveys
- Student surveys
- PDPs
- Parent/ Carer Surveys
- PLSPs
- GAS goals
- Classdojo

Analysis:

The evaluation plan will involve:

- Regular review of these data sources to determine the success of the initiatives.
- Weekly discussion with Speech Therapist to determine staff support requirements.
- Regular discussion in LST and IT Meetings for the technology needs required for AAC systems across the school
- Communication and Team meetings used to monitor and determine next steps and directions for KWS
- Staff PDP goals reflect the strategic direction with the inclusion of a communication goal.
- Consideration of information provided from the parent surveys

Implications:

Strategic Direction 2: Functional Communicators

Evaluation plan for this strategic direction

The findings of the analysis will inform

- Future directions
- Annual reflection
- Annual reporting on school progress measures, including the community