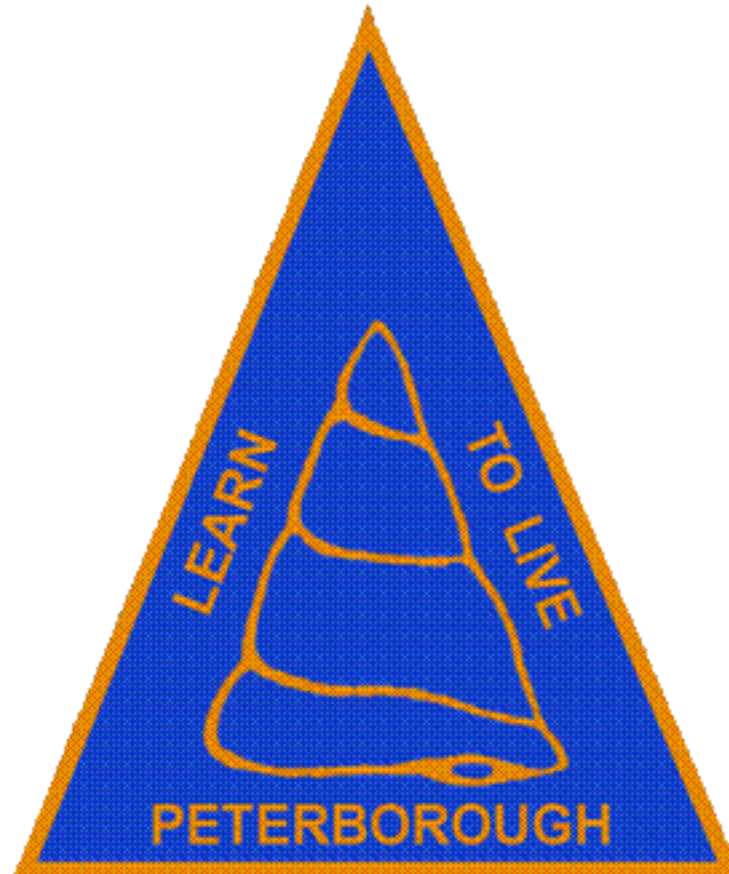


Strategic Improvement Plan 2021-2024

Peterborough School 5666



School vision and context

School vision statement

At Peterborough school we believe that all students can learn.

Our vision is to:

- * Provide each student with a safe, positive, inclusive and innovative learning environment
- * Develop and immerse students in school programs that are individualised and meaningful
- * Empower each student to reach their potential
- * Provide students with the tools to make a successful transition from school to future pathways

School context

Peterborough School caters for students aged 4 - 18 years of age with moderate to severe intellectual, physical and multiple disabilities including autism and mental health disorders.

Peterborough currently has 14 IO/IS classes and 2 MC classes. Students are grouped in stages where possible. Several classes have been created to cater to individual student needs where the ratio of students to staff is kept low (4 students : 3 staff, 4 students : 2 staff).

Students come from a range of socio economic backgrounds and cultures and travel to Peterborough from areas north to Dapto, South to Greenwell Point and all areas in between.

12% of students are from an Aboriginal background. Peterborough has strong links to the AECG and has worked closely with Aunty Bev Armour in informing future directions of the school.

63% of students access Assisted School Travel.

In consultation with parents, carers and support personnel staff develop individualised plans for each student. Each student works toward a minimum of 3 SMART Goals with communication a specific focus.

School staff assess students using SWANs (Developmental Assessment and Reporting for Students with Additional Needs) and the Communication MATRIX. Students are then plotted against a school developed communication and literacy continuum.

Other assessments used are the sensory motivation tool and teacher developed checklists for class and individual students.

Class programs cover all Key Learning Areas (KLA's) while still focusing on individual student learning. All KLA's are adjusted to enable equal access by all students.

Early Stage 1, Stage 1, Stage 2 and Stage 3 students work toward achieving success in K-6 curriculum areas. Students in Stages 4, 5 and 6 work toward Life Skills outcomes.

Reporting takes place at the end of each semester. Semester 1 reports focus solely on reporting on individual SMART Goals and Semester 2 reports on progress toward SMART Goals and KLA's.

All students have access to the NDIS. The majority of parents/carers have provided consent for their child's therapist to work within the context of the school environment. with the external service providers signing an agreement with the school to work toward achievement of an educational or school determined goal.

The school is supported by a Parents and Citizens Association and has strong links to the community.

School vision and context

School vision statement

School context

Features of the school include a hydrotherapy pool, a trampoline park, sensory play spaces, a student kitchen, cafe and digital classroom. The school has four buses which are used to access the community.

The school boasts a strong performing arts program including dance and a signing choir. Specialised equipment and resources including augmentative and alternative communication devices are available to assist students achieve their potential.

Parent input into the school planning process was gained through an online platform and telephone survey with 11% of parents participating in the telephone survey and 38% responding to the online survey.

In responding to the needs outlined in our situational analysis and parent survey results the school will look at ways to strengthen the alignment between assessment (SWAN's, MATRIX), individual plans, class programs and reporting.

Adjustments of new syllabi will take place enabling students to engage in curriculum to their full potential. There will be particular focus on PDHPE, Aboriginal Education and Literacy and Numeracy K-2 as they are published. Staff will look at ways to improve both literacy and numeracy across the school and look at how STEM can be embedded.

Survey results, observations and student behaviour records indicate a need for the implementation of specific planning on the development of social skills and competencies and ways in which to support wellbeing.

A culture of high expectations and community engagement using a range of communication platforms will be embedded into school planning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes SWANS and MATRIX assessment data will be analysed and used to drive class and individual learning plans. SMART Goals will indicate *consistent* and *frequent* levels of student success.

Improvement measures

Target year: 2024

SWANS levels

60% of students will show improvement along the literacy assessment

80% of students will move up half a level along the communication assessment

60% of students will show improvement along the numeracy assessment

MATRIX

80% of student will maintain their level of communication

Target year: 2024

SMART goals

75% of students will achieve at consistent level of progression in their individual reports

100% of Aboriginal students will continue to have a SMART Goal incorporated into their personalised learning plan

Initiatives

Effective Data Use and Analysis

The leadership team will provide professional learning and support for all teachers so that they have a sound understanding of student assessment and data concepts, including the SWANS Assessment Tool, Communication MATRIX and the Peterborough Continuum. Teachers will be able to analyse, interpret and plot data against the continuum and collaboratively use this to inform planning, identify interventions and modify teaching practice for individual and groups of students.

Student Smart Goals

All teachers will engage in High Impact Professional Learning and have access to executive support to build their capacity to use data to create meaningful, achievable and measurable SMART goals to guide student learning.

There is a coordinated effort by school staff to engage the school community in reflecting on student progress and achievement data and to develop plans and strategies for improvement.

Success criteria for this strategic direction

Learning Domain

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Teaching Domain

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.

- Assessment data will be collected annually and uploaded to the TDrive into student folders
- All staff will be demonstrating understanding of assessment tools - SWANS and the MATRIX by working in pairs /groups to determine student level of achievement in communication, literacy and numeracy.
- All staff demonstrate understanding of how to plot students against the Peterborough Communication Continuum
- Class and individual programs will reflect student performance data.

Teaching Domain

The learning goals for students are informed by analysis of internal and external 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.

- Student SMART Goals will reflect teacher understanding of student learning goals.
- Parents will have an understanding of SMART Goals, teacher programs, assessments and data.

Leading Domain

Success criteria for this strategic direction

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Question:

To what extent has the use of SMART goals and the monitoring of learning using SWANs and MATRIX assessments improved student learning outcomes?

Data: Internal student performance measures

SWANs (literacy, communication, numeracy and social competence)

The Communication MATRIX, analysis of SMART goals,

Review of teaching programs that use this assessment data

Analysis:

Analysis of school data will show to what extent the purpose has been achieved.

Implications:

What are the implications for our work?

What are our future directions and next steps?

Strategic Direction 2: Delivering a Diverse Curriculum

Purpose

In order for our diverse student population to have equal access to curriculum, all new syllabuses will be adjusted and modified to suit the schools unique context. Innovative programs will be introduced to enable full participation in aspects of the curriculum. Parent and community engagement will be strengthened by implementing strategies to support understanding of curriculum.

Improvement measures

Target year: 2024

All students will have access to an alternate pencil / writing tool.

Those students with a writing SMART Goal will be achieving at a consistent level of success.

All students will have access to an appropriate means of communication and be achieving expected improvement as indicated by their SMART Goal.

All students are engaged in Sunshine Online Numeracy and/or the Early Learning Stem Australia Program.

Teacher programs will reflect deeper understanding of curriculum adjustments and yearly monitoring and evaluation see students achieving at consistent and frequent levels of success.

Target year: 2024

65% of parents/carers will attend stage meetings and provide positive feedback with 100% attendees indicating a greater understanding of their child's curriculum

Initiatives

Curriculum Planning Adjustments and Delivery

Members of the school executive team will drive staff focus on new K-2 English and Mathematics syllabuses, Aboriginal Education (7-10) and Personal Development Health and Physical Education (K- 10) syllabuses as they are released which will provide a springboard to gaining deeper understanding of all curriculum areas.

Teaching and learning programs will show evidence that they have been adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve parents in planning to support learning, and share expected outcomes.

Enhanced Community Engagement

The principal and school leadership team will model instructional leadership and support a culture of high expectations and community engagement using a range of communication platforms including the school website, booklets, stage meetings and parent workshops. This will ensure all parents have an understanding of curriculum and are able to provide support to ensure students reach their goals.

Success criteria for this strategic direction

Learning Domain

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Teaching Domain

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth .

Leading Domain

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning

The principal and school leadership team will model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Evaluation plan for this strategic direction

Question:

To what extent have the new syllabuses been effectively modified to meet the needs of our student populations?
To what extent do parents understand and engage with the curriculum?

Data:

Teaching programs

Parent attendance and participation rates in stage meetings

Data relating to alternative pencils and their use

Analysis:

Analyse the data as to the extent to which the purpose has been achieved.

Implications:

What are the implications for our work?

What are our future directions and next steps?

Strategic Direction 3: Whole School Wellbeing

Purpose

The school will implement new and innovative programs that will result in measurable improvement in wellbeing, engagement and social skills across the school community.

Improvement measures

Target year: 2024

80% of classes will be participating in a mindfulness activity three times a week with targeted students showing increased engagement in the activities.

Comparisons of video footage of pre and post engagement in music and pet therapy will show improved student engagement and interactions.

100% of students participating in music therapy will have actively contributed to the production of a recorded piece of music.

Observations and achievement of SMART goals show 75% of targeted students displaying expected improvement in classroom engagement and behaviour.

Target year: 2024

100% of student behaviour management plans are written in the Zones of Regulation format.

20% increase in the number of students using Zones of Regulation independently.

60% of students will show improvement in the SWANs social competence profile.

Initiatives

A Planned Approach to Wellbeing

A strategic and planned approach to whole school wellbeing that supports all students will be implemented so they can connect, succeed, thrive and learn. Measurable improvements will be seen in student engagement and wellbeing after the introduction of a mindfulness program, music therapy and a pets as therapy program.

Enhancing Social Skills and Competencies

The school wellbeing team will conduct research into available resources including the Zones of Regulation Program and take part in professional learning that supports students in developing age appropriate social relationships and social competencies.

Based on research, programs will be introduced that promote positive, respectful relationships among students. Student wellbeing will be enhanced to ensure optimum conditions for student learning across all environments.

Success criteria for this strategic direction

Learning Domain

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

The implementation of innovative wellbeing programs and a comprehensive social skills program will yield positive results as evidenced by:

- Successful implementation of mindfulness practices across the whole school with students showing increased engagement and responsiveness to the activities.
- Students will show engagement in music therapy and mindfulness
- Zones of regulation integrated across all settings
- Teachers will be demonstrating competence in writing behaviour support plans and flow charts
- Students will be supported by a consistent individual approach to wellbeing / behaviour support
- Staff will have an understanding of the resources and tools used to support students in developing appropriate social skills and competencies. This will be evidenced through teacher observation of lessons, teacher programs and observed student improvement through role play and real life experience..

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning

- Parent, community and staff surveys will be used to inform wellbeing

Teaching and learning programs across the school show evidence that they are adjusted to address individual student

Success criteria for this strategic direction

needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation plan for this strategic direction

Question:

To what extent have the new and innovative whole school wellbeing programs resulted in improved student wellbeing and social skills?

Data:

EBS4

Parent, staff and community surveys

Individual education plans

Data relating to student engagement with music, mindfulness and therapy dog activities

Analysis:

Analyse the data as to the extent to which the purpose has been achieved?

Implications:

What are the implications for our work?

What are our future directions and next steps?