

# Strategic Improvement Plan 2021-2024

## Snowy Valleys School 5674



# School vision and context

## School vision statement

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At Snowy Valleys School every student is known, valued and cared for. Our vision is to create a school environment of respect, inclusion and support for students to develop skills and strategies to meet the challenges and expectations of learning, employment and post school life.

## School context

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Snowy Valleys School is located in the rural town of Tumut and is part of the Gundagai network of schools. The school caters for students from kindergarten to Year 12 with the students attending from the Snowy Valleys council area as well as surrounding districts. Students come from a range of socio-economic backgrounds. The students present with a diverse range of disabilities with moderate to severe intellectual disability, autism and/or complex behaviours and physical disability, requiring individualised planning developed in consultation with students, parents, NDIS providers and other support staff. These individualised teams work collaboratively to create a positive school culture with high expectations.

The school provides an enthusiastic and specialised educational environment in which all students access quality educational programs within a varied and balanced curriculum. As well as assisting parents and carers with the planning process of developing personalised learning plans, programs are developed to support students emotional and social wellbeing and making successful transitions throughout their schooling and beyond.

Through the situational analysis, we have identified the need to ensure that students improve in reading, communication and numeracy. Teachers which will be supported by quality professional learning which leads to collaborative programming, effective feedback and a range of assessment methods to ensure availability and accessibility of quality teaching practices.

The whole school community, including the local Aboriginal Education Consultative Group, students, staff, parents and local learning community was consulted through the Situational Analysis process.

The school will strive to ensure a better understanding of assessment using Students with additional needs (SWANS) and PLAN2 giving teachers and parents support in identifying targets specifically in reading and numeracy and refining the use of additional internal data sources.

Snowy Valleys School is committed to ensuring that parents and carers are important stakeholders in all educational opportunities presented to their children.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise teaching and learning engagement of each student with appropriate adjustments and be responsive to identified needs in reading, communication and numeracy by using evidence based teaching methods.

## Improvement measures

### Target year: 2024

To be excelling in the theme of Explicit teaching from Effective teaching from the Teaching domain

### Target year: 2024

All students achieve expected outcomes in Literacy, Communication and Numeracy as outlined in Personalised Learning Plans determined by SWANS and PLAN2.

### Target year: 2024

All teachers understand, identify and implement explicit teaching strategies identified through individual Personalised Learning Plans.

## Initiatives

### Personalised Learning

Every student will have personalised learning plans that informs teaching and learning with highest priority given to evidence based teaching strategies.

- Numeracy and literacy professional learning are informed by research based strategies including What Works Best, Effective Reading and Numeracy
- Expertly use and link literacy and numeracy progressions and SWANS assessment to monitor, track and inform individual student achievement, growth and future direction
- Embed and build teacher capabilities to use assessment, data, observations and individual student context to reflect on effective teaching practice

### Highly effective teaching practices

All teaching and learning engagement uses explicit teaching practices adjusted to individual student needs.

- Develop deep staff understanding of explicit teaching strategies to support individual student engagement in alignment to individual learning plans
- All individual learning plans include high level detail on effecting teaching and learning strategies

## Success criteria for this strategic direction

The school engages parents and students to plan and implement review and evaluate individual student outcomes in relation to priority goals.

All teacher apply consistent teacher judgement to gather data on student achievement and growth and to inform future directions.

All teachers use highly effective evidence based teaching strategies to achieve individual student outcomes in reading, numeracy and communication.

All personalised student learning plans have specific and explicit teaching strategies and learning behaviour documented and implemented.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of initiatives:

- SWANS
- PLAN2
- Observations
- Student work samples
- Personalised Learning Plans
- Class based assessment
- Minutes from review meetings with parents
- School reports
- Teacher PDPs

The evaluation plan will include:

- Annual creation and update of PLP and undated in Term 3
- Semester review of SWANS, parent review meetings and student reports
- Weekly analysis of observations and student work

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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samples to inform literacy and numeracy progressions

## Strategic Direction 2: Building teaching capacity through collaborative practice

### Purpose

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Our purpose is to ensure collaboration is developed and embedded through effective observations and feedback, evidence informed practices, knowledge, problem solving and student data to improve teacher practice.

### Improvement measures

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#### Target year: 2024

The school is excelling in 'Data use in teaching' in 'Data skills and use' from the Teaching Domain.

#### Target year: 2024

Professional Development and Performance goals are identified through observation and feedback and are aligned to Strategic Improvement Plan and Australian Teacher Standards

#### Target year: 2024

All teaching staff self evaluate as highly proficient in Standard 2.5 *Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.*

### Initiatives

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#### Data informed practice

Ensure effective strategies and processes for assessing students, data analysis and evaluation that is responsive to individual student needs:

- Embed data collect processes that include information regarding academic performance and wellbeing to inform effective of teaching practice
- Staff demonstrate capability in collection of evidence to demonstrate performance aligned to the Standards.

#### Collaborative practice and feedback

Strengthened collaborative practice and feedback to drive ongoing improvement to teaching practice and deliver student outcomes.

- Develop a culture of open classrooms and sharing of practice that is enables structured opportunities for all staff to give and receive feedback to discuss effectiveness of strategies and impact on student response
- Staff act on feedback to inform teaching development and professional learning aligned with PDP goals and Standards

### Success criteria for this strategic direction

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There structured and formal plan for every teacher to engage regular giving and receiving of feedback through observation of teaching that identifies priorities, professional learning and mentoring direction .

Teacher PDPs are developed through identified priorities from collegial feedback and aligned to SIP and teaching standards.

Student data is used by teachers to reflect on teaching effectiveness and inform future school directions.

### Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of initiatives:

- Formal observation feedback
- Self assessment against Australian Teaching Standards 2.5
- Student work samples
- Personalised Learning Plans
- Class based assessment and observations
- Teacher PDPs
- SEF SaS

The evaluation plan will include:

- Annual creation of PDP, self reflection and review.
- Termly negotiated observation (give and receive)
- Bi - Annual self assess against the Standards
- Semester SEF SaS

# Strategic Direction 3: Wellbeing and effective partnerships

## Purpose

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To ensure that every student is supported to successfully develop skills and strategies to engage to their full potential within their community, through strong partnerships with all stakeholders.

## Improvement measures

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### Target year: 2024

To be excelling in the theme of Individual learning needs from Wellbeing from the Learning domain.

### Target year: 2024

Attendance

Every student absence is explained and justified by parent/carer.

### Target year: 2024

Transition

All students completing schooling have a resume detailing work experience, training, skills and strengths.

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## Initiatives

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### Supporting students to reach their potential

Embed a school culture that supports the development and engagement of every child beyond the school gates:

- Whole school priority focused on inclusive activities that deliver internal and external learning opportunities that are carefully considered to provide all students with real life experiences and connection
  - Embed a highly structured and communicated Transition to Work plan for all students from Year 8 informed by PLPs, parents, other service providers. to support skill development to provide supported exposure and experience.
  - Highly developed partnerships built on trust and respect with the school and parents and supported by other service providers to deliver individualised and responsive plans and programs
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## Success criteria for this strategic direction

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There is strong collaboration and communication between school, parents, students, service providers and community to inform and meet the needs of the individual.

Every student has a detailed Transition to Work plan and Resume that supports transition from the school setting.

All planning including teaching and learning, wellbeing, transition and health care is informed by holistic information in consultation to ensure every child is known, valued and cared for.

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of initiatives:

- PBL data
- Attendance
- Student observations
- Student work samples and feedback
- Personalised Learning Plans
- Transition to Work Plans
- Feedback from work place supervisors
- Minutes from review meetings with parents
- School reports
- Reports and assessments from other service providers

The evaluation plan will include:

- 5 week evaluation of PBL data to monitor behaviour and engagement
- Term 1 creation of Transition Plan and reviewed and evaluated in Term 3
- Termly transition evaluation with individual student
- 5 week attendance review

## Evaluation plan for this strategic direction

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- Evaluation for each external activity