

Strategic Improvement Plan 2021-2025

Lucas Gardens School 5713



School vision and context

School vision statement

Lucas Gardens School has high expectations for all students and staff and delivers quality teaching and authentic individualised learning experiences, based on evidence-based practice, ongoing assessment and feedback. Through a shared commitment and pursuit of excellence, students, staff and community work collaboratively to empower our students to build essential skills needed to thrive and prepare them for successful transition to life beyond school.

School context

Lucas Gardens School provides educational programs for students who have moderate and severe intellectual disabilities aged from 4 to 18 years. Many of our students have more than one identified disability including physical disabilities, sensory impairments, complex medical/health needs, autism and behavioural needs. Our school has an exceptional staff with a wealth of knowledge and skills in special education and strives to continue to support and empower student learning for a diverse range of learners.

Many of our families come from diverse backgrounds, approximately 60% of families having a Language Background other than English.

Our educational programs foster our students' learning, which is delivered within the guidelines of the Department of Education, implementing Key Learning Areas and Subjects from NSW syllabus documents for students from Kindergarten to Year 12. We endeavour to ensure that our students are equipped with essential skills and knowledge that will take them beyond the walls of the classroom and into their community.

Students participate in English, mathematics, history, geography, creative arts, personal development, health and physical education, technology and science lessons. Additional programs that support student learning include school funded speech pathology, occupational therapy, physiotherapy and access to the hydro centre pool.

Students are supported in their learning by committed staff which includes classroom teachers, a part-time librarian, School Learning Support Officers (SLSOs), dedicated administrative staff comprising of a Business Manager (BM) and School Administration Officers (SAOs) who manage all of our school's administrative requirements, a part-time General Assistant (GA) who looks after the general upkeep of the school grounds and buildings and a part time School Counsellor who provides support to students and their families.

The school is closely connected to the wider community and beyond and benefits from their fundraising, which has resulted in enhanced student learning opportunities and achievements.

After significant community consultation, the school completed a situational analysis that identified three areas of focus for this Strategic Improvement Plan. The school's high-level areas for improvement are; Student Attainment and Growth, Healthy Lifestyle and Wellbeing, and Inclusive Curriculum.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student is able to demonstrate progress in communication, literacy and numeracy with appropriate individualised learning goals and adjustments to maximise learning potential and achievement.

Improvement measures

Achieve by year: 2025

All teachers will have highly effective processes and practices in the setting of communication goals in Personalised Learning and Support plans.

Achieve by year: 2025

All teachers will have highly effective processes and practices in the setting of literacy goals.

Achieve by year: 2025

All teachers will have highly effective processes and practices in the setting of numeracy goals.

Initiatives

Kicking goals in literacy

To promote ongoing achievement and assessment in literacy through the establishment of individual student goals and formative assessment practices using the school developed Literacy Pre-skills and Literacy Learning Progressions across the school.

Communication Matters

To foster student progress in communication ensuring all students have communication systems and communication goals collaboratively designed with the staff, school speech pathologist and families. Students progress will be assessed on an ongoing basis both within classrooms and as a whole school practice.

Kicking goals in numeracy

To promote ongoing achievement and assessment in numeracy through the establishment of individual student goals and formative assessment practices using the school developed Numeracy Pre-skills and Numeracy Learning Progressions across the school.

Success criteria for this strategic direction

All teachers will have strong skills, knowledge and increased confidence in delivering literacy and numeracy programs as evidenced in class programs, explicit teaching and assessment practices. (SEF: **Teaching** - Professional standards - *Literacy and Numeracy*, **Learning** - Curriculum - *Teaching and Learning Programs*, **Learning** - Assessment - *Formative Assessment*)

Teachers will be able to articulate and demonstrate student progress and achievements and be able to analyse and interpret data to inform learning goals for students. (SEF: **Teaching** - Data skills and use - *Data Analysis*; **Learning** - Curriculum - *Teaching and Learning Programs*; **Learning** - Student Performance Measures - *Student Growth*)

Whole school practices will reflect ongoing monitoring of successful achievement of students progress. (SEF: **Learning** - Assessment - *Formative Assessment*, *Summative Assessment*; **Teaching** - Data skills and use - *Data Analysis*, *Data Use in Planning*; **Leading** - Educational Leadership - *Instructional Leadership*)

All students will be provided with feedback on their learning through data walls including photos and certificates of achievements in literacy and numeracy and in the achievement of communication goals. Parents/carers will be informed of student achievements via various platforms including school newsletter, certificates and awards, open classroom walk throughs. (SEF: **Teaching** - Effective Classroom Practice - *Feedback*; **Learning** - Reporting - *Student Reports*, *Parent Engagement*)

Evaluation plan for this strategic direction

Success in student growth and attainment will be determined by:

Question

How effective is the implementation of individual

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

communication, literacy and numeracy goals across the school?

How confident and effective are teachers in their ability to deliver and assess literacy and numeracy programs?

Data

Internal school data (assessment sheets, data mapping walls, ROCC communication assessment) and data reflecting the growth in percentage of student achieving goals in communication, literacy and numeracy.

Analysis

Analysis of percentage achievement of student goals in communication, literacy and numeracy. This will take place at the end of term 2 and 4 to determine the extent to which the performance measures have been achieved.

Implications

Analysis of data will inform future actions.

Strategic Direction 2: Healthy lifestyle and wellbeing

Purpose

To embed a whole school approach towards the delivery of the Personal, Development Health and Physical Education (PDHPE) syllabus and to promote a healthy and active lifestyle supporting the social and emotional wellbeing of students.

Improvement measures

Achieve by year: 2025

There will be a consistent approach to the teaching of the PDHPE syllabus through all staff following a whole school scope and sequence as evidenced in teaching and learning programs.

All students progress in PDHPE will be tracked and monitored using school developed pre-skills and assessment tools.

Parent satisfaction measures will indicate an increase in understanding of how to support their child through puberty.

Achieve by year: 2025

All teachers will demonstrate highly effective processes and practices in the use of the Zones of Regulation within and beyond the school.

Initiatives

Stay fit, safe and healthy

Embed and deliver healthy lifestyle programs to our students, providing them with skills and knowledge that are transferrable across settings. Staff will deliver impactful teaching and learning experiences within the PDHPE syllabus across both physical activity and personal health. Parents and carers will be supported by the school and our network of external agencies in understanding the physical and emotional changes in their children.

Readiness to Learn

School-wide implementation of readiness to learn strategies will assist our students with improvement in learning engagement. Students will increase their ability to recognise their emotional state, and implement strategies to support their own regulation. Parents/carers will gain an understanding of the strategies used by the school and be supported in transferring these skills into the home environment.

Success criteria for this strategic direction

All teachers will be able to confidently deliver programs and activities in PDHPE, as evidenced in class programs, student assessment data and feedback from students and staff. (SEF: **Teaching** - Effective Classroom Practice - *Lesson Planning*; Data Skills in use - *Data use in teaching*)

A whole school PDHPE scope and sequence and units of work will be implemented across K-10. (SEF: **Learning** - Curriculum - *Teaching & Learning Programs, Differentiation*)

Students will be engaged in physical education activities with the involvement of parents where appropriate. (SEF: **Learning** - Wellbeing - Individual Learning Needs)

Students will be able to identify tools and strategies to support their self-regulation. (SEF: **Learning** - Wellbeing - *Behaviour*; **Teaching** - Effective Classroom Practice - *Classroom Management*)

Staff will demonstrate an increase in confidence in implementing strategies to support students in their readiness to learn. (SEF: **Learning** - Wellbeing - *Behaviour*; **Teaching** - Effective Classroom Practice - *Classroom Management*)

Staff will demonstrate an increased understanding of the physical and emotional changes that occur in young people transitioning into puberty and be able to identify appropriate strategies to use to support students with specific needs. (**Learning** - Learning culture - *High Expectations, Transitions and continuity of learning*)

Parents will participate in workshops to increase their understanding of the physical and emotional changes in their children at particular stages of development. (SEF: **Leading** - Educational Leadership - *Community Engagement*; Management Practices and Process - *Community satisfaction*)

Evaluation plan for this strategic direction

Strategic Direction 2: Healthy lifestyle and wellbeing

Evaluation plan for this strategic direction

Question

How confident are our staff in delivering high-impact and effective PDHPE programs?

Do parents demonstrate an increased understanding of how to support physical and emotional changes in their child?

Can students identify and use strategies to support their self-regulation?

Data

Teacher survey, confidence scales, teacher programs, assessment folders, student feedback, professional observations, anecdotal notes, parent surveys and feedback, parent attendance at information sessions, student behaviour data

Analysis

Analysis will be conducted throughout the SIP cycle:

- Teacher PDHPE programs and assessments will be reviewed and evaluated
- Parent surveys will be analysed after each workshop
- Percentage of students able to identify and use tools to self regulate

Implications

Analysis of data will inform future actions

Strategic Direction 3: Inclusive curriculum

Purpose

To ensure all staff have an understanding of a range of disabilities and the implications for access and participation in the curriculum. Information will be developed outlining the disabilities, strategies and supports needed to maximise student engagement in learning through the development of tool kits to support teachers and families.

Improvement measures

Achieve by year: 2025

Learning intentions and success criteria, differentiation and adjustments will be embedded in school practice across all key learning areas and subjects.

Achieve by year: 2025

By the end of 2024, toolkits will have been developed outlining the disabilities, strategies and supports needed to maximise student engagement in learning to support teachers and families.

Initiatives

Adjustment and Differentiation

Embed a school-wide culture of adjustment and differentiation through the implementation of learning intentions and success criteria in literacy and numeracy programs and promoting effective feedback practices with students. Staff will adjust and differentiate teaching and learning programs to achieve positive learning outcomes for all students.

Connect for Success

Foster a culture of high expectations for all students by empowering teachers to educate students with a range of disabilities, including autism, vision impairment, hearing impairment, physical disabilities and behavioural needs. School Learning Support Officers will have the confidence to play an instrumental role in supporting the learning of all students in collaboration with classroom teachers. The school will continue to engage with parents and carers to share knowledge and expertise to support their child's specific needs.

Success criteria for this strategic direction

*All teachers will have strong skills, knowledge and increased confidence in incorporating learning intentions and success criteria into their programs to support a wide range of students with various disabilities. (SEF: **Teaching** - Effective Classroom Practice - *Lesson Planning, Explicit Teaching*)

*Teachers programs and assessments will clearly show differentiation and adjustments to cater for specific learning needs. (SEF: **Learning** - Curriculum - *Teaching and Learning Programs, Differentiation*)

* Teachers will be able to articulate their knowledge to key stakeholders and implement strategies to ensure that all students are being catered for. (SEF: **Learning** - Wellbeing - *Individual Learning needs*; **Teaching** - Effective Classroom Practice - *Lesson Planning*)

* Staff will demonstrate an increase in confidence in differentiating and making adjustments to support students with a diverse range of learning needs as evidenced by pre and post confidence scales. (SEF: **Learning** - Curriculum - *Differentiation*; **Teaching** - Effective Classroom Practice - *Explicit Teaching*)

* Positive feedback from staff and parents on the Information packs developed and available for staff, families and community (SEF: **Leading** - Educational Leadership - *Community Engagement*; **Learning** - Wellbeing - *Individual Learning Needs*).

Evaluation plan for this strategic direction

Question

Do all literacy and numeracy lessons include a learning intention and success criteria?

Is student feedback used to inform teacher programs and practice?

Is there evidence in teacher programs of adjustments being made for individual students?

Evaluation plan for this strategic direction

Do parents demonstrate an increased understanding of strategies they can use to support their child?

Data

Teacher programs, assessment, parent surveys and feedback, anecdotal notes, staff confidence surveys, student feedback, academic reports

Analysis

Literacy and numeracy programs will be reviewed and evaluated, including teacher notes on student feedback and achievement of learning intentions and success criteria

Staff collaboration will enable the analysis of successful adjustment strategies for individual students

Parent feedback will be analysed to measure growth in understanding of effective strategies to support their child in the home environment

Implications

Analysis of data will inform future actions