

Strategic Improvement Plan 2021-2025

Mary Brooksbank School 5721



School vision and context

School vision statement

The vision statement for Mary Brooksbank School is "To provide a quality education built on partnerships, which will lead to independence, acceptance and equality for all". At Mary Brooksbank we provide a quality education that ensures each student strives to achieve their personalised learning goals. Built on partnerships with our school community, our collaborative work leads to independence, acceptance and equality for all students.

School context

Mary Brooksbank School is a School for Specific Purposes in the Camden Network, and included in the Regional South Directorate. The school is a leader in quality education for 120 students with a primary diagnosis of moderate or severe intellectual disability, who range in age from 4 to 18 years (K-12). Students from Mary Brooksbank School come from varied backgrounds including non-English speaking background, Aboriginal heritage, low socio-economic status and children and young people who live in out of home care. The school values strong relationships with families, other agencies and the community, and is strongly focused on quality teaching, holistic learning and community partnerships.

In 2023, the school's staffing entitlement was 25.933 FTE teaching staff and XXXX non-teaching staff. Our executive team consists of both substantive and temporary teachers, who have been in their roles for three years or less. 30% of our staff are in their early career as teachers.

From school funds, the school employs additional non teaching staff and teaching staff to support student learning, and to reduce the administrative workload of the principal. A Community Liaison Officer is also employed from school funds to engage with and support families.

The school undertook an authentic and inclusive Situational Analysis process, in which consultation occurred with all staff, families and the wider school community. As a result of this process, the school identified areas in need of improvement and further development as:

- student outcomes in literacy, numeracy and communication
- holistic learning (through a range of therapies and the use of creative learning spaces)
- student readiness for learning (through implementation of trauma informed care practices and behaviour regulation)
- increased engagement with families and the wider community

Strategic Direction 1: Student growth and attainment

Purpose

The school strives to improve student achievement and growth in literacy and numeracy, with a continued focus on improving student communication to meet the individual needs of each student.

Improvement measures

Achieve by year: 2025

Achieve by year: 2025

Achieve by year: 2025

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase of students achieving an improvement in a pre determined element from the literacy progressions measured against their individual performance on the P1 to P4 scale.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase of students achieving an improvement in a pre determined element from the numeracy progressions measured against their individual performance on the P1 to P4 scale.

Initiatives

Communication

Building teacher capacity to support each student in communicating with others:

- collaborative practices to develop whole school and individual strategies
- consistent feedback strategies to be used in all classrooms
- parent understanding and support of communication goals and communication systems

Improving student outcomes

A structured whole school approach to developing evidence based teaching practices:

- professional learning in literacy and numeracy
- establishing data collection practices to evaluate student learning

Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Evaluation plan for this strategic direction

To what extent has the school improved student achievement and growth in literacy and numeracy, with a continued focus on improving student communication to meet the individual needs of each student?

1.

To evaluate the extent to which we have achieved our improvement measures we will use the following assessments:

- quantitative data on students using a range of assessment tools to gather base line data on numeracy skills.
- quantitative data on students using a range of assessment tools to gather base line data on literacy skills.

Quantitative data on the following, using surveys:

- base line data on teacher confidence in teaching literacy to their students.
- base line data on teacher confidence in teaching numeracy to their students.

2.

To evaluate the extent to which we have achieved our improvement measures we will use the following

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

assessments:

- gather base line data on students expressive and receptive communication.
- gather base line data on teacher confidence and skill level in using a multimodal approach to communication.
- gather base line data on how multimodal communications are used across the whole school and through the school day.
- tracking of each student's communication system and their progress towards achieving their goals.

The team will regularly analyse this data and use it to inform future practices.

Strategic Direction 2: Holistic learning

Purpose

Develop and enhance students' readiness for learning whilst improving attendance and students' sense of belonging.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Improve whole school student attendance from 81.6% in 2023, by 1.1% to 82.7% in 2027.

Achieve by year: 2025

Initiatives

Creative learning

Skill development in creativity to enhance engagement in learning:

- Garden to Table project
- Tacpac, art, music, pet and other therapies
- sensory learning
- Immersion room

Readiness for learning

Professional learning for all staff to support school wide implementation of readiness for learning practices for all students:

- trauma informed practices
- Zones of regulation
- positive reward systems

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

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

1.

Students will demonstrate an increased level of engagement in the Garden to Table program with increased outcomes

Staff will demonstrate an improved confidence and competence to implement a range of learning experiences outside of the classroom

2.

Students will demonstrate increased engagement in learning opportunities across all school environments

Staff will demonstrate increased ability to engage students using a trauma informed practices approach to promote student learning

Students will demonstrate an increased willingness to demonstrate positive behavior and reduce unwanted behaviours

Evaluation plan for this strategic direction

To what extent have we developed and enhanced students' readiness for learning whilst improving attendance and students' sense of belonging?

1.

To evaluate the extent to which we have achieved our improvement measures, student outcomes will be

Strategic Direction 2: Holistic learning

Evaluation plan for this strategic direction

measured across a learning continuum as well as reporting in Semester 1 and Semester 2 for English, Mathematics, Science, Technology and Geography using:

- staff surveys indicating the level of confidence attained through developing strategies to engage students in learning outside of the classroom
- data collection which will show evidence of increased engagement in learning for students accessing lessons through Tacpac, art therapy and music therapy

2.

Evidence of reduced behaviour incidents and improved learning outcomes will be shown by the following data:

- staff feedback will demonstrate increased ability of all staff to engage students in learning by using trauma informed practices across all school environments

The team will regularly analyse this data and use it to inform future practices.

Strategic Direction 3: Connectedness

Purpose

Connecting with the wider school community to develop partnerships for student learning and achievement. These partnerships will lead to improved student transitions and connectedness.

Improvement measures

Achieve by year: 2025

Achieve by year: 2025

Pathways

There is a focus on positive transitions into meaningful post school pathways such as day programs, work experience and NDIS micro businesses.

Achieve by year: 2027

Continued uplift in the percentage of students transitioning successfully to the next step in their education or post school program (based on the number of students in 2024)

Initiatives

Communities

A whole school and community approach to raising awareness of the school and engaging families to invest in and value their child's education through:

- school promotional material
- social media
- multi-culturalism
- whole school performance

Partnerships

Creating sustainable partnerships with families and the wider school community to enhance student outcomes by:

- transitions
- empowering families

Success criteria for this strategic direction

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success.

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.

Evaluation plan for this strategic direction

To what extent have we connected with the wider school community to develop partnerships for student learning and achievement?

To what extent have these partnerships lead to improved student transitions and connectedness for the whole school community?

1.

To evaluate the extent to which we have achieved our improvement measures we will use the following assessments:

- data on the number of visits to the school website page on which the promotional video of our school is held
- data on the number of community members who used the language translation option
- survey on parents and families about their preferred social media platforms, engagement and accessibility of languages through social media platforms
- Identify languages of our school and. Celebration of a variety of holidays and festivals

Evaluation plan for this strategic direction

- evaluate the number of family and carer culture and language backgrounds represented by festivals and celebrations at the school
- tally the number of community members who attend the whole school production

2.

To evaluate the extent to which we have achieved our improvement measures we will use the following assessments:

- distribution of surveys to staff and families on identified transition needs
- tally number of families engaging with school and identified services

The team will regularly analyse this data and use it to inform future practices.