

# Strategic Improvement Plan 2021-2024

## Edgeware School 5737



# School vision and context

## School vision statement

We are committed to collaborating with our school community to set learning goals that reflect the individual academic, social and transitional aspirations of our students. To maintain growth and attainment students are explicitly aware of what they are learning, how they are performing and where to next in their development.

Teachers are supported to achieve school improvement through a shared vision of school excellence, collaborative practice and professional development. We want to ensure that we can report school improvement confidently and honestly through our community voice and accountability measures.

## School context

Edgware School for a Specific Purpose is located at Hurlstone Park in the inner west of Sydney. The school currently caters for 35 year 7 to 12 students from across the Sydney metropolitan area who have been clinically diagnosed with an emotional disturbance or disorder. They demonstrate a wide range of anti-social and serious disruptive behaviours.

Student enrolment is offered through a placement panel process coordinated by the local Educational Services team. Applications may be made by mainstream schools, other special settings or from outside the Government school system.

Our student community is diverse. 37% of our students identify as having an Aboriginal background and 21% have an EAL/D background (in the year 2020). These figures fluctuate with our fluid enrolment periods which occur quarterly, in addition to emergency student placements and students transitioning from Edgware into other educational and vocational pathways.

Staffing is in a period of stabilisation. Edgware has 8 teaching staff, 7 administrative staff and 1 school counsellor. There is less than 6% staff turnover with a planned increase in permanent positions of our current temporary positions.

Learning is personalised with each student having individual co-developed academic, social and transition learning goals. Planning, teaching, tracking, assessing and reporting provide the portfolio of student achievement of their learning goals.

Transition plans are prepared to support students at critical points which may include returning to mainstream, entering TAFE, joining the workforce or engaging in alternative educational or social programs.

The school maintains close contact with families and carers and strong relationships with community agencies and supporters involved in assisting our students such as other schools and NSW DoE employees, Family and Community Services, Juvenile Justice, Police, Health services, TAFE and employment providers.

Equity loading, Initiatives and Site specific allocations will fund the initiatives of the 2021 to 2024 School Improvement Plan including; employing a teacher to coordinate data and build the capacity of teachers in reading development, the purchase of reading and numeracy resources and planned professional development of staff in data, explicit teaching and improving student capability.

Edgware regularly judges itself against school excellence measures. We use these measures for annual reflection and to inform continual school improvement. Our most recent situational analysis of our school identified strategic directions for our school improvement plan in Data, Explicit teaching, Transitions and Student capacity.

Use of data and explicit teaching have been identified as key tools to support our strategic directions. They will target improvement in student reading, numeracy, personal and social capability and transition. Staff will improve through ongoing professional learning in

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## School vision statement

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elements of Data skills & use and Explicit teaching practices. Students will have individual learning portfolios that will articulate goals of learning, measure performance and report achievement.

Resources are directed towards improving student growth and attainment in reading and financial numeracy. This is being supported through student educational and personal transitions through the Edgware program. School accountability measures and community voice validated these areas of focus for school improvement.

The school motto is "Engage, Achieve, Develop".

# Strategic Direction 1: Student growth and attainment

## Purpose

To drive whole school accountability towards data and explicit teaching to; identify student achievements and progress and reflect on teaching and learning effectiveness for continual student growth and attainment.

## Improvement measures

### Target year: 2024

Increase students achieving expected growth in reading (understanding text) and numeracy (understanding money, operating with percentages and comparing units) on the Literacy and Numeracy Progressions (*System negotiated target: Expected growth*).

### Target year: 2024

The school is assessed as 'Excelling' in Data Skills and Use element from the Teaching Domain of the School Excellence Framework.

*Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (Teaching domain; Data skills and use, excellence statement)*

## Initiatives

### Initiative 1: Data

#### Data skills and use (*Teaching*)

##### Assessment

- Utilise reliable, accurate, ongoing student formative and summative assessment to record and analyse baseline data, track progress, measure improvement and inform next steps:

- Literacy and Numeracy Progressions.

- PLAN 2/ALAN

##### Goal setting and Feedback

- Plan co-developed goal setting and recurring feedback periods on student reading goals in *Understanding texts* and numeracy goals in *Understanding money*, *Operating with percentages* and *Comparing units* using data to target student strengths, areas requiring further development and extension. Promote high expectations through co-developed goal setting, cooperative monitoring and effective feedback. Use this data to inform teacher planning and practice.

##### Teach Meets

- Increase teacher professional practice and learning through Teach Meets 3 times per term. Teachers collaborate to improve teacher judgements of student work and performance on student reading and numeracy goals to maintain consistent evaluation of students on the learning progressions. Partner with colleagues to share strategies, professional judgements, resources and student samples of work.

##### Data

- Embed staff routines of; evidence collection, monitoring and evaluating student performance collaboratively with staff and students, data walls,

## Success criteria for this strategic direction

The learning goals for students are informed by analysis of internal 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. (*Teaching domain; Data skills and use; Data analysis; Excelling*)

All teachers have a sound understanding of student assessment and data concepts.

They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identifying interventions and modify teaching practice. (*Teaching domain; Data skills and use; Data Literacy - excelling*)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (*Learning domain; Assessment; Whole school monitoring of student learning; excelling*)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement with success that can be measured by improved student progress and achievement data. (*SEF: Teaching domain; Prof Stand; Lit & Num focus; Excelling*)

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. (*Teaching domain; Effect class practice; Explicit teaching; Excelling*)

Teaching and learning programs are dynamic, showing

# Strategic Direction 1: Student growth and attainment

## Initiatives

reporting and planning to achieve student goals of learning as per the *improvement measures*. Whole school referencing of data is planned and ongoing.

### Initiative 2: Explicit teaching

#### Effective classroom practice (*Teaching*)

##### *Explicit teaching*

- Explicit teaching strategies are evident in teaching and learning programs. Learning intentions, Success criteria, Assessment and Feedback are visible, referenced regularly and used to report to students on their achievement and next steps.

##### *Professional practice*

- Staff professional growth targeted to strategic direction 1. Teach meetings to collaborate and share teaching strategies, work samples and evidence of learning.

##### *Teacher support*

- Additional Support teacher, employed to lead reading and numeracy programing, observe and feedback on teaching strategies and manage student data with teachers for evaluation of effective teaching and learning.

##### *Technology*

- Online learning platforms target reading engagement and comprehension achievement, and financial numeracy skills. Platforms capture student progress data.
- Build a resource bank of teacher developed reading and numeracy programs online linked to Literacy and Numeracy progressions.

## Success criteria for this strategic direction

evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (*Learning domain; Curriculum; Teaching and learning programs; Excelling*)

## Evaluation plan for this strategic direction

*Question:* To what extent has data been used to identify student performance? What has been the impact of explicit teaching on student achievement? Are efficient systems in place for teacher meetings, reflecting and collaborating on school targets and planning? Has there been continual student growth and achievement in Reading and numeracy?

*Data:* PLAN 2

Literacy progressions

Numeracy progressions

Surveys

Student work samples

Staff observations

Staff meeting records

*Analysis:* Analysis will be embedded within the plan through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

*Implication:* The findings of the analysis will inform:

Future directions and amendments to the plan and annual progress measures. Annual reporting on school progress measures (published in the Annual Report each year)

Judgments made in specific themes of the School Excellence Framework.

## Strategic Direction 2: Educational and personal transitions

### Purpose

To drive planned development of educational, vocational and personal aspirations, that support wellbeing so students can connect, succeed, thrive and learn.

### Improvement measures

#### Target year: 2024

Proportion of students reporting expectations for Success, Advocacy, and Sense of Belonging at School to be trending towards or exceeding the school determined target. (*System negotiated target: Wellbeing*).

#### Target year: 2024

The school is assessed as 'Excelling' in *A planned approach to wellbeing* theme in the Wellbeing element from the Learning domain of the School Excellence Framework.

*The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (Learning Domain; Wellbeing element; A planned approach to wellbeing excellence statement)*

#### Target year: 2022

Proportion of students attending >90% of the time will increase 50%.

### Initiatives

#### Initiative 1: Wellbeing program

##### Wellbeing (Learning)

##### Goal setting

- Each student has an individual Learning goal in Wellbeing and Transition articulating and guiding school, post school and personal aspirations.

##### Personal and social capability portfolio

- Create personal and social capability portfolios for students to identify trends, track progress and plan/implement school based changes to improve wellbeing growth and outcomes based on the Personal and Social Capability Learning Continuum in *Communicate effectively, Work collaboratively, Make decisions, Negotiate and resolve conflict*.

##### Explicit teaching

- Implement interventions/programs either based on the Personal and Social Capability Learning Continuum to improve Personal and Social Capability outcomes.

##### Community feedback

- Implement community-based feedback processes such as the Tell them from me (TTFM) tool.

#### Initiative 2: Transitions

##### Transitions (Learning)

##### Goal setting

- Set established transition targets based on educational, vocational and personal achievement goals with students, parents/carers and Edgware staff.

##### Transition portfolio

### Success criteria for this strategic direction

Positive student response to expectations for Success, Advocacy, and Sense of Belonging at School.

There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement. (*Teaching domain; Data skills and use; Data use in planning; Sustaining and growing*)

Students achieve their wellbeing goal.

Students achieve their transition goal.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (*Learning domain; Wellbeing; A planned approach to wellbeing; Excelling*)

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. (*Learning domain; Student performance measures; Student growth; Excelling*)

There is a 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. (*Learning Domain; Wellbeing element; Individual learning needs excellence statement*)

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. (*Learning domain; Curriculum; Differentiation; Excelling*)

## Strategic Direction 2: Educational and personal transitions

### Initiatives

- Create a transition portfolio for each student to plan, record and build a pathway for successful transition options.

#### *Transition resources*

- Establish transition networks to support transition success for our students. Include TAFE and Vocational programs linked on site and off site to support students' further education and work readiness.

### Evaluation plan for this strategic direction

*Question:* Have students educational, vocational and personal aspirations been planned for improvement? How effective have systems and programs supported personal and educational transitions? Are students reporting positive responses to expectations for Success, Advocacy, and Sense of Belonging at School?

*Data:* TTFM survey data

IEP documents

Wellbeing and Transition portfolios

Attendance data

Personal and social capability continuum

Surveys

Successful engagement in programs

(Evidence will be stored and collected in SPARO)

*Analysis:* Analysis will be embedded within the plan through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

*Implication:* The findings of the analysis will inform:

Future directions and amendments to the plan and annual progress measures. Annual reporting on school progress measures (published in the Annual Report each year)

Judgements made in specific themes of the School Excellence Framework.

# Strategic Direction 3: SD 3

Purpose

Improvement measures

Target year: 2024

Target year: 2024

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction