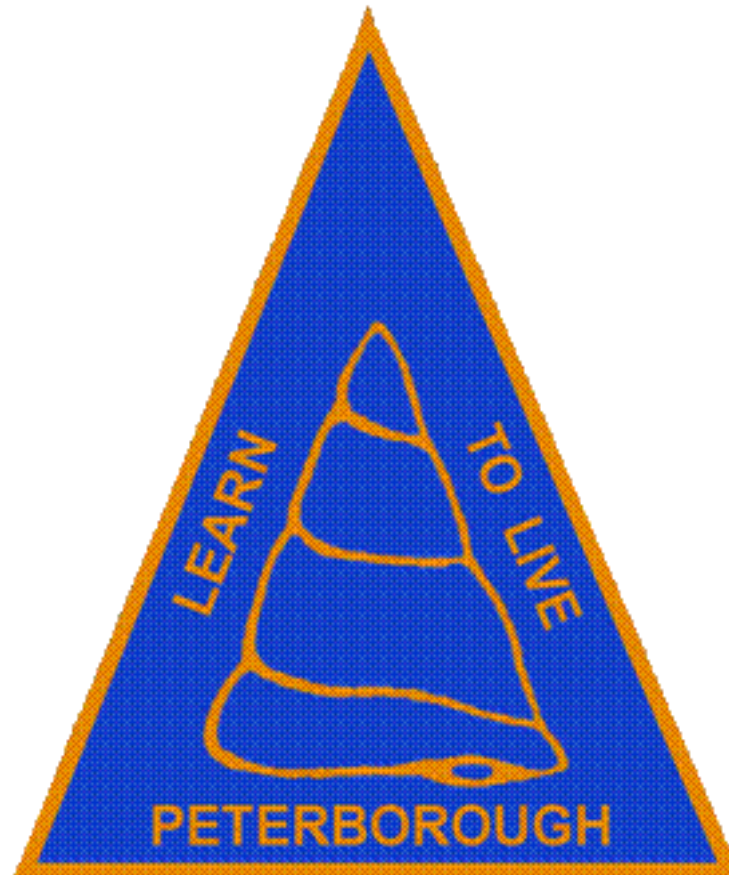


Strategic Improvement Plan 2022-2026

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 with moderate to severe intellectual, physical and multiple disabilities including autism and mental health disorders. Currently, the school has 14 IO/IS classes and 2 MC classes. Students attend from a range of socio-economic backgrounds and cultures and travel to Peterborough from areas within the Illawarra region with 67% of students accessing Assisted School Travel. 11% of students have an Aboriginal background and Peterborough has a strong connection to the local Aboriginal Education Consultative Group (AECG). The school is supported by an active Parents and Citizens Association and links to the community.

In consultation with parents, carers and support personnel, staff develop individualised plans for each student working toward a minimum of 3 SMART Goals with communication a specific focus. School staff assess students using the Developmental Assessment and Reporting for Students with Additional Needs (SWANs) and the Communication MATRIX. Student achievement is recorded using a school developed communication and literacy continuum.

Teaching and learning in all Key Learning Areas (KLAs) focuses on individual student learning with adjustments to support 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.

Many of our students have Health Care Plans and Behaviour Support Plans, which further support learning to provide the differentiation required to be successful. Staff work collaboratively with families, carers and therapists to deliver individualised and meaningful education in a safe and caring environment. Peterborough supports families, encourages independence and assists students to become valued members of the community now and in the future. In this way, we focus on preparing our students for life.

Features of the school include a hydrotherapy pool, a trampoline park, sensory play spaces, a student kitchen, cafe, digital classroom and four buses which are used to access the community. The school boasts a strong performing arts program including dance and a signing choir.

Peterborough School is committed to innovation and building the capacity of staff, students and families. In responding to the needs outlined in our situational analysis the school will look at ways to strengthen the alignment between assessment (SWANs, MATRIX), individual plans, class programs and reporting. New syllabus implementation with appropriate adjustments will enable students to engage in the curriculum to their full potential. There will be particular focus on Literacy and Numeracy, STEM and Aboriginal Education, as well as specific planning on the development of social skills and competencies to support wellbeing.

At Peterborough we aim to provide high quality, positive education experiences which take into consideration the learning, physical, emotional, health and sensory needs of each and every student.

Strategic Direction 1: Student growth and attainment

Purpose

Ensuring improvement in student outcomes through explicit and ability-based teaching and learning, and data informed practice to support growth in literacy and numeracy.

Improvement measures

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

Increase the proportion of students achieving improved skills in Literacy as measured by the Students with Additional Needs (SWANs) assessment tools.

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

Increase the proportion of students achieving improved skills in Numeracy as measured by the Students with Additional Needs (SWANs) assessment tools.

Initiatives

Literacy and Numeracy Learning

Embed a highly-relevant, engaging and meaningful curriculum across K-12, informed by evidence-based teaching and learning practices. Quality systems will ensure that curriculum provision is systematically planned and programs meet the full range of abilities in each classroom.

This will be achieved through:

- High-impact professional learning that consistently builds the capability of all staff.
- Creating quality systems to facilitate ongoing collaborative opportunities for teachers to co-plan and reflect on the effectiveness of their teaching.
- Explicit teaching and learning with school wide consistent assessment in literacy, numeracy and communication skills.
- Supporting familiarisation, readiness and implementation of new curriculum.

Success criteria for this strategic direction

Explicit processes are developed to collect, analyse and report internal student data using SWANS and the Communication Matrix with progress and achievement of student learning goals.

All teachers understand the new syllabuses and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

A whole school approach ensures effective evidence-based teaching is identified, promoted and modeled with curriculum provision supporting high expectations for student learning.

Teaching and learning programs show evidence of consistent and reliable student assessment and continuous tracking of student progress and achievement.

Evaluation plan for this strategic direction

Question - To what extent has explicit and ability-based teaching and learning supported student growth in literacy, numeracy and high expectations?

Data - SWANs, Communication Matrix, School Excellence Framework, Professional Development Plans, teaching and learning programs, student work samples, evidence of data analysis, adjustments and differentiation.

Analysis - Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to progress measures. The school will review the extent to which explicit, consistent, and data-informed teaching maximises student learning outcomes.

Implications - Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.

Strategic Direction 2: Student Success

Purpose

Student learning and achievement will be supported through individualised and responsive teaching, learning and data based decision making to ensure every student makes measurable learning progress every year.

Improvement measures

School Excellence Framework

Achieve by year: 2026

Improvement in the element of Curriculum as measured by the School Excellence Framework to be at Sustaining and Growing.

Initiatives

Personalised Learning

Differentiated and personalised learning will meet each student at their point of need to ensure measurable growth, with a focus on literacy, numeracy and communication. A culture of high expectations and challenge will ensure that student goals are shared across our community of learners, teachers parents and carers.

This will be achieved through:

- Effective use of data to plan the next steps in learning and monitor student growth and achievement.
 - Innovation in selecting and applying assistive technologies to increase access to curriculum.
 - Visible learning practices and collective responsibility, enhanced through communication systems.
 - Individualised programs across the school to address student needs.
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Success criteria for this strategic direction

SMART goals and individualised teaching strategies are evidence that personalised learning programs are adjusted to meet individual students needs across the school. Data demonstrates that teachers collaborate with parents/carers and key stakeholders to develop individualised learning plans.

Learning environments respond to the needs of all students to achieve the greatest impact on their social, emotional, physical and cognitive development

Research of effective evidenced-based teaching methods and systems will drive a whole school approach to ensure students have an appropriate means of communication.

Evaluation plan for this strategic direction

Question - To what extent has learning and student achievement through individualised and responsive teaching, learning and data based decision making supported student growth?

Data - Individual Education Plan (Years K-6), Individual Transition Plan (Years 7-12), SWANs, Communication Matrix, School Excellence Framework, student SMART goals, teaching and learning programs, student work samples, evidence of data analysis, adjustments and differentiation.

Analysis - Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to progress measures. The school will review the extent to which explicit, consistent, and data-informed teaching maximises student learning outcomes.

Implications - Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually to guide and drive ongoing initiative implementation and future school planning.

Strategic Direction 3: Whole School Wellbeing

Purpose

Improvement in well being, engagement and social skills with inclusion and belonging across the school community, supported by new and innovative programs.

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

Achieve an increase of 1.1% in the attendance rate, from 84.02% in 2023 to 85.1% in 2027

Initiatives

Inclusive, engaging learning

Create and maintain a safe, supported learning environment where all members of the school's community are connected, valued and have a strong sense of inclusion. Students' wellbeing and sense of purpose will be enhanced through positive partnerships with a range of key stakeholders.

This will be achieved through:

- Communication practices that consistently reflect the dynamic nature and difference across our community.
 - Evidence-based wellbeing practices that promote resilient and self-regulated learners.
 - Effective partnerships across the business and educational community.
 - School and community events that engage and connect our parents and carers to learning.
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Success criteria for this strategic direction

School culture will be fostered through school initiatives based on the collection and analysis of data, feedback and communication of school values, creating positive and respectful relationships.

Students acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals through research and implementation of evidence based well being and self-regulation practices.

Knowledge of school systems and initiatives will strengthen relationships with parents/carers and forge partnerships with our community.

Evaluation plan for this strategic direction

Question - To what extent has the implementation of new and innovative programs supported well being, engagement and social skills across the school community?

Data - Tell Them from Me, customer/community satisfaction (Sophie's Place), phone surveys, IEP/ITP meeting data, community engagement (assemblies, transition from school information, parent and carer workshops), SWANs, Zones of Regulation.

Analysis - Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to progress measures. The school will review the extent to which explicit, consistent, and data-informed teaching maximises student learning outcomes.

Implications - Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.