

Strategic Improvement Plan 2022-2026

Plumpton House School 5754



School vision and context

School vision statement

Purposeful Pathways.

At Plumpton House School, students will have:

- The opportunity and encouragement to succeed;
- The opportunity to lead their educational pathway.

Relevant learning for future success.

School context

Plumpton House School is an inclusive school for specific purposes (SSP) located on Darug land in the Eastern Creek network. With seven classes, we cater to the individual needs of 49 students from Years 3-12. Plumpton House School supports students with complex behavioural/emotional needs and is committed to providing students with a trauma-responsive educational environment where they can thrive academically, develop good physical, mental, and emotional health, and gain the skills to live fulfilling, independent lives post-school.

A balanced, comprehensive curriculum catering to differences in achievement and ability is provided to students. Effective literacy and numeracy programs are complemented by co-curricular priorities in the Arts, sports, and vocational skills programs, delivered on-site and through community-access programs. The curriculum is tailored to individual students, and reasonable adjustments within teaching strategies are supported in everyday practice.

Plumpton House School has a committed and highly professional teaching and support staff. The executive team ensures quality programs are delivered to students by highly skilled teachers. Students learn in well-resourced classrooms and outdoor environments, which have been designed to engage children and young people. In addition to our passionate teaching and support staff, Plumpton House School has a Deputy Principal, Assistant Principal (Curriculum & Instruction), School Psychologist, Student Support Officer, and Aboriginal Education Officer.

Our programs are differentiated to meet our broad range of student needs.

The Junior Program focuses on core outcomes outlined in syllabus documents for students in years 3-8. Pathways for students include a return to their census school or transition into the Senior Program. We provide intensive literacy support through LaS and speech therapy. We enrich the Junior program with cooking and hospitality skills, sports and wellbeing, and programs offered through external specialist providers and community organisations.

The Senior Program focuses on work and/ or a TAFE pathway. Students maintain access to stage appropriate curriculum with accommodations and adjustments to allow flexibility in accessing courses and certifications through TVET, EVET, Registered Training Organisations, work experience, and community organisations. Our Senior program has a focus on HSC minimum standards and attaining the skills and knowledge to complete Certificate III qualifications.

Student integration and transition processes will remain a focus area to ensure best-practice and purposeful pathways beyond Plumpton House School. Plumpton House School will develop systems and monitor and review curriculum provisions to meet the changing requirements of the students, as well as meeting all Department of Education and NSW Education Standards Authority (NESA) requirements.

With a strong focus on student culture and community, 2022-2025 will emphasise a shared understanding of high expectations for all students and staff. At Plumpton House School,

School vision and context

School vision statement

School context

we want the best possible future for our students, inclusive of a range of socio-economic backgrounds and circumstances.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success in all key learning areas.

To develop and refine data-driven teaching practices that are responsive to the needs of individual students.

For student assessment data to inform planning, interventions, and changes in teaching practice.

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

Improved reading outcomes of students in the school.

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

Improved numeracy outcomes for students in the school.

Initiatives

Whole-School Reading

Explicit evidence-informed instruction in reading to improve student growth and learning outcomes.

- High Impact Professional Learning
- Embedded in all teaching and learning programs
- Visible in classroom practice
- Monitored and tracked across the school
- Aligned with *What Works Best*.
- Data driven practices

Whole-School Numeracy

Explicit evidence-informed instruction in numeracy to improve student growth and learning outcomes.

- High Impact Professional Learning
- Embedded in all teaching and learning programs
- Visible in classroom practice
- Monitored and tracked across the school
- Aligned with *What Works Best*.
- Data driven practices

Success criteria for this strategic direction

Learning - Student Growth & Performance

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. The school uses assessment and student data to identify and monitor the learning needs of all equity groups within the school community.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Teaching - Effective classroom practice

There is a school-wide explicit teaching approach which incorporates modelled, guided and independent practice. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs and use a range of explicit strategies to explain and break down knowledge.

Leading - Educational leadership

Professional learning in the school emphasises the development of effective learning and leadership practices focused on whole school improvement. New and aspiring leaders are supported and staff demonstrate a shared responsibility for student achievement.

Evaluation plan for this strategic direction

Question:

What impact has our initiatives had on student growth and attainment?

Data:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Internal school data including:

- Summative data: Progressions, IfSR
- Formative data: classroom-based formative assessment data, student goals, Personalised Learning Support Plans (PLSPs), Personalised Learning Pathways (PLPs), surveys, and classroom observations.

External school data (where available):

- Check-in Assessment
- Best Start

Analysis:

- Once a term executive staff will complete a report evidencing student growth and attainment, and upload evidence to SPaRO for discussion in the leadership meetings.
- Regular analysis against annual improvement measures and School Excellence Framework (SEF) criteria for excellence.

Implications:

The findings on the annual reflection will inform future actions for teaching and learning in reading and numeracy.

Strategic Direction 2: Connection and Community(Attendance & Wellbeing)

Purpose

To allow students to connect, succeed, and thrive at Plumpton House School, we will embed a strategic and planned approach to nurturing our relationships and connections with our community.

Our community will recognise the school as responsive and equitable for all.

Families will be supported through school-community connections.

To optimise individual and collective student well-being through targeted individualised and whole-school programs.

To enhance student wellbeing, therefore increasing student attendance and engagement at school.

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 0.6% in the attendance rate, from 67.27% in 2023 to 67.9% in 2027

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increased proportion of students achieving transition goal.

Initiatives

Attendance

enhanced processed, student engagement- high level

Pathways

high level- all students transition goal when exiting school:

- community
- staff upskilled
- students

Success criteria for this strategic direction

Learning

- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. [SEF; Learning; **Reporting**; Excelling].
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. [SEF; Learning; Wellbeing; **Caring for Students**; Excelling].
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. [SEF; Learning; Wellbeing; **Behaviour**; Excelling].
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.[SEF; Learning; Learning Culture; **Attendance**; Excelling].

Leading

- The school is recognised as excellent and responsive by its community because it uses best practices to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. [SEF; Leading; Educational Leadership; **Community Engagement**; Excelling].
- The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. [SEF; Leading; School Resources; **Staff Deployment**; Excelling].
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with

Strategic Direction 2: Connection and Community(Attendance & Wellbeing)

Success criteria for this strategic direction

its community. [SEF; Leading; Management Practices and Processes; **Community Satisfaction**; Excelling].

Evaluation plan for this strategic direction

Question:

What impact are our initiatives having on developing connection and community relationships?

Data:

The following data will be analysed as measures of success:

- Attendance data
- Student feedback and surveys
- Parent and community feedback and surveys
- Personalised learning and support plans
- Suspension data
- Behaviour referral data.

Analysis:

- Twice a term executive staff will complete a report evidencing student growth and attainment, and upload evidence to SPaRO for discussion in the leadership meetings.
- Regular analysis against annual improvement measures and SEF success criteria.

Implications:

The findings on the annual reflection will inform future actions for teaching and learning in reading and numeracy.

Question

What impact have our initiatives had on students' wellbeing and attendance?

Strategic Direction 2: Connection and Community(Attendance & Wellbeing)

Evaluation plan for this strategic direction

Data: The following data will analysed as measures of success:

- Attendance data (Sentral)
- Student feedback and surveys
- Parent and community feedback and surveys
- Personalised learning and support plans
- Suspension data
- Behaviour referral data
- LAST minutes

Analysis:

- Twice a term executive staff will complete a report evidencing student growth and attainment, and upload evidence to SPaRO for discussion in leadership meeting.
- Regular analysis against annual improvement measures and SEF success criteria.

Implications: The data and analysis will determine future directions.