

Strategic Improvement Plan 2023-2026

St George School 5527



School vision and context

School vision statement

St George School provides a safe, supportive and inclusive learning environment where all students are valued and respected and learning is personalised. St George School works in partnership with families to celebrate ability and to empower students to become learners who are confident, emotionally and socially secure and able to communicate and participate effectively in the community.

School context

St George School caters for students with severe and moderate physical disability from pre-school to Year 12. Students attend from Sydney's southern suburbs, St George area, the Eastern Suburbs and Inner West. St George School takes pride in delivering quality educational programs for our students. The school's motto 'Learning for Life' highlights the importance of personalising student learning to maximise opportunities for independence and an enhanced quality of life. The majority of students have an additional disability to the physical disability including moderate/severe intellectual, autism, visual impairment and hearing impairment. St George School shares a site with Moorefield Girls High School and James Cook Boys Technology High School. The physical environment of the school aims to support the comprehensive delivery of educational programs in a safe, age appropriate and attractive setting. The school is built on a level accessible area. In addition to the playground areas and classrooms, the school has a number specialist areas which include the library, pool, sensory theatre, immersive classroom, hall, liberty swing, wheelchair accessible carousel, and a sensory garden. The playgrounds, classrooms and specialist rooms address the wide range of needs of students at St George School.

The situational analysis involved consultation with school staff and self assessment against the School Excellence Framework. The collation of information from the situational analysis provided directions in a number of key areas: improving student growth and attainment, implementing quality, effective and sustainable practices and strengthening evaluative processes. School staff indicated the importance of achieving outcomes within the broader context of the whole child with specific reference to emotional wellbeing, enhanced opportunities for student feedback and self advocacy and strong parent and community partnerships. With the absence of external data and the challenge of measuring relatively small growth consistent with a severe intellectual disability, teachers continue to seek authentic assessment to support measurement of growth in student outcomes. Teachers identified the need for development of consistent and regular assessment and the importance of collecting data to inform practice. Over next school strategic planning cycle the school will continue to adjust existing assessment tools for literacy and numeracy as well as develop internal assessment tools appropriate to the needs of the students at the school.

Strategic Direction 1: Student growth and attainment

Purpose

To put students at the centre of decision-making and promote and develop student voice across the school enhancing opportunities for a satisfying and self determined educational experience.

To ensure that there is a culture of high expectations that delivers a challenging, collaborative, and holistic program to enable growth in each student's educational and physical development and wellbeing.

To ensure that every student demonstrates progress in the development of an effective communication tool, enabling confidence in their ability to learn foundational skills in numeracy and literacy.

To ensure all teachers have a consistent understanding and approach to explicit instruction and can apply the principles to all key learning areas.

Improvement measures

Student growth and attainment

Achieve by year: 2026

100% of school staff participate in professional learning on 'My Say, My Way' to elicit student feedback that continues to drive best practice. in our specific school setting.

100% of all students participate in either Body Mapping or Photo Voice to provide feedback on their educational experience.

100% of students participate in decisions that affect them.

100% of teachers and school leaders develop individualised learning goals that set high aspirations for students, with ongoing review.

100% of students know their learning goals.

100% of students are supported to undertake the steps to improve their learning progress by all staff..

Initiatives

Student voice through visible learning

Students are at the centre of decision making. Staff promote and develop student voice across the school enhancing opportunities for a satisfying and self determined educational experience.

Student communication forms the foundation for student self advocacy and self determination.

Teachers and school learning support officers participate in professional learning and collaborate on visible learning for students with complex learning needs.

Class staff promote high expectations and explicit teaching through clear and visible goals. Both students and staff monitor progress towards goals.

CSUS Area of Focus: Phonics and Word Recognition K-12

Need to embed a culture of high impact professional learning that ensures improvement initiatives maintain a narrow, focused approach that is responsive to student need and driven by on impact on learning.

If we establish a structured cycle of professional inquiry for all staff that includes clear, specific and measurable goals and opportunities for lesson demonstrations, observations and feedback.

And build the skills and abilities of staff to deconstruct learning concepts to identify the appropriate responses/observable behaviours/work samples in line with the principles of gradual release of responsibility

Then all staff will have the support to trial implementation of evidence-informed and research-based teaching practices and provide feedback on the impact and effectiveness aligned to student improvement.

So that all teachers have a consistent understanding and approach to explicit instruction and can apply the principles to all key learning areas.

Success criteria for this strategic direction

Student voice is respected and students are involved in their own learning.

Students know their learning goals and progress is acknowledged.

Learning goals are visible in and around each classroom..

Expectations are high and every minute of learning is utilised.

Class staff reflect on previous performance and provide students with actionable steps to improve their learning.

Both student and staff monitor progress.

School staff

Evaluation plan for this strategic direction

Students know their learning goals.

Students are supported to undertake the steps to improve their learning progress.

Students receive feedback and provide feedback.

Teachers participate in PL on visible learning and implement visible learning in the classroom.

Strategic Direction 1: Student growth and attainment

Improvement measures

100% of SLSOs know and understand the learning goals of the students in their class.

100% of SLSOs maintain the balance between the students well-being and learning priorities.

Strategic Direction 2: Quality, effective and sustainable practices

Purpose

Class staff to demonstrate personal responsibility for improving their teaching practice in order to improve student learning.

To deliver learning that is curriculum based, relevant and accessible.

To ensure whole school commitment to data literacy and data analysis so that teachers and school learning and support officers measure student progress, plan intervention and where required modify practice.

Improvement measures

Delivery of teaching and learning

Achieve by year: 2026

100% of teachers and SLSOs have a clear understanding of the sequence of learning through well developed scope and sequences across the school.

100% provision by class staff of explicit learning intentions across the KLAS in school developed units of work.

100% of assessment is measurable, authentic, ongoing and accurate.

100% staff support the implementation of PBL

Initiatives

Curriculum

Curriculum reform

There is recognition that curriculum delivery is core business and everybody's business: teachers and SLSOs. There is recognition that every moment is a teachable moment.

Teachers participate in professional learning linked to the new syllabuses.

Scope and sequence developed in line with the roll out of the new syllabuses.

There is consistency in scope and sequence development K-12.

Teachers participate in collaborative development of units of work.

Teachers make adjustments to units of work based on individual student needs in their class.

The development of PLPs ensure students are continually working towards achieving their own individual goals and outcomes from the syllabus.

PLP goals include goals in communication and literacy.

Literacy and Numeracy

Teachers continue to focus on the development of minimum early literacy and numeracy skills for all students across the school.

The allocation of Assistant Principal Curriculum and Instruction, 0.2, support enhancement of literacy and numeracy skills as well as professional learning for staff.

Data literacy

Teachers and school learning support officers participate in professional learning on use of data to inform practice.

Success criteria for this strategic direction

Students have a clear understanding of skills, concepts and knowledge and the sequence of learning which is detailed in class programs.

Data is used to check and understand where students are in their learning and plan what to do next including the need to moderate practice to meet the needs of the students.

Student PLPs identify individual goals and syllabus outcomes.

Units of work include adjustments matched to individual student needs.

Class staff use a range of technology to support student learning and communication.

Teachers and school learning support officers implement strategies that support the emotional well being of students.

Evaluation plan for this strategic direction

Scope and sequence of lessons from the syllabuses are planned.

The order of delivery and the amount of content to be delivered in each lesson is collaboratively determined by class staff and linked to individual learning needs.

The lesson outline is visible so that students know what they will be learning, the purpose and relevance of all tasks.

Class staff collaboratively monitor and reflect on the progress of every student.

There is collaboration on supporting students at risk through positive and respectful relationships between staff and students.

The learning environment is predictable where staff and

Strategic Direction 2: Quality, effective and sustainable practices

Initiatives

Teachers and SLSOs use a range of assessment strategies to plan for learning and to implement an accessible and relevant learning experience.

Assessment data informs practice.

Learning environment

The learning environment is strengthened and enhanced to support student learning in and outside the classroom.

The **sensory theatre** is linked to key events and curriculum focus area to learning experiences.

The **immersive classroom** is maintained and with updated hardware and software.

Teachers and SLSOs use the immersive classroom to support engagement and delivery of content.

The **playground areas** are enhanced to meet the recreational, social, physical and educational needs of students.

Implementation of **positive behaviour for learning** for whole school commitment to providing a positive, safe and supportive learning culture.

Technology

Teachers engage in professional learning to enhance knowledge of new and emerging technologies.

Teachers engage in professional learning to enhance knowledge of NDIS funded communication tools.

Technology is linked to student needs.

AAC devices are available in each class linked to student learning needs and, in collaboration with parents/guardians, linked to family based communication tools.

Evaluation plan for this strategic direction

students know what is expected to deliver effective and positive practices that can be sustained over time.

Strategic Direction 3: Continuous improvement through evaluative processes and policy implementation

Purpose

To develop a systematic process to evaluate and report on the progress of the strategic improvement plan.

To strengthen the link between performance and development goals with teacher standards.

To evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

To effectively implement and evaluate system priorities and goals so that students experience education on the same basis as students without a disability.

Improvement measures

Transparent and authentic evaluation practices

Achieve by year: 2026

There is whole school commitment to working collaboratively to improve outcomes for students through effective evaluation practices.

Teachers reflect on professional standards in their everyday practice.

There is whole school commitment to ensure that students experience education on the same basis as students without a disability (Disability Standards 2005).

Initiatives

Evaluative processes

Professional learning - developing whole school evaluative practices

Evaluation and self-assessment is at the heart of strong education systems and evaluative thinking is a core competency of effective educational leadership. Embedding evaluative processes across the school ensures that our programs are making a positive difference to student outcomes.

Teachers and SLSOs participate in professional learning on evaluative practices.

Teachers collaboratively evaluate programs, units of work.

Class staff implement evaluative processes to make decisions regarding student progress.

Class staff gather evidence to support evaluation.

High Impact Professional Learning (HIPL)

Professional growth of teachers and SLSOs deepens practice for ongoing growth in student progress and achievement.

Teachers gain aware of the policy on professional learning to support evaluation of professional learning and the impact on practice in the classroom.

Teachers use evaluative practices to evaluate PL.

Teacher familiarisation of the Teacher Standards enable teachers to record all PL and the corresponding teacher standards in ETAMS.

High Potential and Gifted Education (HPGE)

High Potential and Gifted Education commenced operating in all schools in 2021. .

Success criteria for this strategic direction

An authentic picture of what works best, what is valued and what to keep and what to discard is developed.

Students are provided with opportunities in an inclusive educational culture.

All teachers participate in a program of professional learning to gain an understanding of the four domains of potential (creative, intellectual, social-emotional and physical).

Teachers develop skills to identify talent and grow the potential in students to optimise growth and achievement for each student in their class

Evaluation plan for this strategic direction

Various processes are implemented to evaluate impact

Time is set aside time to evaluate

System priorities are implemented without exclusion.

Evaluation of impact of system priorities in a high support needs setting is developed and provided as feedback.

Initiatives

The policy describes a framework to develop the talent of high potential and gifted students. The policy provides advice to implement effective learning and teaching practices.

The policy promotes engagement and challenge for every student in every school across intellectual, creative, social-emotional and physical domains of potential, while explicitly identifying and addressing the learning needs of high potential and gifted students.

Implementing HPGE in a special school for students with complex learning needs posed challenges. In line with disability legislation, the executive staff at St George school commenced PL and networking to support implementation of the policy for students at St George School.
