School Excellence Plan 2025-2028

The Crescent School 5634

School vision and context

School vision statement

At The Crescent School, we believe that education has the power to transform lives. We are committed to supporting every student in realising their capabilities by equipping them with social lifelong skills to contribute meaningfully to society.

Through a strong focus on literacy, numeracy, and social-emotional development (wellbeing), we use data-informed teaching practices in flexible learning environments to ensure each student makes progress and achieves success. We value student voice, recognising its role in shaping an engaging and inclusive educational experience.

Collaboration is at the heart of our approach. By working closely with families, the community, and local organisations, we foster a welcoming learning environment where confidence in our school is high. Our commitment to equity and excellence ensures that every student learns, grows, and belongs in our outstanding education system.

School context

The Crescent School SSP is a specialised education setting providing intensive levels of support to students diagnosed with intellectual disabilities and/or additional needs in social and emotional learning. The school is located in Goulburn NSW and is a proud member of the Goulburn Community of Public Schools. Students from Goulburn and the surrounding area are offered enrolment through a placement panel process. A student's eligibility to attend The Crescent School SSP is determined through the Department's disability criteria as well as the availability of a place in an appropriate specialist support class at our school.

Our school is structured with three Communities of Practice (CoPs): K-6 IO/IS; 7-12 IO/IS; & the Murranga Murranga (MM) unit. Students in our K-6 and 7-12 CoPs have been diagnosed with intellectual disabilities and work on modified curriculum, including Life Skills curriculum when they enter high school. Students in the MM unit have been diagnosed / identified with Autism Spectrum Disorder and/or additional needs in social and emotional learning and work on adjusted curriculum which may be aligned to mainstream outcomes, mainstream outcomes with adjustments, or Life Skills curriculum. All learning across the school is aligned to system requirements and tailored to the individual student through the Collaborative Curriculum planning process.

At present our school has an enrolment of 77 students. Our K-6 CoPs currently has 3 classes, with capacity to increase to 4. Our 7-12 CoPs currently has 3 classes with capacity to increase to 4. Our MM Unit currently has 4 classes with capacity to increase to 5. Increasing our school's student population to capacity is currently affected by staffing levels which we continue to address.

Our school enrolment includes 52 students with an intellectual disability, 12 students with Autism as a primary diagnosis and 13 students identified with additional needs in the domain of social emotional and behavioural difficulties. 18% (14 students) identify as Aboriginal or Torres Strait Islander, and 5% (4 students) have a language background with English as an Additional Language or Dialect. The schools current Family Occupation and Education Index (FOEI) is 157.

At The Crescent School we prioritise the development of literacy, numeracy and wellbeing skills that are critical to supporting students throughout their life. We value making learning relevant to students and endeavour to reinforce learning through the practical application of skills and understandings wherever possible. Community Access outings are a primary source of these enrichment activities. Our school is well supported through an active and hard-working Parents and Citizens Association, who support us with financing and resourcing which allows us to access many of these enriching activities that we may otherwise be unable to resource. We are fortunate to receive financial and other donations from many community members and local businesses in the Goulburn network. The school is actively engaged with various community organisations and programs such as *Right to Work-Skills on Screen* and *Mini Woolies* to provide further enriching and meaningful learning experiences to our students.

Through reflection and evaluation of our SIP 2021-2024, our school community has identified the following strategic directions for our School Excellence Plan 2025-2028:

School vision and context

School vision statement

School context

Student growth and attainment

Design and deliver outstanding differentiated learning tailored to the educational needs of the individual student which have been identified through stringent planning and are tracked with fidelity.

Embedding high quality teaching and learning

Enhance the efficiency and capacity of our staff in the field of special education, ensuring they are equipped to provide high-quality, individualised learning and support to all students, thereby maximising their potential.

Consistent and planned school systems and processes

To develop and implement consistent and well-planned school systems and processes that enhance operational efficiency, support staff performance and improve student outcomes.

Strategic Direction 1: Student growth and attainment

Purpose

Design and deliver outstanding differentiated learning tailored to the educational needs of the individual student which have been identified through stringent planning and are tracked with fidelity.

Improvement measures

Inclusive, engaged and achieving learners

Achieve by year: 2028

Delivery of high-quality, inclusive teaching through explicit literacy and numeracy instruction, culturally responsive practice, and personalised adjustments-underpinned by data, student voice, and strong partnerships-to ensure sustained growth and achievement for every learner.

Achieve by year: 2028

School Excellence Framework: Learning

The school self-assessment as measured against the **'Curriculum'** element of the School Excellence framework is *Excelling*.

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: 2027

- All students demonstrate growth and achievement in numeracy over the year, using the learning progressions.

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: 2027

Initiatives

Differentiated and Personalised Learning

Develop and implement differentiated education programs and personalised learning support plans, tailoring learning to meet system requirements while addressing individual educational needs.

Evidence-Based Instructional Practice

Promote a consistent, whole-school approach to teaching and learning incorporating explicit instruction that supports differentiation.

Data-Informed Teaching and Planning

Implement consistent, school-wide processes for collecting, analysing, and applying student progress and achievement data leading to measurable student growth.

Success criteria for this strategic direction

Success Criteria SEF - Learning Culture > High Expectations and Engagement

Teachers implement consistent, proactive strategies that foster high expectations and increase student achievement.All students demonstrate increased engagement with learning and are actively involved in achieving their PLSP goals, supported by timely feedback and observed improvements in learning.

SEF - Curriculum > Curriculum Provision and Differentiation

Teaching and learning programs are differentiated, inclusive, and culturally responsive, with clear links to individual learning goals and the NSW DoE curriculum.All staff collaboratively plan and implement adjustments that reflect student needs, and curriculum delivery is enhanced through explicit literacy and numeracy instruction across subject areas.

SEF - Student Growth and Performance > Individual Learning Needs and Growth Over Time

Student progress and achievement are monitored longitudinally, using reliable internal data aligned to PLSPs and curriculum outcomes.Teachers use student data to inform planning, differentiate instruction, and ensure sustained academic, social, and emotional growth for all learners.

SEF - Assessment > Formative Assessment and Student Feedback

Assessment is embedded in daily practice and used to guide differentiation and evaluate progress against learning goals.Teachers use student work samples, goal achievement data, and formative assessments to inform instruction and ensure each learner is progressing with appropriate challenge and support.

SEF - Data Skills and Use > Data Literacy and Evaluation of Impact

Teachers analyse and use valid, reliable student learning data to evaluate the effectiveness of teaching strategies and program adjustments.Collaborative data analysis informs ongoing planning, intervention, and review of student progress, with clear evidence of improved learning outcomes across the school.

Strategic Direction 1: Student growth and attainment

Improvement measures

- All students demonstrate growth and achievement in reading over the year, using the learning progressions.

Evaluation plan for this strategic direction

Question

To what extent are differentiated and personalised teaching and learning programs effectively meeting the individual educational needs of students and resulting in sustained engagement, progress, and achievement?

Data
The school will use the following data sources:

- PLSP goal achievement tracking
- Internal student progress and achievement data (literacy, numeracy, behaviour, wellbeing)
- NSW DoE system assessment platforms including PLAN2, Literacy and Numeracy Precursors, and Passport for Learning
- Differentiated teaching and learning program documentation
- Classroom observations and learning walks
- Teacher planning, programming, and reflection records
- Student and parent/carer feedback (surveys and informal conversations)
- Staff feedback through surveys and professional learning evaluations

Analysis
Data will be analysed:

- Through regular PL and planning meetings within and across CoPs focused on evaluating the impact of differentiation and explicit teaching
- In regularly scheduled *Data Review and Reflection* sessions each semester, focused on identifying trends and progress
- By the leadership team, reviewing the effectiveness of personalised adjustments and teaching strategies against student outcomes and SEF descriptors

Implication
Findings will inform:

- Revisions to PLSPs and differentiated teaching

Evaluation plan for this strategic direction

programs based on individual progress and assessment data

- Targeted professional learning to build teacher capacity in differentiation, adaptive planning, data use, and evidence-based instruction, including explicit teaching

- Adjustments to classroom grouping, supports, and interventions to improve engagement and achievement

- Continual refinement of whole-school planning and evaluation systems to sustain an Excelling performance in *Curriculum* and *Learning Culture* (SEF V3)

Strategic Direction 2: Embedding high quality teaching and learning

Purpose

Enhance the efficiency and capacity of our staff in the field of special education, ensuring they are equipped to provide high-quality, individualised learning and support to all students, thereby maximising student potential.

Improvement measures

Data-Driven Decision Making / Professional Learning

Achieve by year: 2028

Increased consistency in the use of explicit, data-informed teaching strategies across classrooms, as evidenced by classroom observation, teacher programming, and student engagement in learning.Achieve by year: **2028**

School Excellence Framework: *Teaching - Effective Classroom Practice*The school self-assessment as measured against the **Effective Classroom Practice** element of the School Excellence Framework is *Excelling*.

Professional Development

Achieve by year: 2028

All teaching staff participate in regular, targeted professional learning aligned to identified school and student needs, with demonstrable impact on student outcomes and classroom practice.Achieve by year: **2028**

School Excellence Framework: *Teaching - Learning and Development*The school self-assessment as measured against the **Learning and Development** element of the School Excellence Framework is *Excelling*.

Attendance

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

Achieve by year: 2027

Initiatives

Data-Driven Decision Making

Establish a robust system for collecting and analysing student data to identify learning needs, track progress, and adjust instruction accordingly.

Collaborative Teaching

Support teacher collaboration to address diverse learning styles and provide targeted support to students.

Professional Development

Provide ongoing training for teachers on best practice for meeting diverse learning needs including explicit teaching, differentiation strategies, and workshops on collecting, recording and using data to inform instruction.

Success criteria for this strategic direction

SEF - Teaching > Effective Classroom Practice

Teachers regularly use assessment data and evidence-based strategies to adjust instruction and differentiate learning. Instructional practices are responsive to individual student needs and aligned with student progress data.

SEF - Teaching > Learning and Development

Professional learning is strategically planned and aligned to school priorities. All staff engage in ongoing training focused on explicit teaching, differentiation, and the use of data to inform practice.

SEF - Teaching > Collaborative Practice and Feedback

Teachers work in structured collaborative teams to plan, implement, and review personalised learning strategies. Feedback and shared expertise are embedded into regular professional dialogue and team planning.

SEF - Learning > Curriculum

The curriculum is personalised and differentiated to meet the needs of all learners, including students with complex learning profiles. Adjustments are informed by learning data, and students are provided with targeted support to maximise their progress.

SEF - Leading > High expectations culture

A whole-school approach is in place to build staff capacity in special education through targeted professional learning, coaching, and access to specialist expertise. Improvement in staff capability is reflected in classroom practice and student learning growth.

Evaluation plan for this strategic direction

Question

Strategic Direction 2: Embedding high quality teaching and learning

Improvement measures

- Improve the attendance rate of students in the school.

Evaluation plan for this strategic direction

To what extent have the school's initiatives improved the quality and consistency of teaching practice and staff capability in special education, and how has this impacted personalised student learning outcomes?How effectively are collaborative practices and professional learning building a culture of high expectations and sustained instructional improvement?

Data

A broad range of qualitative and quantitative data will be collected to monitor impact and inform evaluation:

- **Student progress data** (PLSP goals, formative assessments, classroom work samples)
- **Teacher program documentation** and differentiation records
- **Classroom observation data** and learning walk reflections
- **Staff participation in professional learning** (attendance, feedback, implementation evidence)
- **Peer feedback and coaching notes**
- **Meeting minutes from collaborative planning sessions**
- **Survey data** (internal staff reflections, student engagement surveys)
- **Parent feedback** (formal and informal sources)
- **Support service feedback** (allied professionals and others)

Analysis

- Annual evaluation of progress against the **five improvement measures**, triangulating student outcome data with classroom practice and staff engagement in collaborative and professional learning.
- Progress will be mapped to the **School Excellence Framework (V3)** elements across Learning, Teaching, and Leading domains, using the DoE **Self-Assessment Survey Tool (SEF-SAS)**.
- Staff feedback and collaborative reflections will be analysed to assess shifts in mindset, consistency of

Strategic Direction 2: Embedding high quality teaching and learning

Evaluation plan for this strategic direction

practice, and impact on student learning.

- Student PLSP data and assessment records will be reviewed to determine progress in individualised learning goals and teaching responsiveness.
- Analysis will identify both patterns of success and areas requiring additional support or system refinement.

Implication

- Evaluation findings will inform the refinement of **professional learning priorities**, adjustments to **collaborative structures**, and further development of **data protocols and support tools**.
- Success criteria will guide ongoing reflection on practice and will be used to update school systems such as the staff development framework and team collaboration expectations.
- Progress and impact will be documented in the **school's Annual Report** and reflected in annual SEP milestones and future planning cycles.
- Where improvement measures are not being met, targeted strategies will be developed to address identified gaps in practice, resource allocation, or support structures.

Strategic Direction 3: Consistent and planned school systems and processes

Purpose

To develop and implement consistent and well-planned school systems and processes that enhance operational efficiency, support staff performance and improve student outcomes.

Improvement measures

Systems Review, Evaluation, Automation

Achieve by year: 2028

Improved operational efficiency and alignment between school planning, implementation, and evaluation, as evidenced by updated school improvement milestones, staff involvement in reflective practice, and documented adjustments to operational systems.Achieve by year**: 2028**

School Excellence Framework: ***Leading - School Planning, Implementation and Reporting***The school self-assessment as measured against the **School Planning, Implementation and Reporting** element of the School Excellence Framework is Sustaining and Growing or higher.

Initiatives

Staff Handbook

Create a procedures manual that outlines consistent processes for key operations such as attendance, reporting, communication, and assessment, providing clarity and streamlining workflow across the school.

Data Management

Consolidate, strengthen and implement our integrated data management system storing student information, academic performance, and attendance records, enabling easy access and analysis for staff to inform decision-making and improve student outcomes.

School Wide Systems

Develop and implement a process for the regular review and evaluation of school systems and processes, leveraging technology to automate administrative tasks - supporting continuous improvement and enhancing operational efficiency.

Success criteria for this strategic direction

SEF - Learning > Assessment and Reporting

Teachers routinely use integrated data systems to analyse and respond to student learning progress. Assessment and reporting practices are consistent and inform individualised and whole-school teaching strategies.

SEF - Teaching > Effective Classroom Practice

Teachers use a shared understanding of student data and agreed procedures to plan, differentiate, and adjust instruction. School-wide systems ensure consistent implementation of effective teaching practices.

SEF - Leading > Management Practices and Processes > Service Delivery

School systems and workflows are clearly documented, regularly reviewed, and effectively communicated through tools such as the staff handbook. These systems support efficient daily operations and improved service delivery.

SEF - Leading > Management Practices and Processes > Continuous Improvement

Technology is used to streamline administration, reduce manual workload, and support staff focus on core teaching responsibilities. Regular evaluation ensures that systems evolve in response to feedback and school priorities.

SEF - Learning > Wellbeing

The school's data management and support systems enable early identification and timely intervention for students requiring additional support. Staff collaborate using clear processes to ensure consistent delivery of student services.

Evaluation plan for this strategic direction

QDAI Evaluation Plan

Strategic Direction 3: Consistent and planned school systems and processes

Evaluation plan for this strategic direction

Question

To what extent have the annual progress measures been achieved in relation to operational efficiency, staff capability, and student outcomes?How has the ongoing collection and analysis of evidence informed refinements to school systems and contributed to sustained improvement against the School Excellence Framework?

Data

A combination of quantitative and qualitative data sources will be used to evaluate implementation, impact, and alignment with the School Excellence Plan and SEF V3 domains:

- Staff, student, and parent surveys and feedback
- Classroom observation and learning walks
- Review of planning and operational documents (e.g. Staff Handbook, PLSPs, data protocols)
- Student performance data and PLSP achievement
- Resource allocation and time-on-task analysis
- Technology use feedback and evaluation (e.g. data platforms, collaboration tools)

Analysis

Analysis will be embedded through ongoing implementation monitoring and strategic review cycles:

- Progress will be reviewed against each improvement measure using school-based data, feedback, and SEF self-assessment tools
- Data will be triangulated to evaluate consistency and impact across Learning, Teaching, and Leading domains
- Leadership team will facilitate annual evidence analysis sessions to identify trends, celebrate progress, and prioritise areas for refinement
- Progress toward *Excelling* in target SEF elements will be tracked and recorded using the DoE Self-

Strategic Direction 3: Consistent and planned school systems and processes

Evaluation plan for this strategic direction

Assessment Survey Tool (SEF-SAS)

Implication

Findings from the analysis will directly inform the refinement of systems, staff practices, and planning cycles:

- Adjustments to improvement strategies and resource allocation will be made annually
- School systems, including the Staff Handbook and data protocols, will be reviewed and updated based on evaluation outcomes
- Professional learning will be targeted to emerging needs, particularly in data literacy and instructional consistency
- Annual progress will be documented and reported in the School's Annual Report and used to inform the following year's implementation and milestone setting