School plan 2015 – 2017

Endeavour to Achieve

GS Kidd Memorial School
School background 2015 - 2017

SCHOOL VISION STATEMENT

“Great teachers inspire their students to learn. They can, and do, make a difference to the quality of a student's life both within and outside the school.” (Great Teaching Inspired Learning. NSW DEC 2013)

This statement guides the teaching philosophy of all staff at GS Kidd Memorial SSP. We are committed to improving the learning outcomes of students through enhancing teacher quality and we share the following beliefs:

• Students are our priority, are at the centre of everything we do and our practice reflects their best interests;

• Teachers and school leaders are the key to making the difference to student learning;

• Teacher quality and instructional leadership are the key drivers for continuous school improvement; and

• The coherent alignment of teacher, leader and student learning has the greatest impact.

GS Kidd Memorial SSP is a nurturing and engaging learning environment with high expectations for students, staff and community, where all students have the opportunity to be successful learners, confident and creative individuals and active and informed citizens, in an environment where achieving ones best is inevitable.

We will achieve this through a relentless focus by our students, staff and community on our strategic directions of 1 - Successful Students, 2 - Skilled Staff and 3 - Supporting Community.

This vision is shared and supported by our school community of students, staff and families.

SCHOOL CONTEXT

Our school is located in the Gunnedah Shire, within the New England Region. Currently we have 36 students enrolled across 5 classes. As a School for Specific Purposes we enrol students who are assessed as functioning in the Mild to Severe range of Intellectual Disability, from four to eighteen years. We currently have a permanent Multi Categorical Class and a temporary Multi Categorical Class.

There is always going to be a diverse range of learning needs which will be addressed by quality teaching and learning programs. The partnership between parents, staff, community of schools and volunteers enhances students’ outcomes and the school enjoys high community support and receives Equity funding.

Priorities include effective communication, Literacy and functional Numeracy along with Community Based Learning and Vocational Education, as significant programs underpinning all areas of life both now and in each student’s future environment.

SCHOOL PLANNING PROCESS

Underpinning our 2015-2017 Strategic Plan is continuous improvement and innovation. Its management, implementation and evaluation is a whole school responsibility.

Our improvement measures are designed to be achievable and based on identified needs that will make a difference to student outcomes.

The following planning processes were utilised by the school community to prepare our 2015-2017 plan:

• Analysis of:
  ➢ School based assessments;
  ➢ School programs including literacy, numeracy and student welfare;
  ➢ Budgets.

• School based surveys targeting:
  ➢ Students
  ➢ Families
  ➢ Staff
  ➢ Community

• Planning days and meetings for all stages, enabling the evaluation of school programs, identification of necessary system and process changes and opportunities for short and long term planning and goal setting.

• Planning days with our community of schools including the Mooki Network and Namoi Partners in Learning.
**School strategic directions 2015 - 2017**

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework

**STRATEGIC DIRECTION 1**

**Successful Students**

School culture and practice respects and responds to every student’s aspirations, culture and learning potential.

The focus of Strategic Direction 1 is ‘Successful Students’. Its purpose is to:

- Design learning programs which are differentiated, purposeful and engaging, are directly related to each student’s stage of learning development and build their capacity to be responsible and productive citizens.
- Deepen student learning through authentic relevant and meaningful student learning.
- Have students achievements celebrated and promoted in the wider community.

**STRATEGIC DIRECTION 2**

**Skilled Staff**

Strengthened capacity of staff to support and improve learning outcomes for the ‘whole child’.

The focus of Strategic Direction 2 is ‘Skilled Staff’. Its purpose is to:

- Develop, implement and share innovative and collaborative professional learning programs, which build personal and team capacity, leadership and educational practice, develop reflective team members and support further career development.
- Ensure staff takes responsibility for their own professional learning and improve their practice.
- Have shared ownership of purpose, values and commitment to targeted priorities.

**STRATEGIC DIRECTION 3**

**Supporting Community**

Strong community partnerships.

The focus of Strategic Direction 3 is ‘Supporting Community’. Its purpose is to:

- Enhance student engagement through parent, family and community involvement through school programs.
- Provide an environment focusing on safety, respect and learning.
- The school supports a healthy and resilient school community through PBL and professional learning.
Strategic direction 1: Successful Students - School culture and practice respects and responds to every student’s aspirations, culture and learning potential.

### PURPOSE

Why do we need this particular strategic direction and why is it important?

- Design learning programs which are differentiated, purposeful and engaging, are directly related to each student’s stage of learning development and build their capacity to be responsible and productive citizens; and
- Enhance student engagement through parent, family and community involvement.
- Provide an environment focusing on safety, respect and learning.

### IMPROVEMENT MEASURE/S

Process and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.

School data collected through the Instructional Practices Audit consistently displays high levels of rigorous authentic, engaged learning practices as evidenced in the following data collection tools:

- Consistent and increased baseline data that informs directions
- On-task analysis
- Student surveys
- Observations
- 85% positive feedback from formal interviews.

### PEOPLE

How do we develop capabilities of our people to bring about transformation?

**Students**

- Engage students in meaningful, significant educational programs that will enhance their lives and participation in the community.
- Understand the core values of being a safe, respectful, learner engaging with the PBL program.

**Staff**

- Professional Learning (PL) in effective planning and implementation of ILPs.
- Actively engage in individual and collaborative professional learning through a range of strategies that focus on feedback, self-evaluation and the sharing of professional practice.
- Target teaching strategies to deep knowledge of student’s learning needs.

**Parents**

- Provide a range of opportunities for parents to engage with the school to build their capacity to support the students in their learning environment.
- Families understand the value of effective communication and behaviour management through learning offered by the school.

**Leaders**

- School leaders will drive improvement through evidence based best practice.
- Will promote cooperation, positivity and harmony.

### PROCESSES

How do we do it and how will we know?

**Students**

- Increased levels of student engagement through on task analysis.
- Increased levels of student growth in literacy and numeracy through school based assessments.
- Student voice.

**Staff**

- To ensure high levels of engagement and achievement in literacy and numeracy across the school.
- Deepen student engagement through authentic, relevant and meaningful programs.

**Milestones 2015**

- Student voice – ‘Tell Them From Me’ Surveys, student and family forums, pre and post assessment effect size data.
- Dynamic Learning Plans – Individual Learning Plans and whole class programs.
- Student wellbeing – PBL (staff and student matrix completed).

**Milestones 2016**

- Student voice – ‘Tell Them From Me’ Surveys, student and family forums, pre and post assessment effect size data.
- Dynamic Learning Plans – Individual Learning Plans and whole class programs.
- Student wellbeing – PBL (staff and student matrix completed).

**Milestones 2017**

- Student voice – ‘Tell Them From Me’ Surveys, student and family forums, MOVE program, consistent assessment tools implemented.
- Dynamic Learning Plans
- Student wellbeing – PBL lessons explicitly taught across the school.

### PRODUCT AND PRACTICES

What is achieved and how do we know?

**Product**

- Increased student level of engagement in learning and improvement in the context of teaching for individual learning needs.
- Identification of baseline data collection that informs directions.

**Practice**

- Teachers engage in the use of a consistent suite of benchmarking assessment tools, data collection and profiling tools. This will allow us to understand the way students learn and support the tracking of student growth.
- Staff consistency when managing challenging behaviours utilising PBL strategies.

- The implementation of PBL supports student’s growth in self-regulated behaviour with a 30% reduction in incident reporting.
- Students have opportunities to indicate their preferences or satisfaction with their learning and school through surveys tailored to their needs.

**Practice**

- Targeted opportunities for students, families and staff to learn, explore and engage with augmentative communication strategies and programs.
### Strategic direction 2: Skilled staff - Strengthened capacity of staff to support and improve learning outcomes for the 'whole child'.

#### PURPOSE

**Why do we need this particular strategic direction and why is it important?**

Effective team work is facilitated by a shared ownership of a clear vision, purpose and commitment to student's learning.

Develop, implement and share innovative and collaborative professional learning programs, which build personal and team capacity, leadership and educational practice, develop reflective team members and support further career development.

Utilise classroom practices as identified in K-12 Professional Teaching Standards to ensure best practice evidence based teaching.

#### IMPROVEMENT MEASURE/S

1. Evidence of student learning and achievement across the whole school, stages and individual classes will be collated using the Academic engaged Time Measuring Tool.
2. 90% positive feedback through the ‘Tell Them From Me’ survey.
3. PDPS completed, reviewed and reported on.
4. 100% of student’s ILPs reviewed and amended accordingly.
5. The K - 10 Syllabus in English and Mathematics will be used to create school based assessments and determine growth in Individual Learning Plans.

### PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

**Students**
- Are supported through effective teaching, assessment and consistent delivery of curriculum.
- Are engaged as quality learners through collaborative planning and ILPs.

**Staff**
- Actively engaging in collaborative planning to enable the delivery of focused programs based on the Australian curriculum.
- Developing a deeper understanding of the Literacy and Numeracy Continuum.
- Using data analysis where appropriate.
- Focusing on developing student’s skills, recognising and gathering evidence of their learning.
- Explicitly link PBL expectations to lessons and consequences.
- Educational consultant employed to deliver ongoing PL about Assessment for Learning (A4L) and PBL.

**Parents**
- Opportunities to collaboratively work with staff to improve the quality of educational programs through community learning sessions on strategies used within the school and planning meetings.

**Leaders**
- Provide collegial support within the school to develop a deeper understanding of the Literacy and Numeracy Continuum.
- Build strong connected teams.

### PROCESSES

**How do we do it and how will we know?**

**Milestones 2015**
- Explicit teaching, focusing on a progression of learning according to syllabus outcomes and student learning needs.

**Purpose**
- All lessons have learning goals and success criteria incorporating strategies for students to access the curriculum through differentiation.
- Implementing Literacy and Numeracy sessions utilising flexible grouping and learning support.

**Milestones 2016**
- All staff will be provided with the opportunity to perform at their highest standard.

**Purpose**
- Demonstrate a deeper, shared understanding of A4L across the school, including a framework for teacher reflection, lesson observations, self-evaluation and feedback.

**Milestones 2017**
- Use whole school planning processes to develop and implement effective Literacy and Numeracy programs.

**Purpose**
- High quality scope and sequence plans reflect effective teaching and learning programs.

**Evaluation plan**
- Regular monitoring of professional practice data to ensure improvement in teaching and learning programs is evident and having a positive effect on student outcomes.

### PRODUCT AND PRACTICES

**What is achieved and how do we know?**

**Product**
- School wide and the community of schools’ embedded practices to provide mentoring and coaching support and promote the ongoing development of all staff.

**Practices**
- Learning will be evident through a range of assessment that highlights ‘Improvement Measures’. Student learning is evident through authentic, relevant and meaningful student inquiry.

**Scope and sequence plans developed and implemented to increase student engagement and outcomes.**

**Product**
- School culture that values educators who work together collaboratively to improve their own practice.

**Practice**
- Teachers engage with the Performance and Development Framework to reflect on and improve their teaching strategies and performance.

**Product**
- Identified staff trained in Aboriginal Education Policy, Perspectives and Pedagogy.

**Practice**
- Increased consultation with local Aboriginal communities through consultation and collaboration with the AECG resulting in a connected community.
### Strategic direction 3: Supporting Community – Strong community partnerships.

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

This strategic direction is important to ensure that our school community is cohesive and:

- Recognises families as critical members of the school community and partners in their child’s education.
- Works together with families and the community to raise expectations and increase student outcomes.
- Provides a learning environment which is purposeful, challenging, engaging and caters for the learning needs and transition points in education for all students and school community members.
- Plays an active role in ensuring effective communication with families and community members.
- Links families with community service providers for the benefit of all students.

#### Improvement Measure/s

- Comprehensive and inclusive practices that support the total well-being of students.
- High levels of community engagement demonstrate a collective responsibility for student learning and success.
- 80% of families participating in planning meetings and monitoring of their child’s progress.
- 80% positive feedback from families through the ‘Tell Them From Me’ survey.

#### People

**How do we develop capabilities of our people to bring about transformation?**

**Students:**
- All students learning plans developed in consultation with stakeholders. These plans strengthen shared responsibility and ensure student’s needs always come first.

**Staff**
- Develop staff capacity to build stronger community partnerships and improve two way communications with our school community including newsletters, emails, social media and portfolios.
- Staff will understand PBL and implement these strategies to support the well-being of our school community.

**Families**
- Families will understand PBL and other school programs to support their child’s learning.
- School community members’ work together effectively on shared projects including the sensory garden and fundraisers.

**Community partners**
- Our school will establish protocols and procedures that enable allied health services to work effectively to support students.

**Leaders**
- Strive to build a cooperative culture in the school community and wider community.
- Encourage and manage effectively the use of school facilities by the community.

#### Processes

**How do we do it and how will we know?**

**Milestones 2015**
- School leadership team builds the collective capacity of staff to use data to inform improvement directions.

**Purpose**
- Student learning is supported by effective systemic practices.

**Milestones 2016**
- The school has productive links with community service providers to improve opportunities for students when they leave school.
- Families and community members have the opportunity to engage in a wide range of school related or organised activities.

**Purpose**
- Increased percentage of families and community members engaging with the school’s programs and events.

**Milestones 2017**
- The school community will have a sound understanding of PBL to enhance the well-being our school and community members.

**Purpose**
- School community members actively share a common vision which builds positive relationships.

#### Product and practices

**What is achieved and how do we know?**

**Product**
- The school identifies expertise within and outside the school and draws on this to develop its professional community.
- The school’s executive builds the capacity of staff and school community to use data to inform strategic school improvement efforts.
- Positive, respectful relationships are evident among students, families and staff, promoting student well-being and learning.

**Practice**
- 80 % of families actively participating in planning meetings (currently 70%).

**Product**
- ‘Community of schools’ and inter-school relationships are mutually extended.

**Practice**
- The school is recognised as high achieving and responsive by its community as a result of its effective engagement with members of the community.

**Product**
- Increased family/community engagement with the school in school events and programs.

**Practice**
- The school supports a healthy and resilient school community through PBL.
- Families have increased opportunities to receive and share information through school programs and use of facilities.