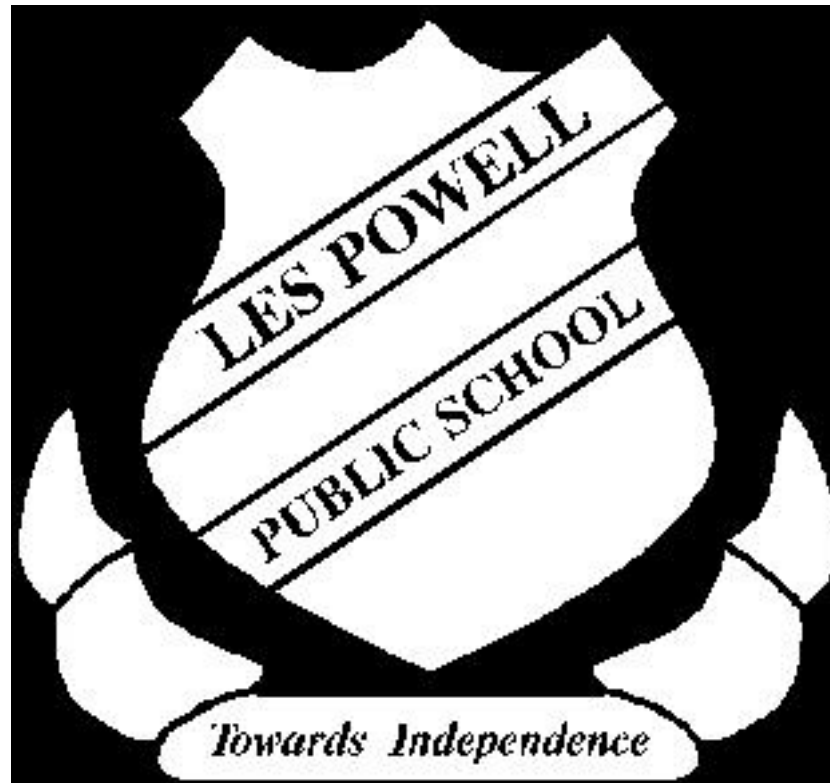


# School plan 2018-2020

## Les Powell School 5712



# School background 2018–2020

## School vision statement

At Les Powell, the school community works together to provide each student a quality individual, high impact learning and support program that enables them to achieve their full potential.

## School context

Les Powell School is located in the Mount Pritchard area of Western Sydney and provides quality individual learning programs for students with a diverse range of complex learning and support needs. The school is divided into twelve classes, each staffed with a teacher and a school learning support officer that cater for students from Kindergarten to Year 12.

Students attending Les Powell School present with moderate to severe intellectual disability, and may have additional needs such as Autism, sensory impairment, challenging behaviour, physical and language disability. Eighty one percent of the student population has language backgrounds other than English.

Facilities provided for students include three playground areas, a heated hydrotherapy pool, library, bike and walking track, sensory library and a liberty swing. All classrooms have interactive white board technology and access to specialist toilets.

## School planning process

Throughout the second half of 2017, a robust review was undertaken to drive the 2018–20 school plan's direction for improvement. The review triangulated the feedback and aspirations of the school community by looking at the achievement outcomes, and data from the 2015–17 school plan milestones. Feedback from a comprehensive audit of the school's resources and facilities was also completed, to establish a holistic review of the school in its entirety.

To gain feedback from the school community, a series of formal and informal strategies were used, including surveys, staff meetings, executive team meetings, one on one staff conversations with the principal and parent/carer/agency services meetings; the School Plan 2015–17 milestone outcomes were considered against parent satisfaction feedback; the Executive Team all contributed to the school's self-assessment; SCOUT data for staff professional learning, leave patterns and injury reporting was analysed and data on student attendance, incidences as well as all student reporting frameworks, teaching and learning practices were considered. The school resources and facility audit was conducted cross-school, involving all staff, with parent input and lead by the school's work, health and safety committee.

To drive our school's improvement over the next three years, the strategic directions for the 2018–20 school plan, articulate the priority areas for impact and growth that have been identified through the review process.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Connected, thriving, succeeding students

### Purpose:

To ensure all our students are individually known, nurtured, valued and cared for, in a safe and supportive learning environment that enables them to connect, thrive and succeed.

## STRATEGIC DIRECTION 2

High impact, quality teaching and learning

### Purpose:

To create a thriving learning community, where staff work collaboratively in recurring cycles of collective inquiry to ensure every student, every teacher and every leader experiences growth every year.

## STRATEGIC DIRECTION 3

Effective communication & connections

### Purpose:

To grow a staff and parent/agency collaborative culture, where learning, communication, and experimentation become part of the school's daily routine so that our student's attendance and behaviour levels improve, and their social and independence skills grow across all settings.

# Strategic Direction 1: Connected, thriving, succeeding students

## Purpose

To ensure all our students are individually known, nurtured, valued and cared for, in a safe and supportive learning environment that enables them to connect, thrive and succeed.

## Improvement Measures

Increase the number of students actively engaged in cross stage school programs, from the 2017 baseline.

## People

### Students

Are provided opportunities to be healthy, happy, engaged and successful, whilst growing their gross, fine motor and social skills.

### Students

Feel empowered to succeed by building their leadership capabilities.

### Staff

Adopt a shared responsibility mindset to providing students with quality programs that improve student wellbeing.

### Leaders

Model the expectation for full engagement and participation in all programs from all staff and students.

### Leaders

Model clear expectations for staff to build productive relationships with parents/carers and agency partners that support students to do well and thrive.

### Parents/Carers

Entrust their children to school staff with confidence that Les Powell School will deliver on this strategic direction.

### Community Partners

Demonstrate support for the school's educational philosophy and are active partners in progressing student individual education goals.

## Processes

Implement a whole school approach to creating opportunities for student leadership.

Upgrade the school playground so that students have access to safe, age appropriate, needs appropriate and engaging learning facilities that promote them to connect, thrive and succeed.

## Evaluation Plan

Progress towards improvement measures will be evaluated through:

- teaching programs
- parent, student and community satisfaction surveys (e.g., Tell Them From Me)
- feedback from project teams
- reflection and reporting on the impact of planned activities identified in milestones
- milestones are met in a timely manner.

## Practices and Products

### Practices

School wide, shared responsibility is evident through purposeful and meaningful physical activity programs provided for all students.

School community shared commitment for providing meaningful student participation and leadership, evident through student voice, their actions in the playground, their support for others, their involvement in sporting, cultural, local community events, projects, and also including representation beyond the school.

### Products

Purposeful and meaningful school sport and physical activity programs:

- Water Sports
- School Sports
- Sensory Library
- School representation squad for swimming and athletics

Purposeful and meaningful school creative and performing arts program:

- Signing Choir
- Dance
- Drumming

Student Representative Council and Prefects

Upgraded playground facilities.

# Strategic Direction 2: High impact, quality teaching and learning

Purpose	People	Processes	Practices and Products
<p>To create a thriving learning community, where staff work collaboratively in recurring cycles of collective inquiry to ensure every student, every teacher and every leader experiences growth every year.</p>	<p><b>Students</b></p> <p>Are engaged and challenged to excel in their communication and across all of the Key Learning Areas.</p>	<p>Embed a whole school approach for consistent, robust assessment that maps student progress and drives high impact differentiated teaching and learning.</p>	<p><b>Practices</b></p> <p>Every teacher uses data to inform their teaching and learning, by tracking their individual student's achievement against the National Literacy and Numeracy Learning Progressions.</p>
<p><b>Improvement Measures</b></p>	<p><b>Staff</b></p>	<p>Implement stage specific scope and sequence across the junior, middle and senior school teams, using instructional collaboration.</p>	<p>Every teacher is able to confidently demonstrate the use of a wide range of adjustments and strategies to support student to engage with the curriculum.</p>
<p>100% of student progress is mapped in PLAN2 by teachers against the National Literacy and Numeracy Learning Progressions, to drive their teaching.</p>	<p>Adopt a shared responsibility mindset to providing students with quality, high impact teaching and learning programs.</p>	<p>Embed a collegial, evaluative feedback approach that supports teachers to improve their professional knowledge, practice, and the learning and support outcomes of students.</p>	<p>Every teacher can confidently report to parents on their children's progress in a timely manner, according to the school's reporting calendar.</p>
<p>A school assessment framework is fully implemented to inform high impact, quality teaching and learning across all Key Learning Areas.</p>	<p><b>Staff</b></p> <p>Feel that Les Powell School is a great place to work and strive to produce work of the highest calibre.</p>	<p><b>Evaluation Plan</b></p>	<p>Teachers engage in and apply constructive feedback from colleagues and their instructional leaders to improve their professional knowledge, practice and the learning and support outcomes of students.</p>
<p>100% of staff are using the SMART model performance indicators that evidence improved professional knowledge and practice.</p>	<p><b>Staff</b></p> <p>Initiate and engage in professional discussions with colleagues to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.</p>	<p>Progress towards improvement measures will be evaluated through:</p> <ul style="list-style-type: none"> <li>teaching programs</li> </ul>	<p>Reports that clearly articulate to parent of their child's progress and direction.</p>
<p>100% of teachers actively engage in professional discussions with colleagues and their supervisors to evaluate practice directed at improving professional knowledge, practice, and the educational outcomes of students.</p>	<p><b>Leaders</b></p> <p>Provide tailored supervision, support, effective professional learning and feedback to meet the needs of each staff member.</p>	<ul style="list-style-type: none"> <li>parent, student and community satisfaction surveys (e.g., Tell Them From Me)</li> <li>feedback from project teams</li> <li>reflection and reporting on the impact of planned activities identified in milestones.</li> </ul>	<p><b>Products</b></p> <p>Stage specific scope and sequence frameworks.</p>
	<p><b>Parents/Carers</b></p> <p>Entrust their children to school staff with confidence that Les Powell School will deliver on this strategic direction</p>	<ul style="list-style-type: none"> <li>milestones are met in a timely manner.</li> </ul>	<p>School assessment framework.</p> <p>Australian Professional Standards for Teachers driven professional development plans that present high level SMART goals.</p>

# Strategic Direction 3: Effective communication & connections

## Purpose

To grow a staff and parent/agency collaborative culture, where learning, communication, and experimentation become part of the school's daily routine so that our student's attendance and behaviour levels improve, and their social and independence skills grow across all settings.

## Improvement Measures

Increased student attendance, from the start of the 2017 school year baseline.

Decreased student behaviour incidences, from the start of the 2017 school year baseline.

Increased parent/carer confidence in the quality of teaching and learning programs that Les Powell School delivers.

## People

### Students

Are provided with realistic and consistent expectations for their behaviour across all settings.

### Staff

Adopt a shared responsibility mindset for providing students with a clear, realistic and consistent approach that supports students to self regulate.

### Staff

Work collaboratively with parents to support a clear, realistic and consistent approach for student self regulation across settings.

### Leaders

Provide effective professional learning and feedback to staff regarding Positive Behaviour for Learning (PBL).

### Leaders

Model clear expectations for staff to build productive relationships with parents/carers and agency partners, that support students to do well and thrive.

### Parents/Carers

Entrust their children to school staff with confidence that Les Powell School will deliver on this strategic direction.

### Community Partners

Are active partners with the staff at Les Powell School in progressing student individual education goals.

## Processes

Embed a whole school approach to Positive Behaviour for Learning with clear, realistic and transparent behaviour expectations that promote a positive teaching and learning school culture.

Embed a teacher, parent/carer and agency collaborative approach to planning student goals that are meaningful, realistic, achievable and high impact.

## Evaluation Plan

Progress towards improvement measures will be evaluated through:

- teaching programs
- parent, student and community satisfaction surveys (e.g., Tell Them From Me)
- feedback from project teams
- reflection and reporting on the impact of planned activities identified in milestones
- milestones are met in a timely manner.

## Practices and Products

### Practices

A strong collaborative home and school approach exists in the implementation of Positive Behaviour for Learning.

Les Powell School embraces the expertise that NDIS service providers can bring to the collaborative planning of each student's learning and support program.

Parents feel they are a welcomed and considered an essential collaborator, when planning and reviewing their children's individual learning and support program at Les Powell School.

### Products

Positive Behaviour for Learning school package: policy, visuals, behaviour expectations, teacher resources.

Database: Up to date with parent contact details, communication needs.

Calendar of activities and events to inform parents.