



# School plan 2018-2020

## Sir Eric Woodward Memorial School 5675



# School background 2018–2020

## School vision statement

Our vision is:

To empower students to be successful confident and creative learners with skills for life. At our core is a focus on the whole student, achieving equity and excellence for all within an exemplary integrated services setting.

## School context

Sir Eric Woodward School (SEWS) operates both face-to-face and distance education classes. The school provides quality education for a diverse student population. This includes students in K–12 with high support needs, K–6 with an Autism Spectrum Disorder and distance education classes for students P–12 state-wide with an intellectual disability .

The school provides outcome-based education programs utilising the NESA K–12 syllabuses (7–12 Life Skills), and personalised learning plans for all students. The school is embraced by its community resulting in enhanced resources and regular community participation. SEWS teaching and non-teaching staff are experienced in special education, dedicated to quality education and to meeting the additional needs of students enrolled at the school.

## School planning process

A comprehensive process was undertaken across the school to review practices, determine future directions and collect data in order to develop a 2018 to 2020 school plan. The resultant plan embodies the collective vision of our school community. The process included a review of the 2015–2017 school plan and the collection of data from all key stakeholders. Staff attended professional development workshops, detailed analysis of Tell Them from Me teacher and parent surveys was completed, and Annual School Reporting mapped surveys from parent/carers and staff. Information from the External Validation process and the school's self evaluation against the School Excellence Framework further supported the identification of planning priorities. The new draft school plan was distributed for consultation with all stakeholders.

As a result of this consultation three strategic directions were identified:

Wellbeing – to enhance engagement, enabling students staff and the community to connect succeed and thrive.

Quality Learning – to further develop student learning by ensuring effective data driven literacy and numeracy programs are implemented across the school.

Quality Teaching – to develop and implement a consistent and cohesive approach to assessment and reporting.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Wellbeing

**Purpose:**

To enhance the engagement of students, staff and the community enabling them to connect, succeed and thrive.



**STRATEGIC  
DIRECTION 2**  
Quality Learning

**Purpose:**

To further develop student learning by ensuring effective literacy and numeracy programs are implemented across the school.



**STRATEGIC  
DIRECTION 3**  
Quality Teaching

**Purpose:**

To develop and implement a consistent and cohesive approach to assessment and reporting.

# Strategic Direction 1: Wellbeing

## Purpose

To enhance the engagement of students, staff and the community enabling them to connect, succeed and thrive.

## Improvement Measures

Every student is actively engaged in their learning as compared to 2018 baseline data.

Increased parent understanding of, and engagement in, school wide wellbeing initiatives.

Increased proportion of staff report enhanced wellbeing at school as reported as 2017 baseline data.

Decreased WHS reports for occupational stress.

## People

### Staff

Staff understand and utilise available wellbeing supports.

### Staff

Staff are willing to engage with available wellbeing supports.

### Parents/Carers

Parents/ carers appreciate the value of wellbeing programs.

### Parents/Carers

Parents/ carers understand that a consistent approach will benefit students.

### Students

Students understand their responsibilities as engaged learners.

## Processes

Implement a consistent positive wellbeing model.

Enhance positive community engagement.

Implement a consistent approach and processes for staff wellbeing.

## Evaluation Plan

Progress towards improvement measures will be evaluated through:

Classroom observations

Analysis of L&ST meeting referrals

Review of student behaviour data

PLP goal data

EBS+/ Synergy reports

Analysis of feedback from staff and community surveys

Student voice

Review of WHS incident reports

## Practices and Products

### Practices

Staff will effectively utilise support services to improve staff wellbeing.

Students will increasingly make positive behaviour choices to increase engagement.

Staff implement a whole school approach to wellbeing and engagement.

Parents will increase their engagement in the school community.

### Products

Student observations records show increased positive behaviour incidences..

Community increasingly involved in supporting student learning, celebrations and feedback.

Increased community engagement to support school wide wellbeing initiatives.

# Strategic Direction 2: Quality Learning

## Purpose

To further develop student learning by ensuring effective literacy and numeracy programs are implemented across the school.

## Improvement Measures

Students show improvement in literacy and numeracy skills through differentiated assessment procedures.

All staff implement Key Word Sign communication.

## People

### Students

Students are active participants in literacy and numeracy programs.

### Staff

Staff understand appropriate contexts to use Key Word Sign.

### Staff

Teachers and SLSOs have knowledge, capabilities and skills to effectively use strategies to achieve literacy and numeracy goals.

### Parents/Carers

Parents/ carers value and commit to literacy and numeracy goals.

## Processes

Implementation of whole school Key Word Sign program.

Establishment of garden-based learning numeracy program.

## Evaluation Plan

Progress towards improvement measures will be evaluated through:

Ongoing student assessment.

Key Word Sign embedded in student programs/ utilised across learning contexts.

## Practices and Products

### Practices

Staff use Key Word Sign in all learning contexts where appropriate.

Students participate in practical garden-based learning activities to develop numeracy skills, knowledge and understanding.

### Products

Key Word Sign vocabulary bank developed.

Physical environment created to support garden-based learning numeracy program.

Student programs: Key Word Sign literacy and garden-based learning numeracy.

# Strategic Direction 3: Quality Teaching

## Purpose

To develop and implement a consistent and cohesive approach to assessment and reporting.

## Improvement Measures

All staff know what data is available.

All staff know how to analyse student progress data.

All staff are using data informed programs.

## People

### Staff

Staff have increased confidence in using assessment tools and analysing data.

### Students

Students know when and why assessment is undertaken (where appropriate).

### Parents/Carers

Parents/ carers have an increased capacity to support their child's progress.

## Processes

Develop a framework of assessment tools appropriate for the varied student cohort and utilise identified reporting tools.

## Evaluation Plan

Progress towards improvement measures will be evaluated through:

Feedback from staff, students, parents/ carers.

Improved student learning outcomes in literacy and numeracy.

## Practices and Products

### Practices

Staff use assessment framework to identify appropriate assessment tools.

Staff consistently use data effectively to evaluate student understanding.

### Products

Assessment tools framework to track student progress and indicate next steps in student learning.

Standardised reporting process.