**SCHOOL EXCELLENCE FRAMEWORK-PERFORMANCE MATRIX CROMEHURST SCHOOL 2016**

**LEARNING ELEMENTS**

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| **ELEMENT** | **Delivering** | **Sustaining and Growing** | **Excelling** | **2017** |
| **Learning Culture** | PBEL  IEPS/ITPs | Mind Matters modules completed and included in school panning for 2017 |  | Continue to embed Mind Matters into PBEL framework and “So Safe” to move towards one student support program. |
| **Well Being** | BSPs  PBEL  Live Life Well  So Safe | Mind Matters  Establishment of sensory garden  Broadening of sport and dance programs across the school  School service programs  Grouping as per Strategic direction 3. |  | Agreed IEP Goals to include one related to well-being as per Mind Matters  Expand instructional groupings to additional KLAs as per school plan  Continue working towards the development of a school wide assessment tool for instructional groupings as per school plan.  Implement the school wide communication assessment tool developed in 2016 |
| **Curriculum and learning** | Individual learning plans across school  Differentiation of all KLAs | Willoughby integration program  Expansion of program with Roseville Girls College  Work experience programs with Killara HS, Riverview, St Aloisis  Work experience sites  Post School centres expanded to include Fighting Chance | All programs are individualised according to each student’s educational needs. Pedagogy is evidence based and linked to current research and curriculum documents | Continue the expansion of the integration program with Willoughby public to include an additional classroom integration program for targeted students  Strengthen relationships with post school sites to create skill sets required for each site to assist in programming and teaching skills to senior students for their post school destinations. |
| **Assessment and reporting** | IEP Data Collected  Individual goals set in collaboration with parents  Class program data | Detailed reporting of IEP achievement  Reporting and planning meetings twice per year with parents  Increase in number of parent volunteers  Use of school developed Maths and Literacy continuum |  | Implementation of formalised communication profiling tool developed in 2016 as per strategic direction 1  Publishing of the Maths Continuum and support document completed in 2016. |
| **Student Performance measures** | IEP data reviewed formally each term  All students progress at different rates  School wide data reviewed regularly  Students unable to be compared to | Improvement in student performance in social skills and communication across the school |  | Inclusion of data from grouping and communication tool in students reports |

**Evaluation**

Overall the schools self-assessment of the learning elements of the framework indicate that we are delivering very well and operating within the sustaining and growing level whilst progressing towards the excelling level. There are a range or programs and practices in place which were expanded successfully in 2016 in response to the milestone outcomes of our school plan. In 2016 we continued to develop and engage with the Mind Matters framework whilst merging it with our PBEL and So Safe programs to complement student well-being. The playground program involving Roseville Girls College continued and relationships with other local schools such as Willoughby PS, Killara HS, St Ignatious Riverview and Abbotsleigh GHS were maintained and strengthened. Parent involvement continued with regular collaborative planning and review meetings and the number of parents volunteering in our school continued to increase. We continued with our program of grouping students for targeted instruction in some KLAs utilising cross age groups as part of our third strategic direction. This resulted in increased levels of engagement and a corresponding shift in student performance data in social skill and communication. The commencement of a school wide standardised assessment tool for instructional groupings was commenced and a communication profiling tool to inform teaching and learning of our students was completed.

In 2017 our school will continue to focus on embedding Mind matters into the PBEL framework with formalised programs and consistent language to reflect this. We are also focusing on including parent and carers in our MindMatters journey with planned information sessions for parents based on survey results. To further strengthen our well- being programs a well-being goal will be included in students individual program goals and data from these tools will be included in all reporting of student performance.

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**TEACHING ELEMENTS**

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| **ELEMENT** | **Delivering** | **Sustaining and Growing** | **Excelling** | **2017** |
| **Effective Classroom Practice** | All students engaged in relevant learning and evidence based pedagogy used by all teachers across the school | Regular use of IEP data by teachers to evaluate effectiveness of teaching practices | Leadership team provides opportunities for mentoring of staff and observation of best practice through PDP process | Continue to engage in professional learning to ensure all pedagogy is evidence based and relevant to students learning needs. |
| **Data skills and Use** | IEP data collected regularly  PBEL data collected each term  Mind Matters data collected and shared with staff | Data collected from parents and staff regarding positive mental health and positive behaviour | Data used at a high level by all staff to assess students, inform programming and to evaluate program effectiveness | Continue to develop and streamline data collection process and timely data review sessions.  Include data collection from community settings for planning of future student goals. |
| **Collaborative Practice** | Collaborative programming across stages and groups  Consistent language used across the school as per PBEL  Stage teams review programs and program data at the end of each term | Collaborative planning with therapists, parents and interagencies  Team teaching across classes and stages  Feedback from mentors and supervisors as per PDPs, regular meetings between teachers and mentors | Stage teams regularly co-program and team teach targeted KLAs | Continue to formalise and further develop mentoring programs.  Expand the Co-Programming for additional KLAs |
| **Learning and Development** | Completed PDPs with goals achieved by all staff  Regular professional learning sessions held at weekly staff meetings | All professional learning sessions outside of school are shared by participants with the whole staff  Development of continuum for literacy and numeracy, whole school sessions on improving literacy and numeracy outcomes | Teachers actively plan their professional learning goals and seek additional learning from colleagues regularly | On-going professional learning with a focus on publishing the numeracy project completed in 2016  Continued professional learning and dialogues regarding communication systems and positive mental health |
| **Professional Standards** | Accreditation achieved by two staff members with more commencing in 2017  Standards embedded into teacher PDPs  Commitment to ongoing professional learning by all staff | All staff work beyond their classrooms on projects or community programs to improve students curriculum access and outcomes | Staff share expertise and knowledge across the school informally | Create more opportunities for teachers to regularly share expertise and further develop contemporary content knowledge and evidence based practice. |

**Evaluation**

Overall our assessment indicated that we are operating at the sustaining and growing level with indications of excelling in data skills and use, learning development and professional standards. Staff develop data based individual education programs from every student in their class and data is collected daily to inform teaching and to evaluate progress. The nature of our diverse student population requires a level of collaborative planning between staff, parents, therapists and other agencies which ensures programs are tailored to individual student need. In 2016 we continued to engage with the Mind Matters framework to promote positive mental health and completed several professional learning modules to improve staff awareness of the link between mental health and student engagement. We completed a learning continuum for numeracy aligned to the BOSTES continuum as well as a support document containing assessment and teaching strategies and created resource boxes for each stage linked to the document.

All teaching staff at Cromehurst actively plan their professional learning goals and work beyond their classrooms on projects or community programs to improve student outcomes and curriculum access and systems are in place to ensure regular feedback and mentoring is provided to staff. Our assessment indicates that there is a need to continue and expand opportunities for staff to share their expertise and further develop contemporary content knowledge and evidence based practice which will continue to be a focus in 2017.

**SCHOOL EXCELLENCE FRAMEWORK-PERFORMANCE MATRIX CROMEHURST SCHOOL 2016**

**LEADING ELEMENTS**

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| **ELEMENT** | **Delivering** | **Sustaining and Growing** | **Excelling** | **2017** |
| **Leadership** | The school provides a range of opportunities for parents to engage in school based activities  Several meetings per year with parents as well as invitations to special events | Productive relationships exist with external providers such as local schools, TAFE and post school settings  Leadership opportunities are provided in line with succession planning | Each member of the executive team has portfolios linked to their expertise | Formalise succession planning as part of PDP and mentoring process |
| **School planning, Implementation and Reporting** | All school community members consulted in school planning goals.  Regular communication to parents vis electronic newsletters, websites and communication books | All staff aware of the strategic directions in the school plan and involved in collaborative planning to achieve the annual milestones. Regular review and monitoring of progress is embedded into daily practice by executive in collaboration with all staff | The school utilises feedback from staff and community members to evaluate their systems and processes annually. | Review of the milestone plan in regard to realistic timeframes for achievement  Formalise systems to involve parents more in the delivery of our programs aligned to the school plan |
| **School Resources** | Schools resources are well planned to meet the diverse needs of all students with ability to respond to sudden emerging need vis new enrolments or changes to existing students educational and social needs. | All resources including physical and staffing are used flexibly to maximise learning outcomes.  Additional resources obtained via grant applications to support programs which complement the school plan (sensory garden, earn and learn, sporting schools, premiers sporting challenge) | School facilities are used by the wider school community with plans to expand this further. | Further optimise the use of school facilities for current school community use and other community users. A process continues with AMU for the tendering of our pool facilities.  Ensure all executive and administrative staff are provided with on-going training and support of the new LMBR system for finance and student management. |
| **Management Practices and Processes** | School executive feeds back to staff with daily morning briefings  Executive portfolios streamlines to ensure all school management systems work effectively  Consultation regarding administrative operations is provided to staff and community members through weekly stage and whole school meetings | School website  Electronic newsletters  School community events.  Information is disseminated to families regarding outside community events, seminars and services. |  | Continue to explore additional methods of collecting feedback from parents in regard to school initiatives and practices.  Focus on greater involvement by families in positive well-being programs by providing information sessions on topics identified by parents. |
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**Evaluation**

Self-assessment indicates that overall we are operating at the sustaining and growing level. We have productive relationships with external providers such as TAFE, interagencies and local schools and these relationships involve regular contact and planning meetings. Our school provides opportunities for parents to engage in school based activities and regular planning meetings occur with parents at least twice per year. All staff are aware of the school plan and our strategic directions and school wide reviews of our progress towards our annual goals are led by executive and program leaders regularly. Successful, productive systems are in place to ensure effective daily communication to staff and executive portfolios are streamlined to ensure school management operations are effective with systems for succession planning in place. Our matrix indicates that all resources including staff are used flexibly to maximise learning outcomes and are responsive to emerging need. There is regular communication to families regarding both school operations and community events and services via electronic weekly newsletters, our school website and communication books between home and school.

Our assessment indicated that in 2017 we need to plan to optimise the use of school facilities and explore additional methods of collecting feedback from parents in regard to school initiatives and practices.