Bay View School is a school for specific purposes (SSP). It caters for students with severe and moderate intellectual and physical disabilities from preschool to Year 12. It has ten support classes with a current enrolment of sixty students. The staffing allocation provides for a non-teaching principal, three assistant principals, seven teachers and seven School Learning Support Officers (SLSOs). Bay View School has an average FOEI of 60 and draws from a wide geographical area of Sydney. At Bay View School, data from external measures is limited and the school relies heavily on internal measures.

**About Bay View School**

**Domain: Learning**

**Element: Student performance measures**

**Statement of Excellence**
In schools that excel, students consistently perform at high levels on external and internal school performance measures.

**The school’s strategic directions for 2015 – 2017 are:**

- Student learning
- Staff learning
- Learning within and beyond the school.

The school has linked its strategic priorities to the School Excellence Framework and has in place evaluation structures to monitor progress through its milestones.
What are the practices in our school that support student performance

School Plan:

- At Bay View SSP personalising learning underpins the way programs are delivered and outcomes are measured. Teachers engage in regular assessment of student learning goals, critically reflect on learning programs and have implemented a tracking system to monitor students’ academic outcomes, physical, emotional and sensory needs.
- Technology profiles detail the specific technology tools to support each student’s access to learning. Detailed student profiles provide a summary of each student’s functional skills (e.g., communication, social competence, mobility/physical management), health conditions, medication and any therapy intervention.

The following practices underpin student performance measurement:

- Personalised Learning Plans (PLPs) identify learning priorities developed collaboratively with families and stakeholders, and specify indicators of achievement towards learning priorities.
- PLPs record each student’s achievement of personalised learning goals.
- Reflections on student performance are collected every five weeks and used to develop teaching and learning programs.
- Class programs include individualised learning outcomes.
- Communication books provide a daily record of student activities.

Other school practices:

- Teachers use prompting to support learning. Changes to prompting requirements provide information about student progress and performance. Prompting data is recorded.
- Annual transition strategies incorporate detailed handover documents, which are used in collaborative review meetings.
- Formative assessment strategies are used to elicit student feedback.
- Implementation and review of the First Five Weeks program provides timely information on student function and contributes to effective goal setting.
- School reports incorporate a four point Personalised Reporting Scale to describe goal achievement ranging from: Beginning, Occasional, Frequent, and Independent.

Where will we find the evidence of impact? What data will we use?

The school’s analysis indicates:

PLPs are the primary source of data, with student progress measured against the attainment of individual student goals. NSW BOSTES Year 7–10 Life Skills Outcomes Worksheets provide a progressive record of the Life Skills outcomes achieved by a high school aged student, for each Key Learning Area (KLA) in a given year, or across a number of years. Primary school aged students achieve outcomes from the NSW Curriculum K-6 detailed within their PLP. School reports provide comparative data from mid-year reports to end of year reports.

A review of documents, including five weekly reviews, reflection documentation, prompting tracking sheets and student to teacher feedback, highlights student performance across a range of indicators including health, well-being and academic progress. PLP case meeting notes record family and student feedback and highlight additional student performance information. End of year handover documents also provide comprehensive summative student performance information.

Handover documents contain information about:

- classroom positioning
- communication tools and strategies
- technology support
- therapy support
- physical management equipment
- playground matters
- student feedback (program and peer likes/dislikes)
- personal care/toileting matters
- medical information and administration of medication
- respite details, if applicable
- mealtime schedule behaviour management strategies
- goal achievement
- future priority areas.
Sources of data analysed

BOSTES Life Skills Worksheets
Class reflection notes
First Five Weeks checklists
Handover documentation and student profiles
Personalised Learning Plans
PLP Case Meeting notes
Prompting data
Student reports

Other sources of data that could be used

Classroom observation data
Formative assessment data
Photographic information
Program and lesson plans

When we analyse our data what does it tell us?

The analysis shows that the school has significant data on individual student performance, including information about the students completing the Higher School Certificate.

All learning goals are collaboratively developed with input from families, therapists, specialists and relevant agencies. In response to detailed assessment, timeframes and expectations are individualised. The PLPs show all students achieve learning goals within expected timeframes; however, not all students achieve learning gains in a linear fashion (for example, students with degenerative conditions).

Learning goals are revised based on current observations, new information, monitoring and strong professional collaboration. Teachers and School Learning Support Officers (SLSO) use specifically allocated reflection time to review each student’s goal attainment and plan for further learning. PLP Case Meeting notes show evidence that families are valued as partners in their student’s learning.

The First Five Weeks Checklist provides the scaffold for individual student learning. The checklist enriches teacher and SLSO knowledge of each student’s academic, physical, and health care needs, ensuring accurate risk management planning.

Prompting data shows evidence of student performance in all key learning areas, on a four point scale (beginning, occasional, frequent and independent).

School Excellence Framework: Student Performance Measures

**Delivering**

The school achieves value-added results.

Students are at or above national minimum standards on external performance measures.

Students are showing expected growth on internal performance measures.

**Sustaining & Growing**

The school achieves good value-added results, and/or

Around 20 per cent of students achieve at high levels of performance on external performance measures.

Students are showing higher than expected growth on internal school performance measures.

** Excelling**

The school achieves excellent value-added results, and/or

Most of its students achieve at high levels of performance on external performance measures.

Performance for equity groups within a school is comparable to the performance of all students in the school.
Why is this school Delivering?

Student performance is measured against comprehensive baseline data. PLPs set expectations for student growth across a range of indicators. Teachers include expected growth and indicators of achievement in PLPs. Teachers address learning priorities within a KLA framework. The reflections of class staff show regular monitoring and evaluation of student progress. Teachers modify learning priorities and goals to elicit improvements. For students with deteriorating conditions, regular reflection results in modification of learning priorities. The handover session information at the end of the year provides for continuity of learning. Year 7-10 Life Skills Outcomes Tables reflect student growth across KLas.

What does this school need to do to reach Sustaining and Growing?

In order to move practices to Sustaining and Growing, the school needs to strengthen goal setting and success criteria understandings, and develop a more rigorous approach to analysing individual student performance data. A focus on quantifying the available data will support the school to provide evidence of Sustaining and Growing. It is important to note that SSPs do not receive value-added data reports.

Planning for the future – what do we need to do next?

Strengthening Practice

- Enhance teacher and student feedback mechanisms and enrich formative assessment practices.
- Strengthen the expectations for learning for students with Key Learning Areas.
- Establish a Community of Practice with other schools focusing on student performance/assessment practices, evaluative thinking and data analysis.

Strengthening Evidence

- Formalise the inclusion of quantifiable and trend data in professional conversations and documents.
- Quantify existing data, eg prompting data and analyse this data for trends.
- Include a continuum of learning for each student in the handover documentation.

To develop student performance measures, schools could consider the following:

Practices

- Building Capacity: Data Walls and Case Management, Lyn Sharratt
- Using Student Data to Guide Change
- Formative Assessment Journey to Excellence, Dylan William
- Creating Professional Learning Communities with Impact, Alma Harris et al
- Evaluative Thinking Toolkit, Futures Learning Unit