

Murray Bridge Special School Improvement, Accountability and Review Policy

This policy sets out the expectations for all staff at Murray Bridge Special School for quality assurance, and maximising each young person's learning through a process of continuous review, improvement and accountability. It clarifies the roles and responsibilities of all staff in being accountable for clear, measurable improvement goals and plans, effective planning, strategic intervention, evaluation and reporting through quality self-review processes to guide and monitor improvement and meet policy compliance requirements.

Purpose

This policy sets out the expectations for quality assurance to our school communities and the system about the performance of Murray Bridge Special School, and establishes the expectations for staff to be accountable for:

- Specific, Measurable, Achievable, Realistic, Time-bound, Agreed, and Reviewed (SMARTAR) goals for learners to achieve and exceed as documented in their One Plan
- effective planning, strategic intervention, evaluation and reporting processes to guide and monitor improvement
- quality self-review processes based on data and evidence
- effective processes for policy compliance and accountability
- clear and transparent performance reporting measures

Policy Detail

The Improvement, Accountability and Review policy outlines the key features of Murray Bridge Special School's approach to lifting attainment of learning and development outcomes through a process of continuous review, improvement and accountability.

At Murray Bridge Special School learner's One Plans provide criteria and expectations to guide and support improvement planning.

Murray Bridge Special School will engage in both external and ongoing internal self-review processes.

Self-review is a forward looking professional process undertaken by Murray Bridge Special School on a continuous basis, and the use of data and evidence is integral to the rigor and effectiveness of the process.

External reviews of Murray Bridge Special School will be conducted by the Review Improvement and Accountability team. The purpose of external school reviews is to validate and challenge the rigor of school internal review and improvement processes, and evaluate school performance in relation to student achievement progress.

External review processes for the Murraylands Partnership group occur annually. These allow Murray Bridge Special School to validate, account for, and look for opportunities to work with Partnership colleagues to improve the learning outcomes of all learners.

Requirements under this Policy

The principal Murray Bridge Special School is accountable to the Education Director for the performance of Murray Bridge Special School, and learning facilitators and school services officers are accountable to the principal for the progress of learners.

The principal in collaboration with staff will:

- use data and evidence to regularly monitor learner achievement and progress over time
- develop and implement a Murray Bridge Special School Improvement Plan (SIP) that aligns with the DECD Strategic Plan and Murray Bridge LET (Local Education Team) Portfolio Priorities, and includes planned actions based on recommendations from external review processes
- plan and implement evidence based intervention strategies addressing identified targets, outcomes, and learning needs that are designed to maximise learner outcomes and achievement
- conduct an annual self-review
- publish an Annual Report that describes Murray Bridge Special School's performance, the self-review processes, and SIP improvement and accountability outcomes

The principal Murray Bridge Special School in collaboration with school staff, will participate in an external school review (ESR) process at least every four years, and priority reviews as required. The external school review report will be published on the Murray Bridge Special School website within four weeks of receipt.

Findings of external review processes will be implemented with the support of the Education Director and, as appropriate, Department for Education and Child Development (DECD) operational units.

Evidence Based Improvement

The use of data and evidence based information for establishing the learning and development outcomes of learners at Murray Bridge Special School forms the basis of improvement planning, target setting, intervention for improvement and performance reporting. Central to determining Murray Bridge Special School site performance is evaluation against SMARTAR goals set in learner One Plans.

Self-Review

Rigorous self-review processes help Murray Bridge Special School to improve. It gives the whole school community regular opportunities to explore, discuss and make informed decisions about our learners progress, improvement and achievement. It is the key process for monitoring progress against goals set in learners One Plans, and to review the effectiveness of improvement and intervention strategies.

Murray Bridge Special School will undertake rigorous and evidence based self-review processes to monitor and evaluate progress towards achievement of goals set in learner One Plans, and the attainment of identified targets and priority outcomes.

The self-review process is ongoing, involving repeated cycles of evidence gathering, analysis, planning and action. The outcomes of these processes are reported formatively at regular intervals, and summatively in Annual Reports and on completion of major improvement programs and reforms.

Examples include:

Review Activity	Purpose	Responsibility	Frequency	Outcome
Learning Facilitator Meeting	Information Sharing Professional Learning	Learning Facilitators	Weekly	Improved Learner Achievement* Quality Staff Development* m
Whole of Staff Meeting	Information Sharing Professional Learning	All Staff	Termly at a minimum/as needed	Improved Learner Achievement * Quality Staff Development* m
Week 5/6 Review	Analyse specific aspects of learning and learning facilitation	Learning Facilitators, School Services Officers to provide feedback via Learning Facilitators	Termly or more frequently as needed	Improved Learning Teams * Improved Work Health Safety * Improved Duty of Care * Improved Learner Achievement * Quality Staff Development* m
Special Educator Network/PLC	Information Sharing Professional Learning	Learning Facilitators	Twice Termly	Improved Learner Achievement * Quality Staff Development* m
Special School Leaders Association Network/PLC	Information Sharing Professional Learning	Principal and Leadership Team	Termly	Improved Learning Teams * Improved Work Health Safety * Improved Duty of Care * Improved Learner Achievement * Quality Staff Development* m
Murraylands Partnership Meeting	Information Sharing Professional Learning	Principal and Leadership Team	Twice Termly	Improved Learning Teams * Improved Work Health Safety * Improved Duty of Care * Improved Learner Achievement * Quality Staff Development* m

Partnership Special Options Committee	Information Sharing Professional Learning	Principal	Termly	Improved Learning Teams *m Improved Work Health Safety *m Improved Duty of Care *m Improved Learner Achievement *m Quality Staff Development*m
School Council Meeting	To assist achieve long and short term school community goals	Principal and Representatives	Once Termly	Long and short term school community and personalised learner goals achieved *m

Review Activity	Purpose	Responsibility	Frequency	Outcome
Finance Audit and Budget Cycle	To assist achieve long and short term school community goals To identify trends and issues	Principal, Finance Officer	Monthly or more frequently if required	Improved Learner Achievement *m
Safety Task Action Reporting System	Improve Work Health Safety To identify trends and issues	Principal	Fortnightly	Improved Worker Safety *m
Nationally Consistent Collection of Data	To assist map the learning and care requirements of young people with additional support needs To identify trends and issues	Principal	Annually	Improved Learning Teams *m Improved Work Health Safety *m Improved Duty of Care *m Improved Learner Achievement *m
DECD Students with Disabilities Report	To identify trends and issues To assist map the learning and care requirements of young people with additional support needs	Principal	Termly	Improved Learner Achievement through research and learning identified by learning cohorts e.g. autism spectrum disorder, complex multiple disability *m

Australian Early Development Census	To assist map the learning and care requirements of all young people To identify trends and issues	Principal	Annually	Improved Learner Achievement through research and learning by identified cohorts e.g. socio/economic, cultural background, disability *m
Assessment and Reporting Cycle	To assist Learning Facilitators plan to achieve long and short term personalised learning plan goals	Principal and Learning Facilitators	Refer to Document	Improvement in achieving learner long and short term Personalised Learning Plan goals *m
Review Activity	Purpose	Responsibility	Frequency	Outcome
Individual Student Developmental Assessment	To assist Learning Facilitators plan to achieve long and short term personalised learning plan goals	Learning Facilitators	Ongoing	Improvement in achieving learner long and short term Personalised Learning Plan goals *m
Individual 'Data, Data, Data' Collection against specific curriculum	To measure individual learner progress against specific curriculum and benchmarks	Learning Facilitators	Ongoing	Improvement in achieving learner long and short term Personalised Learning Plan goals *m
Continuous Improvement Plans	To assist Learning Facilitators track, monitor and celebrate their progress toward achieving learner and school community goals and targets	Principal, and Learning Facilitators	Fortnightly more frequently if time permits or if required Terms 2 - 4	Achievement of learner and school community goals and targets *m Quality Staff Development*m
One Plan and One Plan Review meetings	To assist Learning Facilitators plan to achieve SMARTAR One Plan goals An information exchange between school staff and families about	Principal and Learning Facilitators	Ongoing One Plan Review meetings occur termly and more often if required	Improvement in achieving learner One Plan SMARTAR goals *m Achievement of school community goals and targets *m

	learning and learning aspirations			
Annual Data To Inform	To identify trends and issues To assist achieve long and short term school community goals	Principal, Learning Facilitators and School Services Officers	Annually	Improvement in achieving learner One Plan SMARTAR goals *m Achievement of school community goals and targets *m

External Review

External Review of Murray Bridge Special School aims to add value to self-review by providing validation and challenge in relation to findings, the rigor of improvement practices, and capacity to achieve and sustain improvements over time.

In schools, a cycle of four year external school reviews are scheduled by the Director, Review Improvement and Accountability.

An external school review of Murray Bridge Special School will be conducted by a review panel consisting of a Review Officer, who leads the review, and at least one trained Review principal.

External school reviews will evaluate Murray Bridge Special School performance in relation to student learning informed by the School Performance Data Dashboard and school based data sets and evidence.

The evaluation will encompass the extent to which Murray Bridge Special School's performance has been supported in the focus areas of effective teaching, effective leadership, school – community partnerships and improvement, as described in the external school review framework.

Policy Compliance

Policy compliance serves to build public confidence. Murray Bridge Special School will provide evidence that legislative and policy requirements are adhered to and implemented as required. The principal Murray Bridge Special School will review policies and procedures continually to ensure compliance, and inform all members of the school community of their respective responsibilities.

The principal Murray Bridge Special School will be directed and/or guided by the requirements outlined in the annual 'Site Reporting Companion – A consolidated guide for DECD sites'.

Performance Reporting

Performance reporting provides transparent public accountability regarding the quality of a site's performance and effectiveness.

At Murray Bridge Special School an Annual Report is presented to the school council and community with comprehensive information about learner achievement and development, progress, effectiveness of improvement strategies, resource management, and compliance requirements.

In relation to external review reports and findings, the external school review report identifies areas of effectiveness and areas that require improvement. The confirmed external school review report will be presented to the principal, School Council chairperson and education director within six weeks of the review, and published on the Murray Bridge Special School's website within four weeks of being received.

Once review reports are finalised and available for publication, the principal Murray Bridge Special School will implement the report findings and regularly monitor the effectiveness of associated actions.

The education director will support the principal Murray Bridge Special School to address and implement the recommendations from all external review processes.

Roles and Responsibilities

The principal Murray Bridge Special School will:

- be accountable to the education director for the performance of Murray Bridge Special School and learning facilitators and school services officers are accountable to the principal for the educational progress of their learners
- in collaboration with staff, undertake self-reviews that result in judgments about the achievement of SMARTAR learning goals negotiated in One Plans and the effectiveness of site processes for maximising learner achievement
- work with staff members to develop their skills and build capacity to deliver higher standards of achievement and improved outcomes for young people through improvement processes that support quality teaching and learning programs, and maximise learner engagement, intellectual challenge and achievement
- work with staff and learners, families and community to strengthen engagement in decisions about local provision
- implement recommendations from external review processes

The learning facilitators/school services officers will:

- account to the principal for the progress of their learners
- participate in all processes that address the requirements of this policy
- develop their skills and capacity to promote higher standards of achievement and improved outcomes for our young people