

School Strategic Plan Sale Specialist School School No. 5175 2015 to 2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Shelagh Donegan</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Jane Nash (School Council President)</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

<p>Purpose</p>	<p>To provide excellence in Special Education in a supportive and caring environment through the provision of comprehensive individual learning programs that</p> <ul style="list-style-type: none"> - meet the needs of and challenge individual students while building on their abilities - enable students to achieve their social, emotional, physical and intellectual potential - allow students to develop a level of independence, life skills, self-worth and confidence necessary to live as an integral part of the community - ensure learning is a partnership between home and school, with clear communication - further community awareness and acceptance of people with a disability - foster a school community where all are known, cared for and valued
<p>Values</p>	<p>Sale Specialist School Community values respect, acceptance, support, communication, teamwork, and commitment.</p> <ul style="list-style-type: none"> • Show Respect for and value <ul style="list-style-type: none"> - self and others individuality, uniqueness, achievements, views, dignity, privacy and property - the individual in striving for realistic goals to achieve their potential • Act responsibly by <ul style="list-style-type: none"> - supporting and caring for students, staff, families at all times - promoting a culture of open and honest communication throughout the school community - developing clear expectations - taking responsibility for your own actions - making safe choices and look out for yourself and others • Be your best and keep trying <ul style="list-style-type: none"> - ask for help when you need it - make the most of opportunities

Environmental Context

Sale Specialist School is the only specialist setting servicing a broad area extending across the Shire of Wellington catering for children from 5 to 18 years of age all of whom have an intellectual disability. Many students face additional challenges including physical disabilities, autism, sensory loss, social, emotional and behavioural disorders.

The school is currently spread over three campuses awaiting the construction of a new school on a single site.

The school currently has 70 students, 11.4 % of students reside in Out of Home Care (OHC), 34% of students are in 1 parent or blended families, other family situations include blended families, single parent families, foster care, permanent care, temporary care and care with extended families. 70 % of the student population are male and 10 % of the student population identify as aboriginal. Family backgrounds vary immensely with approximately 45% of students from low socio economic backgrounds.

The school employs 24.4 equivalent fulltime staff. Staffing consists of: a Principal, an Assistant Principal, 14 teachers (including an Early, Middle and Later Year's coordinator) and 18 Education Support Staff, including allied health professionals. The leadership team consists of the Principal, Assistant Principal, area coordinators and a representative from the allied health team.

The school supports students to achieve their social, emotional, physical and intellectual potential and develops students' habits to be lifelong learners. We encourage students to develop the level of independence, life skills, self-worth and confidence necessary to live as an integral part of the community. The school offers comprehensive programs focussing on individual learning goals in the following learning domains: Physical, personal and social learning (Health and P.E., Civics and Citizenship), Discipline Based learning (Arts, Mathematics, English, Science) and Interdisciplinary learning (ICT). VCAL foundation is offered at the Later Years level.

School Wide Positive Behavior Support (SWPBS) has been adopted to manage general discipline and challenging behaviors of students. Students with challenging behaviors are identified and management plans are formulated with families and allied health support in an attempt to assure the safety of all. The approach is supported through the use of Restorative Practices principles.

We work to provide comprehensive learning programs that meet the needs of and challenge individual

	<p>students while building on their abilities, but we are constrained by the facilities available. Having been originally designed for a student population of 15 the current size of the school population continues to place high stress on existing facilities and staff. The school is spread across three campuses, leading to inefficiencies in staffing and resources - staff are required to travel between campuses for teaching and administrative duties, resources are duplicated across campuses while larger bulky resources cannot be accommodated. Lack of ground space sees a lack of appropriate playground equipment for those students in the middle and later years. Many programs are delivered off site increasing costs to the school and to families. With students spread across three campuses we strive hard to maintain the cohesiveness of the school. Transition from one level of the school to another is disjointed due to the physical separation of the campuses and requires additional planning and resources. While the school staff constantly think laterally and work well as a team provision of a comprehensive learning programs is far more challenging than it should be.</p> <p>A Greenfield site has been purchased on which to construct a replacement school. There is funding available for master planning and stage one of the construction but completion of the project depends on additional funding from the state government in future budgets. The New School Planning Committee is currently working with architects planning the new school. If the remaining required funds are not received in the 2015 May budget there is a real possibility that we will be operating over four campuses.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> • The school provides all students with access to a broad, balanced, relevant and flexible curriculum with goals tailored to their individual needs, including skills for learning and life. • Teaching staff will continue to access professional development in order to ensure best practice in curriculum provision. • Diverse learning styles will be catered for and supported through use of a wide range of teaching strategies and learning technologies. • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school provides a safe and stimulating learning environment to enable all students to achieve their full potential. ▪ High achievable expectations are held for and by the learning community and all members within it

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	<i>To improve student outcomes in Numeracy</i>	<p>Annually 95% of students will achieve satisfactory to excellent progress towards their individual goals in all domains as measured by the Special Schools Curriculum Survey.</p> <p>Annually 95% Of VCAL students will have achieved all of the VCAL foundation numeracy outcomes before they graduate from school.</p> <p>By 2017 the following Parent Opinion Survey variables will be equal to or above the state mean:</p> <ul style="list-style-type: none"> - Transitions - Learning focus - Reporting <p>Annually the following Staff Opinion Survey Variables will be equal to or above the state mean for Specialist Schools :</p> <ul style="list-style-type: none"> - academic emphasis - collective focus on student learning - feedback 	<p><i>Build a high level culture of performance and development with a focus on developing instructional leadership capabilities</i></p> <p>Review the curriculum, assessment and reporting of numeracy across all levels of the school in line with the expanded</p>
Engagement	<i>Enhance students' connectedness to their</i>	<p>By 2017 the following Parent Opinion Survey variables will be equal to or above the state mean:</p> <ul style="list-style-type: none"> - School Connectedness - Connectedness to peers 	<i>Develop in members of staff, students and their</i>

	<i>peers, to the school and their engagement in learning</i>	<ul style="list-style-type: none"> - Transitions <p>Annually the following Staff Opinion Survey Variables will be equal to or above the state mean for Specialist Schools :</p> <ul style="list-style-type: none"> - Guaranteed and viable curriculum - Trust in students and parents <p>By 2016 a Student opinion Survey will be in place, administered on an annual basis and improvement will be shown in positive results</p>	<i>families a deep understanding of peer and school connectedness and engagement in learning.</i>
Wellbeing	<i>To improve the capacity of students to self- regulate their behaviours</i>	<p>By 2017 the following Parent Opinion Survey variables will be equal to or above the state mean:</p> <ul style="list-style-type: none"> - student safety - Classroom behaviour - behaviour management <p>Annually the following Staff Opinion Survey Variables will be equal to or above the state mean for Specialist Schools:</p> <ul style="list-style-type: none"> - Collective efficacy - staff trust in colleagues 	<i>Strengthen the ability of all members of staff to identify and manage major and minor behaviours</i>
Productivity	<i>Manage the school workforce plan and school budgets to enable the school to continue to provide a high level of service for the school community.</i>	<p>By 2017 the following Parent Opinion Survey Variables will be equal to or above the state mean:</p> <ul style="list-style-type: none"> - general satisfaction - school improvement <p>Annually the following Staff Opinion Survey Variables will be equal to or above the state mean for Specialist Schools:</p> <ul style="list-style-type: none"> - Feedback - Teacher collaboration 	<i>Develop a resource action plan to inform the requirements of the new school building</i>

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
		Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
<p>Achievement</p> <p>Build a high level culture of performance and development with a focus on developing instructional leadership capabilities.</p> <p>Review the curriculum, assessment and reporting of numeracy across all levels of the school in line with the expanded AusVels</p>	Year 1	<ul style="list-style-type: none"> ▪ Develop and provide training in the use of protocols for peer observation and feedback. ▪ Explore options, identify, trial and test strategies for teaching Numeracy. ▪ Review the implementation of the transition procedures 	<p>Develop a template to record evidence collected in peer observations. Provide in house PD for staff on use of template. Each teacher will have participated in at least two observation and feedback sessions.</p> <p>School to be represented on working party developing AUSVels numeracy a-d Additional student assessment tools identified in the area of numeracy Later years staff will have developed a matrix of numeracy skills required for vocational training and independent living</p> <p>Later Years staff to have reviewed transition agreement in place with George Gray Later Years staff to have developed an agreement with Mirridong for the transition of students from school to Mirridong Early and Middle years staff will have reviewed transition through the school and made adjustments for individual students</p>
	Year 2	<ul style="list-style-type: none"> ▪ Provide whole school PD/ training in the giving and receiving of feedback ▪ Document multiple sources of feedback to be used to inform the teaching and learning practices of all members of staff. ▪ Trial additional assessment tools identified in the area of numeracy 	<p>PD provided in the giving and receiving of feedback. Each teacher will have participated in two observation and feedback sessions as part of the PDP process</p> <p>A document stating sources of feedback to be used is in draft form</p> <p>Assessment tools trialled and documented within the Reporting and Assessment Plan for each level of the school</p>

		<ul style="list-style-type: none"> ▪ Implement the use of ABLEs a-d numeracy curriculum when it is released (note there is no timeline for this) ▪ Using Later Years matrix determine additional resources required for the teaching of numeracy at the later years level ▪ Review ILP format with a view to offering a continuum of goals in line with the Australian Curriculum and Victorian Essential Learning Standards (AusVELS) 	<p>ABLEs a-d numeracy adopted when it is available</p> <p>Identified resources purchased or where necessary itemised in budget requests for the following school year</p> <p>**note PASS schools are working with a commercial provider to develop resources to meet this need; we will not duplicate the work. We will adopt the continuum when it is available and review ILP/reporting format in line with the continuum and AusVELS</p>
	Year 3	<ul style="list-style-type: none"> ▪ To draft a document of an agreed process for peer observation and feedback including multiple sources of feedback to be used ▪ Review the implementation of the transition procedures and revise where necessary. ▪ Review the implementation of the transition procedures for Early and Middle Years (note this will change considerably once in a new school on one site) ▪ Implement the use of ABLEs a-d numeracy curriculum when it is released (note there is no timeline for this) ▪ Budget for additional resources required for the teaching of numeracy at the Later Years level ▪ Revise ILP/Reporting format in line with continuum of goals and potential changes in the area of numeracy. In recognition of student voice allow for student feedback in an appropriate format 	<p>A draft of an agreed process for peer observation and feedback will be in place. Agreed multiple sources of feedback to be used will be documented within the draft</p> <p>Later Years staff will have met with staff from the adult centres to review the transition agreements</p> <p>Additional resources required for the teaching of numeracy at the later years level purchased</p> <p>Revised ILP format will have been used for the school year The revised reporting format will have been used mid year and end of year, including student feedback</p>
	Year 4	<ul style="list-style-type: none"> ▪ Review document of agreed process for peer observation and feedback and make any agreed changes 	<p>An agreed documented process embedded for peer observation and feedback included in induction materials.</p>

		<ul style="list-style-type: none"> Review new ILP/Reporting format and implement agreed changes. 	New ILP /Reporting format adopted revised as agreed
<p>Engagement</p> <p><i>Develop in members of staff, students and their families a deep understanding of peer and school connectedness and engagement in learning.</i></p>	Year 1	<ul style="list-style-type: none"> Review the current social skills programs used in line with AUSVELS and audit existing resources <i>Audit the current school student leadership structure and document election and roles of leaders and revise where necessary</i> <i>Audit and document current play skills resources/programs and students needs within the Early Years level of the school</i> <i>Report on social skills in the school newsletters</i> 	<p>An outline of social skills programs used with each level of the school and existing resources documented</p> <p>A revised school student leadership structure is documented within the school curriculum plan</p> <p>An outline of play skills programs used at the Early Years level and existing resources documented. A tool to identify and assess play skills in place</p> <p>Format of school newsletter revised to include recognition and acknowledgement of social skills on an ongoing basis</p>
	Year 2	<ul style="list-style-type: none"> Investigate and document additional social skills program available in line with AUSVELS and identified which resource/s best meet students' needs <i>Trial the revised student leadership structure ensuring cross campus relationships are enhanced</i> <i>Explore other play skills programs and resources and document which best meets students' needs</i> 	<p>Social skills programs, in line with AUSVELS, that best meet student needs documented</p> <p>Document the revised student leader structure into the school curriculum plan There is a form of interaction between the campuses in place with student leaders meeting regularly</p> <p>Play skills program that best meets student needs documented</p>
	Year 3	<ul style="list-style-type: none"> Trial a range of social skills programs identified as best meeting students' needs , and identify which programs will be adopted as part of the school curriculum plan <i>Investigate differentiated leadership training available for School Leaders</i> Trial a range of play skills programs identified as best meeting students' needs , and identify which programs will be documented within the school 	<p>A range of social skills programs trialled and documented in draft format as part of the school curriculum plan.</p> <p>Leadership training provided for school leaders</p> <p>A range of play skills programs trialled and documented in draft format as part of the school curriculum plan.</p>

		<ul style="list-style-type: none"> curriculum plan 	
	Year 4	<ul style="list-style-type: none"> Implement the social skills program as a part of the curriculum plan and review as necessary Review effectiveness of leadership training for student leaders <i>Develop further opportunities for students to engage with each other when the school is consolidated on one site</i> Implement the play skills program at the Early Years level and report against students' progress as a part of the school curriculum plan and review as necessary. 	<p>Each area of the school is implementing the social skills program/s as documented in the school curriculum plan Students' progress in social skills will be included in their report</p> <p>Determine resources to be used to provide leadership training for future student leaders</p> <p>When the school is consolidated on one site students will be engaging in cross age programs</p> <p>The Early Years area of the school is implementing the play skills program as documented in the school curriculum plan. Students' progress in play skills is included in their report under the strand of personal learning.</p>
Wellbeing <i>Strengthen the ability of all members of staff to identify and manage major and minor behaviours.</i>	Year 1	<ul style="list-style-type: none"> Assist staff to consistently identify and manage behaviours using the SWPBS framework Develop a staff survey to ascertain the level of understanding of major and minor behaviours Provide whole school professional learning to adopt the SAFEMinds framework Trial and if appropriate Implement the Stop, Think Do and the Alert programs 	<p>Professional Development conducted with all staff to revise the current SWPBS framework and resources utilised</p> <p>All staff utilising the <i>SWPBS tools</i> to provide evidence of the level of understanding of minor and major behaviours</p> <p>All staff will have participated in PD relating to SAFEMinds framework and online resources</p> <p>The Alert program will have been trialled in three EY classes The Stop think Do Program will have been trialled in two Middle Years and one Later Years classes</p>
	Year 2	<ul style="list-style-type: none"> Develop protocols for identifying and managing behaviours which may escalate into major behaviours. 	<p>Draft protocols for identifying and managing behaviours which may escalate into major behaviours are in place</p> <p>SAFEMinds tools and resources are being used when</p>

		<ul style="list-style-type: none"> Integrate SAFEMinds tools and resources with existing planning for students identified with mental health concerns Evaluate and expand the trial of the Alert program across all Early Years classes Evaluate and expand the trial of the Stop Think Do program across all Middle Years and Later Years classes 	<p>planning for students identified with mental health concerns</p> <p>The Alert program introduced in all Early Years classes</p> <p>Stop Think Do introduced in all Middle Years and Later Years classes</p>
	Year 3	<ul style="list-style-type: none"> Review protocols for identifying and managing behaviours which may escalate into major behaviours and document within SWPBS framework Work with Wellington Network Staff to Develop protocols for managing students with mental health concerns Develop a draft document for the implementation of Alert program across the Early Years Develop a draft document for the implementation of Stop think Do program across Middle Years and Later Years 	<p>Protocols identifying behaviours which may escalate into major behaviour reviewed and documented within SWPBS framework</p> <p>Draft protocols for managing students with mental health concerns in place</p> <p>Draft document in place for the implementation of the Alert program across the Early Years</p> <p>Draft document in place for the implementation of the Stop think Do program across Middle Years and Later Years</p>
	Year 4	<ul style="list-style-type: none"> Review the protocol for managing students with mental health concerns in partnership with Wellington network staff and document with SWPBS framework Document agreed process for the implementation of the Alert program within the SWPBS framework 	<p>Protocol for managing students with mental health concerns reviewed and documented within SWPBS framework</p> <p>Implementation of the Alert program documented within the SWPBS framework , included in the school curriculum plan and implemented by teaching staff</p>

		<ul style="list-style-type: none"> Document agreed process for the implementation of the Stop Think Do program within the SWPBS framework 	Implementation of the Stop Think Do program documented within the SWPBS framework , included in the school curriculum plan and implemented by teaching staff
Productivity <i>Develop a resource action plan to inform the requirements of the new school building.</i>	Year 1	<ul style="list-style-type: none"> Form a School Planning team with community and student representation Work in close liaison with architects to ensure the new school buildings will cater for all students during the master plan and schematic design phase Provide appropriate professional learning to enable school leaders to fulfil their instructional leadership roles Redefine the role and responsibilities of the Student Wellbeing Officer Develop further community relationships and connections Work with local network and support agencies to improve the management of students with specific needs 	<p>A New School Planning Team (NSPT) will have met on a regular basis. Students will have been consulted when appropriate through the student leadership group</p> <p>New School Planning Committee report regularly to the school community, NSPT will have met regularly with the architects and school community input will have been sought. Planning will be finalised during 2015 It is expected construction will commence late 2015 if budget allocations are made</p> <p>Targeted staff (Middle Years & Later Years leaders and allied health representative) will have participated in a Middle Level Leadership Program. (Peter Cronin- Facilitator)</p> <p>The role of the Student Wellbeing Officer will be redefined and clearly documented distinguishing the role from that of Chaplain</p> <p>To document the minimum requirement for organisation of school community activities as part of area leader roles</p> <p>The process to identify and refer to appropriate agencies will be discussed and developed in draft form. Discussions with Network Coordinator and local support agencies will clarify the correct agency for specific referrals</p>
	Year 2	<ul style="list-style-type: none"> Work in close liaison with architects to ensure the new school buildings will cater for all students during the construction phase to ensure issues are dealt with promptly with students' needs in mind 	Members of the NSPT will continue to meet with the architects/construction team during the construction phase. Planning for furniture, appliances and specialist equipment will be completed during construction. Students will have been consulted when appropriate through the student

		<ul style="list-style-type: none"> ▪ Provide appropriate professional learning to enable school leaders to fulfil their instructional leadership roles ▪ Consider redefining the name and the roles of Section Coordinators to place an emphasis on leading and learning. E.g. Early Years Leader ▪ Review the documented role and responsibilities of the Student Wellbeing Officer and revise if there are any agreed changes ▪ School staff to follow the documented process to refer to appropriate agencies 	<p>leadership group</p> <p>As part of their PDP Targeted staff who participated in the Middle Level Leadership Program will identify a specific focus for personal development</p> <p>A draft role description for a leader at each level of the school focusing on leading and learning will be in place</p> <p>The role of the Student Wellbeing Officer will be redefined and documented distinguishing the role from that of Chaplain</p> <p>Revise process following staff and agency feedback and amend document as necessary</p>
	Year 3	<ul style="list-style-type: none"> ▪ Work in close liaison with architects to ensure any defects or issues with the new school are rectified promptly ▪ Review the draft role description for a leader at each level of the school focusing on leading and learning and revise including agreed changes. <i>It is expected changes will be identified as we move into a new school on one site</i> ▪ Develop further community relationships and connections 	<p>The school will have moved to the new site</p> <p>During the first year of occupation of the new school the planning team will continue to meet on a regular basis to identify problems/issues to be rectified. Students will have been consulted when appropriate through the student leadership group</p> <p>The role of the leader at each level of the school focusing on leading and learning will be clearly documented</p> <p><i>With the move to a new school there will be space to provide opportunities for members of the school community, and wider community, to meet and be involved on a daily basis. Opportunities will be developed and identified.</i></p>
	Year 4	<ul style="list-style-type: none"> ▪ <i>By 2017 it is expected that we will have moved into the new school. Moving from three campuses to one site will resolve many existing problems but it will also present a range of new issues to deal</i> 	

		<i>with. This planning will be undertaken when needs have been identified</i>	
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