

School Strategic Plan 2018-2022

Sale and District Specialist School (5175)



SALE & DISTRICT **SPECIALIST SCHOOL**

Submitted for review by Shelagh Donegan-Bragg (School Principal) on 23 March, 2019 at 05:00 PM
Endorsed by Craig Felstead (Senior Education Improvement Leader) on 25 March, 2019 at 01:25 PM
Endorsed by Jane Nash (School Council President) on 27 March, 2019 at 11:14 AM

School Strategic Plan - 2018-2022

Sale and District Specialist School (5175)

School vision	<p>Sale & District Specialist School provides a safe environment for learning where all members of the school community feel valued and respected.</p> <p>Comprehensive learning programs: meet the needs of and challenge individual students while building on their abilities, enable students to achieve their social, emotional, physical and intellectual potential and support students to develop a level of independence, life skills, self-worth and confidence necessary to live as an integral part of the community.</p>
School values	<p>Sale & District Specialist School has a culture of key expectations of all members of the school community. Those expectations are,</p> <ul style="list-style-type: none">- Show Respect - for others, ourselves and our environment. We are committed to accepting each other as we are and valuing our strengths and differences.- Act Safely - at all times. We are committed to the promotion of positive behaviours and creating environments that ensure the wellbeing of every member of the school community.- Be Responsible - at all times. We are committed to supporting and caring for each other, for being accountable for our actions and encouraging all to achieve independence.
Context challenges	<p>Sale & District Specialist School sits in the Department of Education and Training Outer Gippsland area, and is just over a two and a half hour drive from Melbourne. It is the only specialist setting servicing a broad area extending across the Shire of Wellington, an area covering almost 11,000 square kilometres. The school caters for primary and secondary students with an intellectual disability. Many students face additional challenges including physical disabilities, autism, sensory loss, social, emotional and behavioural disorders.</p> <p>The school has a comparatively short history but has undergone many changes in its time; 'Jerendine' moved to a purpose built school, built for 15 students in 1985, the school continued to grow over the years, was renamed three times, opened a second campus in 2008, grew to three campuses in 2014 and then Sale & District Specialist School commenced the 2018 school year in a new, purpose built school to cater for 144 students.</p> <p>While numbers continued to grow steadily over a 25-year period an anomaly in the rate of growth over two consecutive years saw 14 students leave the area and the school. The school commenced the 2019 school year with approximately 69 students, 50 male and 19 female, aged from five to 18 years, all are funded through the Programs for Students with Disabilities under the criteria of Intellectual Disability, at varying levels.</p>

Less than half (45%) of the students enrolled live with both parents, the remaining (55%) live in various family structures including single parent families, blended families, permanent care, foster care and extended family care. Family circumstances vary greatly with approximately 87% of students receiving Camps, Sporting Excursion Fund (CSEF) monies. Koorie students make up 13% of the school's enrolment. The 2019 Student Family Occupation Employment Index (SFOE) is 0.5993.

Generational poverty, trauma, the nature of disability, mental health issues, substance abuse and child protective challenges impact a cohort of our students, these students and their families require intensive support from Teachers, Education Support Staff and the Wellbeing Team.

As a Specialist School, we face the challenge of meeting the broad range of curriculum needs of learners across each classroom for planning and differentiated teaching. The rate of learning for students with severe intellectual disability is incremental and can evidence regression.

The school structure operates across primary school and secondary school area. Each of the areas has a leader who forms part of the School Improvement Team. At the start of the 2019 school year, the primary area has 39 students across six classes while the secondary area has 30 students across four classes.

The school employs 28 people, many of who are part time, with a staffing profile of: a fulltime Principal, Assistant Principal teaching part time, 11.4 (EFT) teachers working alongside 10.2 (EFT) education support staff to deliver classroom programs. Eight of the teachers have special education qualifications while two teachers are currently working towards special education qualifications. The office staff consist of a Business Manager (0.8) and a fulltime Office Administration Assistant. The current therapy staff consists of 0.2 (EFT) Speech Pathologist and 0.2 (EFT) Occupational Therapist, (0.2). The allied health team has reduced significantly over the last three years due to relocation of staff, a lack of allied health workers in the area and workers induced to join other service providers in the area. There are currently vacancies for part time positions for a Physiotherapist (0.2), a Speech Pathologist (0.4), an Occupational Therapist (0.2) and a Student Health and Wellbeing worker (1.0)

On the move to the new school, the school structure changed to reflect the Primary Area (5-11 years) and the Secondary Area (12-18 years). It is anticipated that the growth of the school will see a further change in structure reflecting Junior and Senior Primary areas and Junior and Senior Secondary areas.

The school follows the Victorian Curriculum with a heavy emphasis on A-D, and VCAL – foundation is offered at the senior end of the school. All students have individual learning plans. School Wide Positive Behaviour Support (SWPBS) sets out the behaviours expected of all members of the school community. Students are supported to 'show respect', 'act safely' and 'be responsible'. A number of programs are implemented to assist students to recognise and self-regulate their feelings and emotions.

After moving into the new school early 2018, a problem with asbestos in the grounds was identified. This is affecting the ability to complete ground works, install additional shedding and outdoor equipment, establish edible garden areas and use the oval and the bike track. The school is working with the VSBA to manage this issue however, the work is not advancing as quickly as the School

	Council would like.
Intent, rationale and focus	<p>Sale & District Specialist School aims to provide 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 access professional development in order to ensure best practice in curriculum provision. Diverse learning styles are catered for through use of a wide range of teaching and learning strategies and resources. High, achievable expectations are held for all members of the learning community.</p> <p>Following the 2018 school review, three goals were set</p> <p>1 To improve the learning outcomes of every student in literacy and numeracy</p> <ul style="list-style-type: none"> - We aim to ensure that each child is as independent as possible within their community, by being able to transfer their literacy and numeracy skills to functional applications. <p>2 To improve the personal and social capabilities of each student</p> <ul style="list-style-type: none"> - In doing so, students will improve their ability to understand and manage their emotions and develop independence in the area of self-care. <p>3 To enhance student voice, agency and leadership</p> <ul style="list-style-type: none"> - As a school, we will provide targeted opportunities for each child to have ownership of their learning and to develop leadership skills. <p>Sale & District Specialist School priorities or key directions over the next four years include:</p> <ul style="list-style-type: none"> • Student learning outcomes in literacy and numeracy <ul style="list-style-type: none"> * Build knowledge and understanding of the Victorian Curriculum * Collection, analysis, tracking and use of data to improve student outcomes * Embed a whole school instructional model • Independence, with a particular focus on post-school needs & Social and emotional wellbeing <ul style="list-style-type: none"> * develop a framework to foster post school independence * develop knowledge and understanding of play skills * build capacity to understand and manage the impact of trauma • Student voice, leadership and agency <ul style="list-style-type: none"> * Build knowledge and understanding of student voice, agency and leadership * Support students to take responsibility for their learning * Support students to collaborate and make decisions about what and how they learn.

	<p>The schools Strategic Plan's Goals, Targets and Key Improvement Strategies align with the schools vision and values.</p>
--	---

School Strategic Plan - 2018-2022

Sale and District Specialist School (5175)

Goal 1	To improve the learning outcomes of every student in literacy and numeracy.
Target 1.1	Student Individual Learning Plans <ul style="list-style-type: none"> • 90 per cent of school wide individual learning plan goals to be achieved each year in literacy and numeracy.
Target 1.2	FISO <ul style="list-style-type: none"> • Move FISO continua dimensions of Excellence in teaching and learning to embedding or above
Target 1.3	Staff Opinion Survey <ul style="list-style-type: none"> • Improve positive response percentages in the following whole school staff opinion survey variables: • Collective efficacy – currently at 50.7 per cent • Time to share pedagogical content knowledge – currently at 50 per cent • Teacher collaboration – currently at 40 per cent • Understand how to analysis data – currently at 60 per cent
Key Improvement Strategy 1.a Building practice excellence	Build teacher knowledge and understanding of the Victorian Curriculum with a particular focus on A-D

Key Improvement Strategy 1.b Evaluating impact on learning	Implement a consistent approach to the collection, analysis, tracking and use of data to improve student outcomes
Key Improvement Strategy 1.c Building practice excellence	Embed a whole school instructional model
Goal 2	To improve the personal and social capabilities of each student.
Target 2.1	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Improve the positive response percentage for the Teacher communication variable in the parent opinion survey – currently at 68 per cent.
Target 2.2	<p>FISO</p> <ul style="list-style-type: none"> • Improve FISO assessment for “Schools Builds Sustainable Futures” within the “Global Citizenship” dimension to evolving or above.
Target 2.3	<p>Student Individual Learning Plans</p> <ul style="list-style-type: none"> • 90 per cent of school wide individual learning plan goals to be achieved each year for personal and social capabilities.
Key Improvement Strategy 2.a Parents and carers as partners	Develop and implement a whole school framework to foster post school independence in partnership with parents and carers

Key Improvement Strategy 2.b Building practice excellence	Develop knowledge and understanding of play skills for staff and parents
Key Improvement Strategy 2.c Health and wellbeing	Build the school community's capacity to understand and manage the impact of trauma on student learning and wellbeing.
Goal 3	To enhance student voice, agency and leadership.
Target 3.1	<p>Attitude to School Survey (AToS) Improve the positive response percentages in the following AToS variables</p> <ul style="list-style-type: none"> • student voice and agency for males – currently at 78 per cent • managing bullying – currently at 77 per cent
Target 3.2	<p>FISO</p> <ul style="list-style-type: none"> • Improve FISO continua dimensions of Positive climate for learning to embedding or above.
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher knowledge and understanding of student voice, agency and leadership
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Provide opportunities for students to take responsibility for their learning in order to create independent and self-regulating learners
Key Improvement Strategy 3.c	Provide opportunities for students to collaborate and make decisions about what and how they learn.

Intellectual engagement and self-awareness	
--	--