

School Strategic Plan 2018-2022

Yarraville Special Developmental School (5278)



YARRAVILLE

Special Developmental School

Submitted for review by Ashwini Sharma (School Principal) on 26 November, 2018 at 01:40 PM

Endorsed by John Stone (Senior Education Improvement Leader) on 26 November, 2018 at 06:11 PM

Endorsed by Kim Mace (School Council President) on 19 December, 2018 at 01:30 PM

School Strategic Plan - 2018-2022

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School vision	<p>Vision: Excellence In Education</p> <p>Purpose Statement : PURPOSE STATEMENT: "Our purpose is to engage our students in innovative and high quality education and social programs in a friendly and caring environment. The school is a place where learning is fun and our students achieve in ways which provide a basis for continued learning. Our school community forms part of a diverse and larger community, and our focus is on the ability of our students to participate in this local community and beyond.'</p> <p>VISION: Excellence in Education</p> <p>VALUES: Respect, Safe, Responsibility</p>
School values	<p>Yarraville Special Developmental School values the safety, health and wellbeing of its students, staff and community. At this school, we respect student and cultural diversity and we acknowledge that all students have individual strengths and interests. Staff take collective responsibility to ensure that student learning is engaging and relevant to the individual. We have high expectations of student learning and every member of the staff can make a difference. Students in the school demonstrate their responsibility by trying their best in their academic, social and personal interactions.</p> <p>Our motto of "Every Child, Every Opportunity, Every Day" ensures that every student at the school is provided with opportunities to learn everyday so they can be successful and independent when they leave school.</p>
Context challenges	<p>Yarraville SDS is a small Special Developmental School catering for the educational needs of students aged between 5 -18 with moderate to severe intellectual disability. Many have additional disabilities and a high percentage of students have a diagnosis of Autism Spectrum Disorder.</p> <p>The school's enrolment is 59 : 23 students in the Primary Learning Area and 37 students in the Secondary Learning Area. The school is located in the South Western Victorian Region and the designated transport area includes most of the Cities of Maribyrnong and Hobsons Bay. This area is culturally and socially very diverse and this is reflected in the enrolment profile of the school. The proportion of students who are non-English speakers is 0.28 and the school has a Student Family Occupation (SFO) density of 0.7005 and Student Family Occupation and Education (SFOE) density of 0.572.</p> <p>This school has a staff of 26.4 EFT comprising 2.0 Principal class, 13.6 Teachers and 10.9 teacher assistants, 2.0 allied health staff. All teaching staff (Teachers and Education Support)and the Allied Health team support improvements in the following three areas: Achievement, Engagement and Wellbeing.</p>

	<p>The purpose of the school is to engage our students in innovative and high quality education and social programs in a friendly and caring environment. The school is a place where learning is fun and our students achieve in ways which provide a basis for continued learning.</p> <p>Our school community forms part of a diverse and larger community, and our focus is on the ability of our students to participate in this local community and beyond.</p> <p>The school offers a broad curriculum but there is a clear emphasis on the achievement of improved outcomes in the area of literacy, numeracy and communication whilst building personal and interpersonal capabilities. By building a positive climate for learning and high expectations for the whole school community, we are enabling students to succeed as learners. We take collective responsibility for improving student outcomes and work in collaboration with families, experts and community members to provide every student with every opportunity to learn every day. The school considers student interests and choices to provide purposeful learning environments and authentic learning experiences where students thrive as learners. The school's Positive Behaviours in School (PBIS) framework is creating a positive climate for a safe and stimulating learning environment.</p> <p>The school's Framework for Improving Student outcomes is in alignment with the DET FISO model. The school Improvement team and the Professional Learning teams are the key vehicles of change in instructional practice. We place relentless focus on teaching and learning and build practice excellence through ongoing professional learning and collaboration. Time is factored into both our weekly timetable and school meeting schedule to allow for this. We use ABLES (Abilities Based Learning Educational Support) tool to assess student current skill levels and aligned them to Level A-10 of the Victorian Curriculum. 2017 saw the third year of our implementation phase of our 2015-2018 strategic plan. In this time we continued revision and increased provision of programs for students in the secondary years to increase opportunities and pathways for post school options. The restructure of our leadership structure is allowing for increased support to teaching staff in the area of coaching and instructional practice.</p> <p>We acknowledge that the highly complex nature of the social, emotional, physical and learning needs of some of our students has challenged the school resources and may have had an impact of student and staff wellbeing. Sustainability of learning and teaching pedagogies of the school to improve social and learning outcomes remain our priority.</p>
<p>Intent, rationale and focus</p>	<p>Student achievement Building practice excellence amongst staff through collaboration amongst Professional Learning Teams and effective instructional leadership will impact on the learning growth of every student at the school. A professional learning culture that allows for reflection, discussion whilst building knowledge and skills will allow for high impact instructional and assessment practices. These practices drive and maximise student learning growth.</p> <p>student engagement By providing students with a communication strategy within a purposeful learning environment where student voice and agency is</p>

promoted, student engagement will deepen. Purposefully design learning spaces and clear structures to promote student voice and choice in a positive learning environment. These designed learning spaces will allow for students to take greater ownership and readiness for their learning through self regulation.

Student wellbeing

By creating a safe and collaborative culture which allows for a wide range of opportunities for families to be connected and involved and by embedding Positive Behaviour Support strategies, we can maximise student wellbeing.

Rationale – Diversity in the student population means that teachers are continually provide students with learning experiences that meet their point of need and is purposeful. A professional learning community which includes a multi- disciplinary team working collaboratively will mean that communication, learning and sensory needs are reflected in classroom programming, which will have a direct impact on learning growth. Continuation of development of effective Professional Learning Teams that acknowledge areas of student need, ability and student potential underpinned by research is therefore essential. Development of an accountable and visionary leadership structure that leads and implements change is essential in achieving this intention.

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- the whole school instructional model, use of formative assessment to inform planning, and differentiation and relevant learning tasks were not yet embedded. The panel agreed that the building of teacher capacity to collaboratively analyse data to effectively plan and differentiate learning tasks to meet the needs of students would be a future focus
- a whole school communication tool had been introduced but not embedded consistently and at the time of the review, was mostly used by staff. The panel noted that to give students the opportunity to communicate more effectively and engage parents in their child's learning that the school would continue to embed the use of digital technologies to improve student growth and independence
- there was evidence of students at Yarraville SDS becoming more engaged when their learning was relevant and purposeful. The panel agreed that resilience and independence of students was an area for future focus, through the development of a whole school approach to ensure the personal and social capabilities of all students were met, provision of a communication rich environment and a broadening of resources and structured programs to further empower students.

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Goal 1	To improve student learning outcomes in Literacy and Numeracy
Target 1.1	Every student will show learning growth within or beyond their individual ABLES level each year
Target 1.2	Staff Opinion Survey – Teaching and Learning Module positive endorsement - based on 2017 results To improve scores for Understand curriculum (70 per cent), Use data for curriculum planning (75 per cent) and Plan differentiated learning activities (81 per cent)
Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to differentiate learning tasks to meet student at point of need
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to collaboratively analyse data, plan and measure impact on student learning
Key Improvement Strategy 1.c Building practice excellence	Embed the agreed whole school instructional model across the school
Goal 2	To improve student learning outcomes through effective use of Information, Communication and Technology (ICT)
Target 2.1	Parent opinion survey - based on 2017 results improve the scores for school communication (3rd quartile) and high expectations for success (2nd quartile) to the next quartile

Target 2.2	<p>Staff opinion survey – based on 2017 results</p> <p>improve the score of parent and community involvement (79.6 per cent) and collective efficacy (66 per cent)</p>
Target 2.3	<p>FISO school self-assessment – based on 2018 assessment</p> <ul style="list-style-type: none"> • improve Building practice excellence in the area of Professional learning from evolving to at least embedding • improve ‘The school has a culture of high expectations’ from evolving to at least embedding • improve ‘The school supports and fosters intellectual engagement’ from evolving to at least embedding
Target 2.4	improve upon benchmark data for student proficiency in communication (baseline data to be collected by the end of 2018)
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity in the use of effective ICT to meet the individual needs of students
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Investigate and implement ICT tools to strengthen parent engagement in their child’s learning
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Embed the use of the communication program across the school

Goal 3	To create a stimulating environment learning environment where students are engaged, motivated and have agency in their learning
Target 3.1	<p>Staff Opinion Survey Teaching and Learning Implementation - based on positive endorsement in 2017 results</p> <ul style="list-style-type: none"> • improve staff positive endorsement on "Using student feedback to improve practice" to increase by at least 10% from 68% • improve staff positive endorsement on "Promote student ownership of learning goals" to increase by 5% from 74%
Target 3.2	<p>Student Attitudes to school survey - based on 2018 results</p> <ul style="list-style-type: none"> • improve by at least 5%, the positive endorsement for Resilience (64 per cent), Learning confidence (55 per cent) and Student voice and agency (73 per cent)
Target 3.3	<p>Parent opinion survey based on 2017 results</p> <ul style="list-style-type: none"> • improve the scores for student agency and voice (3rd quartile) to the next quartile
Key Improvement Strategy 3.a Empowering students and building school pride	Broaden existing resources and structured programs to further empower students
Key Improvement Strategy 3.b Empowering students and building school pride	Develop a whole school approach to ensure the personal and social capabilities
Key Improvement Strategy 3.c	Build teacher knowledge of student voice and choice

Empowering students and building school pride	
Key Improvement Strategy 3.d Empowering students and building school pride	Develop a communication rich environment to encourage student voice and choice