Victoria State Government
Department of Education and
Early Childhood Development

School Strategic Plan for
Yarraville Special Developmental School
5278
2015 - 2018

Endorsements

Endorsement by School Principal	Signed.. Allan Cleland 6th August 2015
Endorsement by School Council	Signed.. Heather McInerney 6th August 2015 School Council President's endorsement represents endorsement of the School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed... Name.. Date..
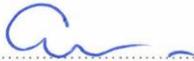
School Profile

Purpose	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.
Values	Be Safe Be Respectful Be Responsible
Environmental Context	Yarraville Special Developmental School is a school for students aged between 5 and 18 years with an intellectual disability in the moderate to profound range. Many have additional disabilities and a high percentage of students have Autism Spectrum Disorder. The expected enrolment in 2015 will be 62 students. This is the highest enrolment in recent years and would be expected to continue at this level for the period of the strategic plan. At the end of 2016 four students funded at levels 5 and 6 will be leaving at the age of 18 years. 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 and some of the Cities of Melbourne and Moonee Valley. This area is culturally and socially very diverse and this is reflected in the enrolment profile of the school. The proportion of students with a Language Background Other Than English (LBOTE) is 0.50, representing a culturally diverse population. The school has a Student Family Occupation (SFO) density of 0.6680, compared to a state median of 0.5186,

	meaning that the school population is significantly socio-economically disadvantaged.
	We offer a broad curriculum in line with AusVELS, supported by the Abilities Based Learning and Education Support (ABLES) assessment tool. Our curriculum has, and will continue to have, a very clear focus on the areas of communication, independence skills and social skills. It is the development of skills in these three areas which will provide the greatest range of current opportunities and post school options.
	The school is part of the Maribyrnong/Melbourne network of schools in the South Western Victorian Region. There is one other special education facility in the network. Staff at the school are active in special education networks in curriculum and adult transitions and for principal class officers.
	The Yarraville Special Developmental School Council is an integral and active element of the school. The Council has guided the development of the school and will support the school in the implementation of this strategic plan.
Service Standards	The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
	The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
	The school guarantees all students access to a broad, balanced and flexible, functionally based curriculum including skills for learning and life.
	Student engagement is a priority and is central to learning
	Individual education programs are developed and reviewed in consultation with families
	There will be regular contact with parents
	All students will receive instruction that is adapted to their individual needs.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	To improve the ability of students to communicate effectively	For those students for whom ABLES assessment is appropriate 100% will show a learning gain By the end of the period all student Independent Learning Plans will be informed by ABLES assessments	Develop and implement school wide common understandings and practice including a common language used by staff across the school Continue to develop consistency in the writing and implementation of ILPs Develop a consistent language for use in ILPs and when speaking with parents Develop and embed a teaching and learning cycle which uses data and assessment information to inform planning and teaching practice Strengthen the links between home and school regarding the use of each student's preferred mode of communication Investigate ways in which iPads and other technologies can be used as students transition

			between school and home
			Develop protocols to support teachers to reflect on their own practice and to give and receive feedback
Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	To further develop the social behaviours of students	Parent survey results for the *Social Skills* dimension will trend upwards to the state median School Wide Positive Behaviour Support (SWPBS) framework evaluation tool will indicate that 80% of staff understand and implement the key elements of SWPBS	To consistently implement and sustain the use of the SWPBS framework Develop and consistently implement a vision and behaviour matrix Investigate how the SWPBS framework was implemented in other schools Provide ongoing professional learning for members of staff to develop a deep understanding of the SWPBS framework Inform and engage the parent body with the SWPBS framework Collect benchmark data Develop consistent approaches and a consistent SWPBS language across the school SWPBS framework will support

			community engagement activities
Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.	To continue to improve student independence	100% of eligible students will have a Career Action Plan established and regularly reviewed Using On-Track data 100% of students achieve a meaningful post-school transition	To put into place frameworks to prepare students for post school life across the school Develop consistent understandings across the school of the skills and knowledge students require for post school life Evaluate current programs to establish if they are achieving the desired outcomes Introduce an Electives program Explore other options that will better prepare students for post school life such as work experience placements Strengthen the communication links between school and home Transition and career action plans to include information considered very relevant to the student, for example, ensuring their means of communication is known and understood and that expectations

			of independent living skills are known Link with other schools to provide a post school option Expo
Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.	Align all aspects of resourcing to ensure the strategic intent of the school's vision for the future can be effectively delivered	All students have access to classroom learning technologies through school resources and a bring your own device program All students have access to an appropriate range of specialist and allied health staff through prioritised budget allocation	Review and refine the 4 year eLearning Plan and develop a resourcing plan to support it Ensure resourcing enables students and the school to access appropriate technologies on an ongoing basis Review the way in which budgets are allocated to sub programs to ensure budgets reflect the requirements of the School Strategic Plan Develop and implement a strategic plan for maintaining and improving technology resources Develop and implement a strategic plan for the maintenance and further development of school facilities and the use of space

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies	Actions		Achievement Milestone
Achievement To improve the ability of students to communicate effectively. With a particular focus on communication.	Year 1	▪ Develop a consistent approach across the school in the language and presentation in ILPs (except students aged 15 years and over – refer to Wellbeing dimension) ▪ Develop a consistent approach across the school in the language and presentation in SSG meetings ▪ Review methods of ensuring sustainability of technology in teaching and learning ▪ Develop and document a schedule and process for formalising peer observation	▪ Discussions in PLT result in a more meaningful and effective presentation of ILPs and reports. Monitored by AP and LT ▪ Discussions in PLT and Sections result in common language related to teaching and learning ▪ Clear plan of the way in which the use of tablet technology can be sustainable ▪ Full time LT out of classroom to coordinate and provide assistance for the continuation of peer observations ▪ All teaching staff participate in peer observation on a regular and scheduled basis
	Year 2	▪ Review the use of ABLES data in the goal setting and teaching practice through the school ▪ Student preferred mode of communication available between home and school	▪ Longitudinal data being used to review student progress and ILP goals linked to ABLES survey results ▪ Students have an ability to have access to their preferred communication mode at home and school
	Year 3	▪ Review use of peer observations ▪ Monitor the use of ABLES data in the goal setting and teaching practice	▪ Discussion with Professional Learning Team ▪ Discussion in Professional Learning

		through the school ▪	Teams
	Year 4	▪ Review use of AAC ▪ Begin process for next strategic plan and school self evaluation	▪ Completion and review of School Self evaluation
Engagement To further develop the social behaviours of students.	Year 1	▪ Begin work on SWPBS for Yarraville Special Developmental School ▪ Make contact with Mentor school ▪ Seek documentation from other schools using the framework ▪ Involvement of all staff in the program ▪ Establish a SWPBS school committee ▪ Establish school wide expectations ▪ Establish base line data for SWPBS data gathering ▪ Action plan with areas of immediate focus	▪ Introductory work done on the implementing the SWPBS framework ▪ Documentation from other schools reviewed ▪ Documentation for Yarraville Special Developmental School is established ▪ Agreement on expected Values ▪ School wide teaching matrix developed ▪ Appropriate Professional learning for all staff ▪ Plan of implementation by committee and presented to all staff ▪ Two Curriculum days dedicated to SWPBS ▪ School wide behaviour expectations are defined and posted in all school areas ▪ Teaching plans for school wide expectations are developed
	Year 2	▪ Develop teaching strategies for supported behaviour ▪ Provide resources for whole school ▪ Priority list of resource acquisition ▪ Discipline data gathered, summarized and reported to whole school	▪ Documentation of SWPBS curriculum ▪ SWPBS resource pack ▪ Identify required resources ▪ School wide behavioural expectations taught directly and formally ▪ System in place to acknowledge/reward school wide expectations ▪ A team exists that focuses on intensive individualised supports for students needing Tier 3 supports.

	Year 3	▪ Full implementation of SWPBS ▪ Involvement of parents and community	▪ Documentation of SWPBS curriculum ▪ Review of the data gathered, adapt or change processes ▪ Review of the system of positive reinforcements
	Year 4	▪ Continued implementation of SWPBS ▪ Review and analysis of framework for future 4 year cycle planning	▪ Review the SWPBS process and begin planning for next Strategic Plan
Wellbeing To continue to improve student independence particularly in relation to post compulsory aged students.	Year 1	▪ Finalise Career Action Plan format ▪ Provide information to parents of students eligible for MIPS regarding post school options ▪ Differentiation of curriculum for MIPS students ▪ Introduction of Electives Program	▪ Completed CAPS format for students 15-16 and 17-18 ▪ Provide annual Information opportunities for parents and invite DHHS and post school providers ▪ Establish an electives program. based around student interests and staff strengths. Term 1 Elective Tasters program. Finalise elective overviews ▪ Explore, modify and establish a draft 15-18 curriculum plan ▪ Provide professional learning for all staff ▪ Release appropriate staff to attend Network meetings and school visits (Special and SDS). Focus on senior school curriculum planning ▪ Establish partnerships within the local community, post school providers, local council
	Year 2	▪ Finalise the 15 - 18 curriculum for students ▪ Provide a scope and sequence for students' independence skills for 5 – 14 year olds. This will help to ensure students progression towards	▪ Review and ratification of the curriculum (Teachers, School Council) ▪ Establish a staff agreed understanding on the use of prompts ▪ Staff observation with a focus on

		▪ independence and ability to participate in the15 plus curriculum ▪ Provide information to parents of students eligible for MIPS regarding post school options	prompting ▪ Data analysis. Various staff forums (PLT, Sections, whole staff) ▪ Consolidate partnerships within the local community, post school providers, council ▪ Information provided for parents ▪ Invitation to DHS representatives to speak to parents

	Year 3	▪ Revise Career Action Plan format to ensure value and relevance
		▪ Provide information to parents of students eligible for MIPS regarding post school options
			▪ Seek feedback from:
			  ▪ Teachers, therapy and ES staff
			  ▪ Parents
			  ▪ Post school provider
			▪ Review current DHS template and guidelines
			▪ Information provided for parents
			▪ Invitation to DHS representatives to speak to parents

	Year 4	▪ Review 15 -18 year old curriculum ▪ Provide information to parents of students eligible for MIPS regarding post school options	▪ Discussion with staff at Section and Professional Learning Team ▪ Identify effectiveness, relevance, sustainability ▪ Information provided for parents ▪ Invitation to DHS representatives to speak to parents
Productivity Align all aspects of resourcing to ensure the strategic intent of the school's vision for the future can be effectively delivered.	Year 1	▪ Manage the SRP to account for several Level 5&6 students leaving at end of 2016 ▪ Expect increasing enrolments over the next few years ▪ Seek funding options for major works to bathroom areas and floor coverings	▪ Check with the facilities schedule to establish entitlements ▪ OHS review and Scope of Project ▪ Applications to Emergency Maintenance and Accessible Buildings Programs ▪ Provide funding to support the senior curriculum electives ▪ Appropriate staffing arrangements for increasing student numbers and loss of highly funded students

Year 2	- Examine BYOD program for iPads - Review resources available to support student learning - Identify improvements required to facilities and funding options	- Discussion in School Council - Discussion with staff - Guidelines for BYOD program if implemented or plan for ICT funding - Priorities identified for additional resources
Year 3	- Ensure all programs are resourced appropriately - Expect enrolments to plateau	- Discussion with staff, School Council to identify priority areas for funding - Ensure workforce plan is consistent with changing needs
Year 4	- Review implementation of BYOD program or plan for ICT funding - Plan for the next Strategic Plan	- ICT resources are appropriate for the next strategic plan period - New Strategic Plan developed