

School Strategic Plan for Dandenong Valley SDS 5238 2015-2018

Purpose

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Training.

Legislative context

The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006 Section 2.3.24, subsection (1.)* The Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

Effective planning

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These includes:

- Engaging the whole school community in the development process
- Defining the school's vision, purpose and values
- Focusing on a 'desired future' for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes.
- Planning the implementation of each strategy, with clear allocation of resources, roles and responsibilities to the achievement of each step
- Identifying, in the form of milestones and targets, what success will look like when it has been achieved.

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</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>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Training.” This template forms the guidelines.</p>	

School Profile

Purpose

The concept of a vision for a school has been demonstrated to be an essential characteristic in the school improvement and effectiveness research over several decades and across a wide range of education systems. Such a statement provides a foundation for the school's strategic planning decisions and for ongoing performance against the school's stated objectives and values.

Regulatory context

In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.

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Dandenong Valley School endeavors to equip students with the capacities to manage themselves and their relations with others, understand their world and act effectively in that world. We uphold the conviction that every child has the ability and the right to learn. It is with that conviction that Dandenong Valley strives to increase each student's level of personal independence throughout their school lives. During their transition years (16-18) every avenue is pursued to prepare students for appropriate adult programs including supported employment, vocational and work options, leisure and recreation and the ability to cope with change. The partnership desired between home and school is achieved not only by daily communication but also by regular parent/teacher interviews and Student Support Group meetings where individual programs are developed for each student.

Dandenong Valley School is a state government school catering for children and young people with moderate to profound intellectual disabilities, many with associated physical, sensory, behavioural, medical and communication disorders. Children range in age from 5 to 18 years. The school also has an Early Education Program for children with developmental delays aged between 2.8 and 4.8 years. The guiding principle of the school is to provide the best educational outcomes for children and young people with disabilities, and to ensure that each individual child has the best opportunity to achieve his or her full potential at school and beyond. We uphold the conviction that every child has the ability and the right to learn. It is with that conviction that Dandenong Valley strives to increase each student's level of personal independence in all possible areas from communication to daily living skills, to movement and recreation.

Values	Our values are summarised in the terms 'Integrity, Respect and Responsibility'.
Environmental Context	<p>The school was purpose built in 1989 and comprises a brick core building of 6 classrooms, multi-purpose room, laundry and administration area plus 8 relocatable buildings. In 2015 we have extra twenty three portable rooms and a multipurpose room that was built under the BER project in 2013.</p> <p>Dandenong Valley is a specialist school serving the needs of students with moderate to profound intellectual disabilities including physical, sensory, behavioural, medical and communication disabilities</p> <p>Students are aged from pre-school (2.8 - 4.8) to 18 years</p> <p>Our current in 2015 enrolment is 217 students; plus 16 EEP students.</p> <p>The school has a designated transport zone which incorporates the local government areas of Casey, Greater Dandenong. The school still caters for some students in Cardinia zone who attend the school before the new Officer Specialist school was built.</p> <p>The school is on a very confined site with very limited space and we are concerned that further growth in enrolments will lead to overcrowding that will limit students achieving their full potential.</p>
Service Standards	<p>The guiding principle of the school is to provide the best educational outcomes for children and young people with disabilities, and to ensure that each individual child has the best opportunity to achieve his or her full potential at school and beyond. We uphold the conviction that every child has the ability and the right to learn. It is with that conviction that Dandenong Valley strives to increase each student's level of personal independence in all possible areas from communication to daily living skills, to movement and recreation.</p> <p><i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i></p> <p><i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i></p>

	<p><i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i></p> <p><i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i></p> <p><i>All students will receive instruction that is adapted to their individual needs.</i></p> <p><i>The school will respond to all communication by parents and caregivers within 2 working days.</i></p> <p><i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i></p> <ul style="list-style-type: none">•

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>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.</p>	<p>To improve the ability of all students to communicate in a variety of settings.</p>	<p>75% of identified students in the 2015 junior and middle school cohort will have a communication system which is functional in more than one setting across the school and the community.</p> <p>90% of students will achieve the communication goals in their IEP.</p> <p>100% of teaching staff will demonstrate in their annual Performance and Development review how they have improved their capacity to improve students' communication.</p>	<p>Strengthen staff capacity to identify and implement a range of appropriate communication options and opportunities and to embed these in student IEPs and classroom program planning.</p> <p>Build leadership capacity throughout the school and develop an effective performance management system.</p> <p>Extend teacher capacity to use data and multiple sources of feedback to drive student learning and teaching practices</p>
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To further engage students in their learning through the improvement student interpersonal skills</p>	<p>90% of students will achieve the interpersonal skills goals in their IEP.</p> <p>Incidents of student behaviour indicating disengagement with school will decrease over the period of this strategic plan.</p> <p>100% of teaching staff will demonstrate in their annual Performance and Development review how they have improved their capacity to improve students' interpersonal skills.</p>	<p>Research, develop and implement programs to support and enhance students' social cognition and social competencies.</p> <p>Embed the school wide Positive Behaviour Framework within the culture of the school.</p>

		<p>Parent Opinion Survey (POS) to show continuous improvement in the areas of</p> <ul style="list-style-type: none"> • <i>student safety</i> • <i>connectedness to peers</i> • <i>Student Motivation</i> <p>and be at or above the 3rd quartile by the 4th year of the Strategic plan.</p>	<p>Develop a shared understanding of behavioural expectations between home and school</p>
<p>Wellbeing</p> <p>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.</p>	<p>To improve students' levels of independence.</p>	<p>90% of students will achieve the independence skills goals in their IEP</p> <p>100% of teaching staff will demonstrate in their annual Performance and Development review how they have improved their capacity to improve students' independence skills.</p> <p>Using a school-developed survey, parents will indicate increased satisfaction with the teaching of independence skills at our school.</p>	<p>Strengthen staff capacity to provide relevant and challenging curriculum programs to enhance student independence</p> <p>Develop a shared understanding of student independence between home and school</p>
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each</p>	<p>Allocate resources to support the implementation of the School's strategic plan priorities and ongoing school improvement. To allocate resources (human,</p>	<p>Student achievement data (as above) will show a gradual improvement each year.</p>	<p>Resources strategically allocated according to DEECD and school priorities and effects evaluated using the annual program budget process.</p>

<p>school.</p> <p>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.</p>	<p>financial, time, space and materials) to maximise learning outcomes for students</p>	<p>Parent Opinion Survey (POS): Using 2014 baseline data, parent opinion outcomes will be at or above the 90th percentile in the following variables</p> <ul style="list-style-type: none"> · <i>General Satisfaction</i> <p>Staff Opinion Survey will show improvement over the strategic plan period and be at or above the 3rd quartile by the 4th year of the Strategic plan.</p>	
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School Strategic Plan 2014- 2017: Indicative Planner

<p>Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>		
Key Improvement Strategies	Actions	Achievement Milestone
	<p>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.</p>	<p>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>
<p>Achievement</p> <p>Strengthen staff capacity to identify and implement a range of appropriate communication options and opportunities and to embed these in student IEPs and classroom program planning.</p> <p>Build leadership capacity throughout the school and develop an effective performance management system.</p> <p>Extend teacher capacity to use data and multiple sources of feedback to drive student learning and teaching practices</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Identify and address staff training needs • Leaders support all teachers to consistently use the curriculum programs to enhance students' communication skills. • Develop teacher skills in using multiple sources of data and feedback to inform teaching and learning <ul style="list-style-type: none"> ➢ <i>Explore the use of ABLES in establishing accurate student entry skills and SMART goals</i> ➢ <i>Implement Peer observation program</i> 	<ul style="list-style-type: none"> • Professional learning related to communication delivered through a range of forums. • Leaders reflect on their capacity to provide targeted feedback to staff and identify professional learning opportunities to enhance their practice. • Teachers reflect at their performance review on their capacity to support communication. • ABLES assessments in communication and Interpersonal skills completed by the end of Term • By the end of 2015 opportunities will be formalised for teachers to observe each other in classes and provide each other with feedback. • Shared understanding of the current scope of communication options and usage.

		<ul style="list-style-type: none"> ▪ Audit communication options and opportunities currently being utilized. ▪ investigate best practice for embedding communication skills in multiple environments. ▪ Investigate options for the specific teaching of communicating feelings as part of the school's development of a Social safety program. 	<ul style="list-style-type: none"> • Additional communication options and opportunities identified and documented
	Year 2	<ul style="list-style-type: none"> • ensure communication is a focus in excursions, camps and all specialist programs (Music, art, PE & PMP) • explore augmentative communication options for our playgrounds. • Maintain records of student skills in communication • Embed leadership, peer and consultant classroom observation rounds as per Australian Institute of Teaching and Leadership (AITSL) program 	<ul style="list-style-type: none"> • All planning documentation details explicit opportunities for communication. • Student Profiles maintained and up to date • Data on student progress is generated, analysed, moderated and used to modify IEP SMART goals twice yearly • Leadership Individual Performance Plans strongly reflect the AITSL role statements • All staff participate in one formal, negotiated feedback session in Terms 2, 3 or 4 with peers or leadership. PLT time allocated to staff reflection and the giving and receiving of feedback in relation to literacy

			<ul style="list-style-type: none"> By the end of the year, staff reviews will show increased application of communication strategies in the classroom and across other settings.
	Year 3 2017	<ul style="list-style-type: none"> evaluate the consistency of school vs home approaches to communication. Continue to align the performance and development process around continued development of specific communication skills Continue to monitor student progress in the use of communication skills 	<ul style="list-style-type: none"> Parents are provided with regular information on communication options via the newsletter, website, workshops and other home/school conduits such as communication buttons. All staff participate in one formal, negotiated feedback session in Terms 2, 3 or 4 with peers or school leadership. The tools and materials available through ABLES is embedded in the assessment and reporting process
	Year 4 2018	<ul style="list-style-type: none"> Audit, assess and refine actions described above. Ongoing focussed and precise professional learning for new staff 	<ul style="list-style-type: none"> Collaborative moderation of student skills is an accepted component of PLT activity Professional conversations reflect a strong culture that students are partners in teaching

		provided	and learning <ul style="list-style-type: none"> • Milestones to be refined in light of available data.
<p>Engagement</p> <p>Research, develop and implement programs to support and enhance students' social cognition and social competencies.</p> <p>Embed the school wide Positive Behaviour Framework within the culture of the school.</p>	Year 1 2015	<ul style="list-style-type: none"> • Establish measureable goals within students' IEPs which identify outcomes in interpersonal skills. • Continue the implementation of SWPBS under our mentor school arrangements. • Identify and address staff training needs, including the collection, recording and analysis of data. • Project at school level to Identify program for enhancing social skills/safety and to research resources to enhance content. 	<ul style="list-style-type: none"> • By end of term 1, within each student's IEP, interpersonal skills goals will be established in consultation with students' parents. • Class rules on display. Within the constraints of their ability, students demonstrate a knowledge of the rules • A variety of data collection processes (including STAR online system) to identify triggers and record behaviours are used for students displaying challenging behaviours. • Agreed Framework for Social Safety program developed.
	Year 2 2016	<ul style="list-style-type: none"> • Implement whole-school approach to social skills/safety • Audit available resources in the area of Interpersonal Development and identify where additional resources are needed. • Inform, refresh families' knowledge about SWPBS and social skills/safety programs. 	<ul style="list-style-type: none"> • Teachers demonstrate enhanced knowledge and consistent approaches to social skills across the school. • Responsibilities relating to student management are well understood by parents at the school.

		<ul style="list-style-type: none"> Continue to build on staff capacity in dealing with challenging behaviour. 	<ul style="list-style-type: none"> Professional conversations and staff reaction to incidents shows that the staff expertise base has also been broadened through the support of the SWPBS Team Teachers routinely analyse behaviour incidents and plan interventions.
	Year 3 2017	<ul style="list-style-type: none"> Review and revise where necessary, the Social Safety program. 	<ul style="list-style-type: none"> Social Safety program reflects agreed changes for improvement. Professional conversations and teacher reflections in their Performance review indicate that all staff are becoming better informed about and more confident in managing behavioural incidents The school approaches to behaviour management are accepted by all staff and parents as non negotiable
	Year 4 2018	<ul style="list-style-type: none"> Audit, assess and refine SWPBS processes and Social Safety program and identify any changes for improvement Behavioural data collected, documented and analysed by the end of Term 4 	<ul style="list-style-type: none"> Achievement milestones refined in light of available data Data shows a decline in incidents related to student behaviour

Wellbeing	Year 1 2015	<ul style="list-style-type: none"> Establish measureable goals within students' IEPs which identify outcomes in Health Knowledge (independent living skills). Review current levels of parent satisfaction with teaching of independence skills. Investigate a whole –school approach to the teaching of independence skills 	<ul style="list-style-type: none"> By end of term 1, within each student's IEP, independence skills goals will be established in consultation with students' parents. School developed survey conducted – results collated. Strategies to enhance parent support and engagement developed, documented and agreed the end of Term 2 Staff have a shared understanding of what independence looks like in the various areas of the school.
Strengthen staff capacity to provide relevant and challenging curriculum programs to enhance student independence	Year 2 2016	<ul style="list-style-type: none"> Ensure all planning for extra-curricular activities such as excursions and camps have explicit goals to develop independence Provide accessible school-based professional learning activities to strengthen staff capacity in the delivery of independent living skills programs 	<ul style="list-style-type: none"> All staff document opportunities for encouraging independence in all planning Teachers share evidence at Performance Reviews of their increased capacity to support independence in students.
	Year 3 2017	<ul style="list-style-type: none"> Continue to deepen teachers' understanding of independence in students. 	<ul style="list-style-type: none"> Teachers demonstrate enhanced knowledge and consistent approaches when encouraging and explicitly teaching independence skills. Teachers use curriculum to inform assessments, planning and teaching with a focus on independence skills.
	Year 4 2018	<ul style="list-style-type: none"> Review curriculum delivery related to independence skills in relation to evidence-based practice and develop plan for future development. 	<ul style="list-style-type: none"> Future directions documented.
Develop a shared understanding of student independence between home and school			

		<ul style="list-style-type: none"> Leadership team utilise data and feedback in reflecting on progress 	
<p>Productivity</p> <p>Allocate resources strategically according to DEECD and school priorities and evaluate effects using the annual program budget process.</p>	<p>Year 1 2015</p>	<ul style="list-style-type: none"> Ensure all new staff have PD in SWPBS and Communication as required to bring their skills in line with established staff. Ensure adequate provision of therapy staff to maintain service to students and provide support to classroom staff. Establish new professional learning teams Allocate responsibility for PLT's to key staff (leading teachers). Evaluate program budgets and ensure all programs are properly resourced. 	<ul style="list-style-type: none"> Improved outcomes reflect the targets for Productivity as above and in the yearly targets stated in the Annual Implementation Plan for Attitudes to School Survey, the Staff Opinion Survey and Parent Opinion Survey Funding is directed towards the school's goals and targets for Student Achievement, Engagement and Wellbeing through the Program Budget process Achievement milestones for Student Achievement, Engagement and Wellbeing as described above are met
	<p>Year 2</p>	<ul style="list-style-type: none"> In light of available achievement data, carefully consider budget allocation to literacy specifically communication Consider the priority to be given to technologies Ensure peer, leadership and consultancy observations as per the Australian Institute of Teaching & Leadership (AITSL) are embedded across the school Utilise the partnership with our mentor school to further build 	<ul style="list-style-type: none"> Improved outcomes reflect the targets for Productivity as above and in the yearly targets stated in the Annual Implementation Plan for Attitudes to School Survey, the Staff Opinion Survey and Parent Opinion Survey Funding is directed towards the school's goals and targets for Student Achievement, Engagement and Wellbeing through the

		<p>teacher capacity to implement Tier 2 & 3 PBS strategies</p> <ul style="list-style-type: none"> • Ensure the environment as it relates to student safety and student engagement is not overlooked in budget priorities • Continue actions as above if appropriate 	<p>Program Budget process</p> <ul style="list-style-type: none"> • Achievement milestones for Student Achievement, Engagement and Wellbeing as described above are met
	Year 3	<ul style="list-style-type: none"> • Survey parents to ensure satisfaction with school programs and facilities. 	<ul style="list-style-type: none"> • Achievement milestones to be refined in light of available data
	Year 4	<ul style="list-style-type: none"> • Continue actions as above if appropriate 	<ul style="list-style-type: none"> • Achievement milestones to be refined in light of available data