

School Strategic Plan for Latrobe Special Developmental School 5221 2015 - 2018

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>

School Profile

<p>Purpose</p>	<p>To develop independence in students through promotion of our expected behaviours show respect, try your best and act safely.</p> <p>To provide a specialised and challenging education in a safe and supported environment where independence is encouraged so our students can lead to fulfilling lives and become valued members of society. This is achieved through a collaborative partnership with all members of the school and wider community.</p>
<p>Values</p>	<p>The Core Values at Latrobe Special Developmental School are Respect, Trust and a Positive Learning Environment.</p>
<p>Environmental Context</p>	<p>Latrobe SDS is located in the central Latrobe City town of Traralgon. It is one of two special schools in the Latrobe Valley and is the only Special Developmental School in the Gippsland region. The school caters for students with moderate to severe disabilities. Students travel from all over the Latrobe Valley and surrounding outlying areas to attend. Transport for all students by bus is provided free. The school has a high proportion of families who are eligible for Education Maintenance Allowance with a Student Family Occupation ratio of 0.69.</p> <p>The school provides a stimulating educational program for students with significant intellectual and associated difficulties and disorders between ages of 4.8 to 18 years of age. Parents, staff and carers are encouraged to work collaboratively in planning educational and developmental programs for students. Student Support Groups are established for each student and emphasize the co-responsibility of home and school in educational programming. The partnership of home and school is exemplified by the high level of day to day contact via telephone, communication books, meetings and the positive way in which parents are encouraged to participate in their children's education. The school has a small but active parent group who have regular activities based on identified needs from the parent group.</p> <p>Historically enrolments have been steadily increasing and this continued to be the trend during the last strategic period. The February 2010 census identified 64 students enrolled at the school and the school population has continued to grow with the February 2015 census indicating 77.4 students enrolled at the school. The current enrolment allows the school to offer a broad range of programs for students. The increase in enrolments during the last ten years has assisted the school to employ an experienced Allied Health team including a Physiotherapist, Occupational Therapist, and Speech Pathologist. The school has adopted an integrated approach to therapy which focuses on the delivery of allied health programs through therapy staff working in conjunction with teaching staff to develop goals and appropriate therapy activity/programs. This approach ensures daily practice and transference of skills is promoted throughout the school.</p> <p>The age of the physical facilities at the school are an ongoing concern to all members of the school community. The buildings are not purpose built and staff face daily challenges in accommodating the needs of the cohort of students. Many of the students who attend the school have significant communication deficits and present with challenging behaviours. The provision of a safe and secure environment is paramount to support their wellbeing and engagement. The relationship between wellbeing and engagement and</p>

	<p>student learning is well known, the school community work very hard to ensure the physical facilities do not interfere with the learning outcomes for its students.</p> <p>School activities and programs are focused toward improving student learning outcomes and promoting greater independence. The school community is very proud of its student focused, holistic approach to education. Curriculum development has always been based around Individual Learning Plans for each student. During this strategic period the schools will continue their involvement in the Melbourne University Students with Abilities Based Learning and Education Support (ABLES) project. The future direction of special education will be informed by the research and curriculum and assessment documents have been produced for a number of domains with continuing work around the development of a goal bank in a number of curriculum areas.</p> <p>The school is organised into three distinct units, Junior (ages 5-12), Middle years (ages 12-16) and Seniors (ages 16-18). The class sizes across the school are small with low staff to student ratios of 1:3. Each class has the support of a teacher and Educational Support worker. Programming at each unit of the school is quite different to enable the provision of an appropriate curriculum. The school currently has 13 teaching staff which includes the principal and assistant principal. The leadership configuration at the school includes a designated Unit leader to support and lead staff from within the unit. Teaching staff at the school are well trained and experienced and continually critically reflect on their professional practices. We are very proud of the fact that all teaching staff either have or are currently attaining relevant Special Education qualifications at a University level. The staffing profile also includes the Allied Health team, 16 Educational Support Officers who mostly work 0.79, two administration staff and a school Chaplain.</p> <p>The school continues to promote itself as a centre of excellence for students with special needs, raising our profile in the educational and general communities is a strong priority. The success of the school is evident in the number of colleagues in mainstream schools requesting support with programming for their special needs students. Leadership at the school has ensured they are active members of the local networks, providing support in student planning and management and outsourcing staff to mainstream schools continue to be an instrumental promotional tool. Dual enrolments for students with mainstream schools are encouraged as viable and important focus for individual students. Building and maintaining relationships with members of the wider school community is an integral part of our school. Inclusion in wider society for our students is a focus for our programming particularly in the senior end of the school. A wide group of committed volunteers support the delivery of programs at the school. Work placement and experience programs are encouraged and as a result most weeks the school has some type of placement students visiting to observe practice. The Gippsland Specialist Schools network is a strong collegiate group having several joint activities throughout the course of the year.</p>
<p>Service Standards</p>	<p>General</p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications • The school commits to the active sharing if its vision and goals to ensure school community engagement in the school's strategic plan • All students will receive instruction that is adapted to their individual needs • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential

	<ul style="list-style-type: none">• The school guarantees all students access to a broad, balanced and flexible curriculum that focuses on learning for life <p>Specific</p> <ul style="list-style-type: none">• The school will respond to all communication by parents, caregivers and other community members in a timely manner• Students will play an active part in the development and review of school programs and processes• The school will continue to promote the school as a centre of excellence for students with special needs and as a resource for the wider community in the area of special education• The school will continue to promote the principles of School Wide Positive approach across the school and the wider community

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To improve student learning outcomes across the school with a focus on maths, literacy and assessment	90% of students will achieve good to excellent progress in maths and literacy as measured by the special school curriculum survey.	<p>Build teacher capacity around numeracy and to understand and implement the agreed school numeracy curriculum based on student need.</p> <p>Build teacher capacity around literacy. To understand and implement the agreed school curriculum based on student need</p> <p>Build teacher capacity around goal setting and the development of Individual Learning plans</p>
Engagement	To improve student engagement in their own learning	<p>Communication 10% improvement in student communication as measured against ILP's and school based communication checklist</p> <p>All staff observed teaching 9 CCS across the school</p> <p>All staff trained in use of 9 CCS</p> <p>Student Leadership</p>	<p>Communication Build student capacity to effectively use the 9 Critical communication skills (9CCS) across the day, across the school and the wider community</p> <p>Student Leadership Identify and develop student leadership</p>

		Improvement in student engagement as measured by modified Student Attitude to School survey	skills in the middle and senior units of the school.
Wellbeing	To improve all students sense of wellbeing and connectedness to the school	<p>An improving trend in the staff, student and parent opinion survey variables relating to student behaviour, safety</p> <p>10% reduction in student incidents over strategic plan period</p> <p>95% achievement in all areas of the School Wide Positive Behaviour School Wide Evaluation Tool (SET)</p>	<p>Utilise the School Wide Positive Behaviour support (SWPBS) framework to develop a deeper involvement of parents and wider community and track impact of SWPBS.</p> <p>Explicitly teach social skills across the school</p> <p>Includes questions about safety in the modified Attitudes to School survey</p>
Productivity	To effectively resources programs and staff across the school to meet school goals in the areas of achievement, engagement and wellbeing	Budgets will reflect priority area each year are supported with sufficient funds to achieve outcomes and goals set in each area of the SSP and AIP	<p>Continue to maintain Maths Specialists and teaching and learning coach to build teacher capacity and support curriculum development</p> <p>Maintains Allied Health Personnel and develop ways to measure impact of their work on student outcomes</p> <p>Support and develop middle level leadership</p>

School Strategic Plan 2015 – 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <p>Build teacher capacity around numeracy and to understand and implement the agreed school numeracy curriculum based on student need</p> <p>Build teacher capacity around literacy. To understand and implement the agreed school curriculum based on student need</p> <p>Build teacher capacity around development of Individual Learning plans in conjunction with parents</p>	<p>Years 1 &2</p>	<ul style="list-style-type: none"> ▪ PLTs to research and trial a range of assessments and methods ▪ Research around reporting documents to be carried out ▪ Maths Specialists to work with teachers to build teacher capacity ▪ PLTs to provide further support and up skilling in the implementation of the Four Blocks of Literacy Program and Numeracy in the classroom ▪ Identify best practice within classrooms and to share these with staff at learning and wellbeing meeting. ▪ Introduce peer observations in a small number of classrooms ▪ Staff to participate in professional development around AusVels/ ABLES/Four Blocks to Literacy ▪ Establishment of an assessment and reporting team to research and develop best practise ▪ Teaching and Learning coach, Allied Health team and Mathematics specialists utilised to build teacher capacity around 	<ul style="list-style-type: none"> ▪ A range of assessment tools are researched and trialled by PLT members ▪ Regular meeting of PLTs and the development of a folder for each classroom that contains school wide literacy/numeracy assessment and curriculum. ▪ Regular sharing and demonstration in the Learning and Wellbeing meeting, of a successful literacy/ Maths lessons. ▪ Literacy/Numeracy identified on each teacher's timetable on a daily basis. ▪ The Literacy/Numeracy PLTs used as resource and support for other staff in implementing and assessment for literacy and numeracy. ▪ Increased staff knowledge around numeracy/literacy content and pedagogy ▪ Agreed protocols for classroom observations are documented ▪ A reporting document is developed to align with student goals and ILPs ▪ Teachers will work regularly with Allied Health team, Maths specialists and

		<p>ILP writing and goal setting.</p> <ul style="list-style-type: none"> ▪ Professional development presented to staff looking at AusVels/ABLES to build teacher content knowledge. 	<p>Learning and teaching coach to set ILP goals</p> <ul style="list-style-type: none"> ▪ Assessment and Reporting team established and meet regularly to review current reporting practises. ▪ All students to have maths assessment records
	<p>Years 1&2</p>	<ul style="list-style-type: none"> ▪ An assessment schedule is developed in Literacy and Numeracy ▪ Development of a Latrobe SDS curriculum document in the areas of Literacy and Numeracy based on AusVels and ABLES/Hume curriculum ▪ Classroom observations to be extended to more classrooms ▪ PLT team members to provide a resource for goal setting support for Literacy/Numeracy pedagogy and content ▪ Trialling the new student report document and gain feedback from staff and parents. ▪ PLTs team to present professional development to staff in the areas of Literacy and Numeracy. ▪ Literacy and Numeracy PLT's present professional development around the range of resources available to meet the needs of students. 	<ul style="list-style-type: none"> ▪ All staff will follow the agreed assessment schedule and use this schedule to inform their teaching. ▪ Record and documentation of any classroom observation that is undertaken ▪ Scheduled meetings with PLT members and staff in order to support literacy/Numeracy goal setting. ▪ All teachers will be skilled up in the use and implementation of the school wide literacy/numeracy curriculum and assessments and this will allow for consistency and flow for students as they move through the school. ▪ New reporting format trialled across the school ▪ A sequential curriculum is developed to support teaching and learning across the school

	Year 3	<ul style="list-style-type: none"> ▪ Complete and trial new curriculum in Maths and Literacy across the school. ▪ PLTs to survey teachers to check the effectiveness of the assessment schedule and folder ▪ PLTs to survey teachers to ensure that support for goal development and other supports are effective ▪ Continue to provide a source of professional support for ILP literacy and numeracy goals and use of the agreed curriculum ▪ Continue to utilise expertise of literacy team, maths specialist and teaching and learning coach to continue to build teacher capacity and induct new staff. 	<ul style="list-style-type: none"> ▪ Numeracy/Literacy teams identified as a source of expertise in providing support for goal writing, assessment support and curriculum implementation support. ▪ Teachers will plan according to the Latrobe SDS curriculum and this will be reflected in the weekly work programs and term planners ▪ All reports will reflect the agreed curriculum ▪ Time is given to maths specialists and teaching and learning coach to work with staff across the school
	Year 4	<ul style="list-style-type: none"> ▪ Review and adapt the school wide documented and sequential curriculum in the areas of literacy /numeracy ▪ Review and adapt the school wide assessment schedule ▪ Review the authenticity of the use of the school wide literacy/numeracy curriculum and assessment tool ▪ Literacy/Numeracy PLTs to be a resource for support and implementation when needed. ▪ Review assessment and reporting documents.(ILP's, Mid-year reports, etc) 	<ul style="list-style-type: none"> ▪ Improvement in literacy/Numeracy goal setting within recommendations and the ILP document. ▪ Consistency in assessment results to allow for more logical progression in student progression ▪ Literacy and Mathematics PLTs will do an audit of the individual teacher's use of the school wide literacy/Numeracy curriculum and assessment tool ▪ Every teacher will have an understanding of the school curriculum and will use the curriculum and assessment tool thus producing consistency in approach and outcome.

<p>Engagement</p> <p>Communication Build student capacity to effectively use the 9 Critical communication skills across the day, across the school and the wider community</p> <p>Student Leadership Identify and develop student leadership skills in the middle and senior units of the school.</p>	<p>Years 1&2</p>	<p>Communication</p> <ul style="list-style-type: none"> ▪ Conduct formal training of Picture Exchange Communication System (PECs) for identified staff. ▪ Develop resources to support the development of PECs across the school ▪ Develop a communication checklist to record student achievement in using the 9 critical communication skills ▪ Assess the communication needs of students across the school ▪ Develop a communication profile for graduating students ▪ Speech Pathologist to support teachers in the implementation of the 9 CCS ▪ Speech Pathologist to offer 1:1 training in 9 CCS with identified staff. <p>Student leadership</p> <ul style="list-style-type: none"> ▪ Explore and develop a model of student leadership that is across the school ▪ Develop roles and responsibilities of the student leadership team. ▪ Chaplain will work with the student leadership team to develop student voice across the school ▪ The student leadership team will explore the ways they can be involved in decision making processes to improve student engagement. 	<p>Communication</p> <ul style="list-style-type: none"> ▪ All staff across the school are using PECs with identified students ▪ All graduating students have a communication profile ▪ Speech Pathologist timetable includes time in each classroom at least once a fortnight ▪ Identified staff have participated in training in 9CCS <p>Student leadership</p> <ul style="list-style-type: none"> ▪ A student leadership group is formed which represents students from the middle and senior units of the school ▪ The student leadership group has a set roles and responsibilities that they will adhere to. ▪ The school chaplain will work with the student leadership group.
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	Years 1&2	<p>Communication</p> <ul style="list-style-type: none"> ▪ Trial the communication checklist across the school. ▪ Carry out PECs updates with all staff through school based professional development program ▪ Carry out 9CCs updates with all staff through school based professional developmental program <p>Student Leadership</p> <ul style="list-style-type: none"> ▪ An election process will take part to elect new members of the student leadership team. ▪ New student leaders will be inducted into the leadership team ▪ The student leadership team will continue to develop decision making skills with support of the chaplain 	<p>Communication</p> <ul style="list-style-type: none"> ▪ A communication checklist Is used across the school to record student communication styles ▪ Staff are updated in the use of PECs and 9 Critical communication Skills <p>Student Leadership</p> <ul style="list-style-type: none"> ▪ A new leadership team will be formed ▪ The student leadership team will meet on a regular basis.
	Year 3	<p>Communication</p> <ul style="list-style-type: none"> ▪ Review and adjust a communication checklist ▪ Continued use of 9CCS being taught across the school <p>Student Leadership</p> <ul style="list-style-type: none"> • Induct new members of student leadership group • Continue to maintain the current level of student leadership across the school 	<p>Communication</p> <ul style="list-style-type: none"> ▪ Ongoing use of 9CCs across the curriculum ▪ Updated checklist completed <p>Student Leadership</p> <ul style="list-style-type: none"> • A new student leadership group is formed through an election process

	Year 4	<p>Communication</p> <ul style="list-style-type: none"> ▪ Review the need for formal PECs training for new staff ▪ Review the effectiveness of education programs to teach the 9CCS ▪ Review of communication systems used across the school. <p>Student leadership</p> <ul style="list-style-type: none"> ▪ Review the effectiveness of the student leadership team and plan for the next level of work 	<p>Communication</p> <ul style="list-style-type: none"> ▪ Planning for PECs training ▪ A review of communication programs across the school <p>Student Leadership</p> <ul style="list-style-type: none"> • A review of student leadership is carried out and recommendations made for future direction
<p>Wellbeing</p> <p>Utilise the School Wide Positive Behaviour support (SWPBS) framework to develop a deeper involvement of staff, parents and wider community and track impact of SWPBS.</p> <p>Explicitly teach social skills across the school</p> <p>Includes questions about safety in the modified Attitudes to School survey</p>	Years 1&2	<ul style="list-style-type: none"> ▪ Development of a Staff Matrix ▪ Staff professional development about the materials to support the understanding of the Tiered Fidelity Inventory ▪ Access regional support network and professional development ▪ Introduce the Social skills program in the middle years unit and review program in Senior unit ▪ Develop the use of a critical incident team to support classroom teachers ▪ Explore ways to develop data that tracks the impact of PBS across the school ▪ Develop a school based student attitude to school survey with input from student body 	<ul style="list-style-type: none"> ▪ A staff matrix that reflect the school values ▪ PBS team continue to meet on a fortnightly basis ▪ PBS team to attend regional workshops ▪ Social Skills used across the middle years unit ▪ A critical incident team is operating across the school ▪ A modified student attitude to school survey created. ▪ Data developed to track the impact of PBS across the school

	Years 1 & 2	<ul style="list-style-type: none"> ▪ Seek support from school community to Develop a Parent/Community Matrix ▪ Trial the new school based student attitude to school survey ▪ Introduce a social skills program into the junior unit with support of Allied Health team ▪ Social skills program continued implemented by teaching staff across the middle years ▪ Critical incident processes reviewed and modified to meet student needs 	<ul style="list-style-type: none"> ▪ A parent/community matrix completed ▪ Survey of students carried out ▪ Social skills program implemented across the junior unit ▪ Social skills program continued to be used across the middle/seniors unit. ▪ Trial the use of data program to track impact of PBS across the school
	Year 3	<ul style="list-style-type: none"> • Consolidate and embed PBS practise across the school • Survey students and compare results from Year 2 • Seek feedback from school community for the parent/community matrix • Refine the new student attitude to school survey and make adjustments 	<ul style="list-style-type: none"> ▪ Students, staff and parents consistently use PBS language across the school ▪ Students will demonstrate improvement in engagement as measured by student attitude to school survey ▪ Parent/Community matrix revised based on feedback ▪ New student attitude to school survey developed
	Year 4	<ul style="list-style-type: none"> ▪ Review PBS systems and practise across the school and the wider community • Review use of data ▪ Review the effectiveness and validity of Student Attitude to school survey 	<ul style="list-style-type: none"> • Evaluation of PBS and the use of data is completed and planning for future direction carried out • A Review of Student attitude to school survey is completed and recommendations made for next level of work
	Years	<ul style="list-style-type: none"> ▪ Mathematic Specialists to work with staff 	<ul style="list-style-type: none"> • Staff will demonstrate and report an

Productivity Leadership capacity Classroom observations Allied Health staff School Wide Positive Behaviour Support	1&2	<p>across the school to build capacity</p> <ul style="list-style-type: none"> ▪ Continue to utilise teaching and learning coach across the school to build teacher capacity ▪ PLT leaders given time component to develop strategic plan goals ▪ Ensure resources allocated to support Middle level leaders (Unit Leaders) skill development • Provision to be made in the Literacy budget to allow Literacy/Numeracy PLT to provide in classroom support to each teacher in implementation and recording of assessments. • Budget allowance for employment of Allied Health team to improve student outcomes • Funds allocated for attendance at Regional PBS training • Funds allocated to support continued implementation of PBS across the school 	<p>increased confidence in teaching numeracy and literacy.</p> <ul style="list-style-type: none"> • All staff are effectively using assessment schedule to inform student learning • PLT leaders participated in relevant leadership development • Middle level leaders participated in relevant PD both internal and external • Allied Health team working across the school with teaching staff. • PBS PLT attend regional PBS training • PBS budget allocated
	Years 1&2	<ul style="list-style-type: none"> ▪ Continue to give allocated time to mathematics specialists/teaching and learning coach/Literacy team to support numeracy /Literacy curriculum development ▪ Leadership PD for PLT leaders 	<ul style="list-style-type: none"> ▪ Classroom observations occurring across the school ▪ Coaching occurring with targeted staff ▪ School leaders taking part in targeted professional development

		<ul style="list-style-type: none"> ▪ Resources allocated to ensure on going classroom observations and coaching. ▪ Provision for Allied Health staff continue to support learning across the school ▪ Continue funding to support PBS across the school 	<ul style="list-style-type: none"> ▪ Teachers working with maths specialist, literacy team and teaching and learning coach ▪ Allied Health working with teaching staff ▪ PBS continued to implemented and expanded across the school and into the community
	Year 3	<ul style="list-style-type: none"> • Create further opportunities to give support to classroom teachers through peer observations and coaching • Create further opportunities for leadership among staff • Budget includes Allied Health staff • Embed funding for PBS in school budget to ensure development of PBS 	<ul style="list-style-type: none"> ▪ Observations and coaching continue ▪ Leadership opportunities have increased across the school ▪ Allied Health team working across the school ▪ PBS embedded in School budget
	Year 4	<ul style="list-style-type: none"> ▪ Review of resource allocation and planning for next Strategic Plan period 	<ul style="list-style-type: none"> ▪ School participate in review and planning for next Strategic plan period