

## Ascot Vale Special School Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Colin Schot (Acting Principal)..... [name] [date]	29/3/2017.....[name] [date]	.....[name].....[date]
School council: David Laught..... [name] [date]	29/03/2017.....[name] [date]	.....[name].....[date]
Delegate of the Secretary: ..... [name] [date]	.....[name] [date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our school's vision is to prepare young people to become active, engaged and responsible citizens, by making learning a positive and successful social experience. We support our students by being responsive to, and respectful of, their diverse needs. We teach our students to be respectful and friendly and to accept and support each other. Our focus is student centric.</p> <p>We believe that learning is life long and should be purposeful. We aim to prepare our students to be as independent as possible and we provide experiences that allow them to transfer and practice new skills.</p>	<p><b>Respect</b> We show consideration for ourselves and others, understanding we are all individuals accepting diversity.</p> <p><b>Responsibility</b> We own our decisions and actions, working to be the best we can be.</p> <p><b>Commitment</b> We give our time and energy to the things our community holds important.</p> <p><b>Cooperation</b> We work collaboratively with colleagues, students and all members of the school community.</p> <p><b>Honesty</b> We strive always to do our best with integrity and the best interests of all in mind.</p>	<p>Ascot Vale Special School caters for students with mild intellectual disabilities. Approximately 20% of the school population also has a diagnosis of Autism Spectrum Disorder. The school has a diverse community with an increasing number of students from Culturally and Linguistically Diverse (CALD) backgrounds. Students from the African community are increasingly represented in this cohort. We have a small number of students with a background of trauma and one or two students each year who reside in out of home care.</p> <p>As the school is not the "neighbourhood school" for most students, parent participation is always a challenge. The school makes every effort to communicate with parents in a regular and timely fashion.</p> <p>Key challenges arising from the school review are:</p> <ul style="list-style-type: none"> <li>- developing an agreed whole school instructional practice in numeracy</li> <li>- reviewing and redeveloping the purpose, organizational structure and work of the professional learning teams (PLTs) to ensure teacher collaboration in diagnosing and evaluating student learning needs</li> <li>- continued development of ICT to support teaching and learning</li> <li>- sustained focus on student voice and agency to promote student inclusion, independence and decision-making skills.</li> <li>- strengthening the range of formative and summative data to better measure the learning attainment of students and growth over time</li> <li>- continuing professional learning to build staff skill in understanding each student's context</li> <li>- implementing the Victorian Curriculum supported by the use of ABLES</li> </ul>	<p>Ascot Vale Special School is trying to achieve an environment where consistency of practice by all teaching staff ensures maximum learning opportunities and outcomes for all students. Further developing the skills of the Professional Learning Communities shall do this.</p> <p>The rationale for this intent is that while the school has well-established professional learning teams, these do not all operate in the same way. It is envisaged that professional development in the establishment of professional learning communities, with defined structure and purpose, will support the specific goal of consistency of practice in the teaching of mathematics and the development of a general teaching pedagogy. To this end, the school has been accepted into a pilot project for developing effective professional learning communities. The school will continue to operate professional learning teams to drive the implementation of the Victorian Curriculum and the implementation of the Accelerus reporting system.</p> <ol style="list-style-type: none"> <li>1. Over the next four years, following the professional development provided around establishing effective learning communities, the delivery of the curriculum will be planned and monitored by these teams.</li> <li>2. The Victorian Curriculum will be embedded and teachers will develop a deep understanding of the content descriptors and the way that the content can be delivered to students with intellectual disabilities.</li> <li>3. Teachers will continue to develop understandings and skills related to the learning needs of individual students.</li> <li>4. A consistent whole school approach to the teaching of Mathematics will be embedded using a researched and agreed model.</li> </ol> <p>All areas for development and improvement will be allocated professional learning time during each of the four years. This will occur through professional learning on Pupil Free Days and weekly scheduled professional learning. As the work of the professional learning communities will drive all these areas, the development of the effective communities will be a priority for implementation.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p><b>Student Achievement Goal:</b></p> <p>To maximize the learning growth of every student in a culture of high expectations</p>	<p><b>Improvement Priority:</b> Excellence in Teaching and Learning:</p> <p><b>Improvement initiatives:</b></p> <ul style="list-style-type: none"> <li>Building practice excellence in all teaching staff.</li> <li>Curriculum Planning and Assessment</li> </ul> <p><b>Improvement Priority:</b> Building Professional Leadership</p> <p><b>Improvement initiatives:</b></p> <ul style="list-style-type: none"> <li>Building leadership teams</li> </ul>	<p><b>Develop teacher capacity to develop and differentiate the curriculum in line with the Victorian Curriculum:</b></p> <ul style="list-style-type: none"> <li>plan, document and implement a differentiated curriculum that is aligned with Victorian Curriculum that addresses the learning needs of every student and leads to improved student growth</li> <li>develop a whole school assessment schedule from a review of the AVSS Assessment Policy and Procedures and professional development to guide teacher use of assessment tools and the use of Ability Based Learning and Education Support (ABLES).</li> <li>participate in DET Professional Learning Communities professional learning course</li> <li>develop staff expertise in analysis of data/evidence</li> <li>gather evidence of teacher capacity, audit strengths and identify needs</li> <li>develop, deliver, monitor and evaluate a school wide professional learning plan</li> <li>provide targeted professional learning – whole school and smaller workshops</li> <li>align staff performance development goals to professional learning needs/plan</li> </ul> <p><b>Plan, develop and implement a whole school consistent effective instructional model that results in improved student learning growth:</b></p> <ul style="list-style-type: none"> <li>develop and implement a whole school systematic approach to Reading, Writing and Mathematics</li> <li>research different pedagogies and report on a preferred model</li> <li>undertake staff team teaching, peer observation, reflection and coaching to develop consistency of instructional practice that leads to improved student growth</li> </ul> <p><b>Build leadership capacity to lead instructional practice:</b></p> <ul style="list-style-type: none"> <li>review the purpose, organizational structure and work of the professional learning communities to ensure teacher collaboration on diagnosing and evaluating student learning needs.</li> <li>lead the focus by the professional learning communities on continuing to build staff skill in understanding each student’s context</li> <li>Implement a school structure and timetable to facilitate maximum, effective participation by each teaching staff member</li> <li>provide professional readings</li> <li>professional discussions at leadership and curriculum meetings around readings and learnings</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers will be participating in effective professional learning communities that will be a “non negotiable” expectation of teaching at AVSS.</li> <li>100% of student ILP goals have clear assessment evidence of improvement in student learning outcomes, and improved student learning growth</li> <li>100% students have ABLES and other assessments recorded through the Accelerus program</li> <li>100% of teachers undertake peer observations and self-reflection every year</li> <li>98% or above of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the Learning Areas of English, Mathematics, Personal and Social Capability and Science</li> <li>School Climate Module Staff Opinion Survey data above 80<sup>th</sup> percentile in the areas of Guaranteed and Viable Curriculum, Collective focus on Student Learning</li> <li>School Climate Module Staff Opinion Survey data at the 85<sup>th</sup> percentile in Academic Emphasis</li> <li>Learning Focus results within the Parent Opinion Survey data at the 85<sup>th</sup> percentile</li> </ul>
<p><b>Student Engagement Goal:</b></p> <p>To deepen student engagement in their learning and to achieve a pathway appropriate to their needs.</p>	<p><b>Improvement Priority:</b> Positive climate for learning</p> <p><b>Improvement initiatives:</b></p> <ul style="list-style-type: none"> <li>Empowering students and building school pride</li> <li>Setting expectations and promoting inclusion</li> </ul> <p><b>Improvement Priority:</b> Community engagement in learning</p> <p><b>Improvement initiatives:</b></p> <ul style="list-style-type: none"> <li>Networks with schools, services and agencies</li> </ul>	<p><b>Build authentic student voice to promote student motivation for learning.</b></p> <ul style="list-style-type: none"> <li>promote student inclusion, independence and decision-making skills</li> <li>develop strategies for students to provide feedback to teachers on their learning</li> </ul> <p><b>Foster the skills for lifelong learning and participation in the community by students</b></p> <ul style="list-style-type: none"> <li>ongoing monitoring of student attendance and the development of strategies to improve the attendance of students who are frequently absent from school</li> <li>continued development of ICT to support teaching and learning</li> <li>work with students to develop an appropriate pathway post school.</li> </ul>	<ul style="list-style-type: none"> <li>By 2020 the mean absence rate to be below 14.</li> <li>Destination data for students to show a positive outcome</li> <li>Kids Matters student surveys to show no student in the ‘no’ column in the area of Liking School</li> <li>Response rate from the Parent Opinion Survey to be at 60%</li> <li>Parent opinion as expressed in the “Parent Opinion Survey” scores in the Student Engagement variables of: <ul style="list-style-type: none"> <li>Student Motivation</li> <li>School Connectedness</li> </ul> to be within the fourth quartile.</li> </ul>
<p><b>Student Wellbeing Goal:</b></p> <p>To build a positive and inclusive learning environment that nurtures the wellbeing of every student</p>	<p><b>Improvement Priority:</b> Positive climate for learning</p> <p><b>Improvement initiatives:</b></p> <ul style="list-style-type: none"> <li>Health and Wellbeing</li> </ul>	<p><b>Identify and respond to the health and wellbeing needs of each student</b></p> <ul style="list-style-type: none"> <li>build student resilience through targeted strategies</li> <li>continue the implementation of the School Wide Positive Behaviour Program</li> <li>continue to broaden the range of opportunities for families to be involved, in particular those families that have limited connections with the school.</li> </ul>	<p>Student opinion data through the Kids Matters student surveys to show no student in the ‘no’ column in the areas of:</p> <ul style="list-style-type: none"> <li>Feeling safe</li> <li>Friends</li> <li>Me</li> </ul> <p>Parent opinion as expressed in the “Parent Opinion Survey” scores in the Student Engagement variables of:</p> <ul style="list-style-type: none"> <li>Connectedness to Peers</li> </ul>



			<ul style="list-style-type: none"> <li>• Student Safety</li> <li>• Classroom Behaviour</li> </ul> <p>to be within the fourth quartile.</p> <p>SWPBIS is implemented and there is an improvement incrementally in the student survey responses to wellbeing, student relationships and teaching and learning.</p>
--	--	--	--

