

School Strategic Plan 2022-2026

Yarraville Special Developmental School (5278)



YARRAVILLE

Special Developmental School

Submitted for review by Elaine Quinn (School Principal) on 16 September, 2022 at 11:16 AM

Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 19 September, 2022 at 05:38 PM

Endorsed by Kim Mace (School Council President) on 11 October, 2022 at 06:17 PM

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School vision	<p>Vision: Excellence In Education</p> <p>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>
School values	<p>Values: Safe, Responsible, Respectful</p> <p>Yarraville Special Developmental School values the safety, health and well being 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 believe that we as 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. There are a number of students enrolled at the school who have additional disabilities and a high percentage of our student population also have a diagnosis of Autism Spectrum Disorder.</p> <p>The school's enrolment is 70, across two learning areas, Primary and Senior. 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 from families with language backgrounds other than English is 45% and the school has a Student Family Occupation (SFO) density of 0.6038 and Student Family Occupation and Education (SFOE) density of 0.4804 This school has a staff of 12.3 full time equivalent (FTE) teachers, which includes a principal and assistant principal. There are 11.8 FTE Education Support (ES) staff, including two office administration staff, 1.9 EFT Allied Health staff, 0.4 school chaplain and 0.2 Mental Health Practitioner.</p> <p>All teaching staff (Teachers and Education Support) and the Allied Health team support improvements in the following two areas:</p> <ol style="list-style-type: none">1. Learning2. Wellbeing

	<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 personal and social capabilities. We take collective responsibility for improving student outcomes and work in partnership with all stakeholders 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 Wide Positive Behaviours (SWPBS) framework supports the school community in creating a safe and stimulating learning environment.</p> <p>The school’s Framework for Improving Student outcomes is in alignment with the DET FISO 2.0 model. The school improvement team and the professional learning community teams are the key vehicles of change in instructional practice. We place students at the centre of everything we do through our focus on both learning and wellbeing. We build staff capacity through ongoing targeted professional learning and have a relentless focus on collaboration. Time is factored into both our weekly timetable and school meeting schedule to provide staff with opportunities to collaborate and attend professional learning. We use the Curriculum Level tracker tool to assess student current skill levels against Level A-10 of the Victorian Curriculum.</p> <p>We acknowledge that the highly complex nature of the social, emotional, physical and learning needs of some of our students can challenge the school resources and at times have an impact on student and staff wellbeing. Sustainability of learning and teaching pedagogies of the school to improve social and learning outcomes remains our priority.</p>
<p>Intent, rationale and focus</p>	<p>Improved learning outcomes for all students To maximise the learning outcomes for all students, by focusing on building the curriculum knowledge of all staff. This includes up-skilling teachers, Education Support and Allied Health staff in the Victorian Curriculum, to best support students to achieve their individual learning goals. To focus on building consistency of practice, including use of assessment to develop students’ individual learning goals and use of the school’s instructional model, as this will result in improved learning growth for all students.</p> <p>Improve the wellbeing of all students To have a continued focus on improving students’ wellbeing by consolidating current initiatives, such as SWPBS, to ensure that they are being consistently implemented across the school. To have a school focus on developing a more synchronistic approach for use of Allied Health staff to support staff with strategies to support students access and engagement in the curriculum. Increased support for students through trauma informed practice, strengthened transition strategies and greater opportunity for students to have agency in their learning to further improve engagement and wellbeing. Additional opportunities to engage parents at the school to further support the wellbeing of students.</p> <p>The School Review Panel recommends the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> • Develop staff knowledge of the Victorian Curriculum and assessment

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| | <ul style="list-style-type: none">• Ensure consistent use of the agreed instructional model across the school• Undertake the Professional Learning Communities initiative (last completed in 2017)• Improve transition practices for Senior learning area students• Develop wellbeing initiatives based on FISO 2.0• Implement a holistic approach to support students' access and engagement in the curriculum. |
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Goal 1	Improved learning outcomes for all students.
Target 1.1	By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in: <ul style="list-style-type: none">• Reading and Viewing from 71 per cent (2018 - 2021 mean) to 80 per cent• Speaking and Listening from 71 per cent (2018 - 2021 mean) to 80 per cent• Writing from 71 per cent (2018 - 2021 mean) to 80 per cent
Target 1.2	By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in: <ul style="list-style-type: none">• Number and Algebra from 72 per cent (2018 - 2021 mean) to 80 per cent• Measurement and Geometry from 69 per cent (2018 - 2021 mean) to 75 per cent
Target 1.3	By 2026, improve the percentage positive endorsement by all staff in the School Staff Survey for the following measure: <ul style="list-style-type: none">• Academic emphasis from 44 per cent in 2021 to 55 per cent. By 2026, improve the percentage positive endorsement by teachers for the following measures: <ul style="list-style-type: none">• Guaranteed and viable curriculum from 70 per cent in 2021 to 75 per cent• Understand curriculum from 63 per cent in 2021 to 70 per cent• Understand how to analyse data from 50 per cent to 55 per cent

	<ul style="list-style-type: none"> • Use of student feedback to inform practice from 50 per cent in 2021 to 55 per cent.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff Victorian Curriculum and assessment knowledge.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and embed the agreed instructional model.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Review and embed the Professional Learning Communities process.
Goal 2	Improve the wellbeing of all students.
Target 2.1	By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: <ul style="list-style-type: none"> • Student connectedness from 83 per cent in 2021 to 89 per cent • Student agency and voice from 83 per cent in 2021 to 85 per cent.

Target 2.2	<p>By 2026, increase students' social and emotional wellbeing as measured by the percentage of students at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures:</p> <ul style="list-style-type: none"> • Self awareness from 80 per cent in 2021 to 85 per cent • Social awareness from 76 per cent in 2021 to 81 per cent.
Target 2.3	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Staff trust in colleagues from 54 per cent in 2021 to 70 per cent • Collective efficacy from 60 per cent in 2021 to 70 per cent • Active participation from 54 per cent in 2021 to 60 per cent • Build Resilience and a Resilient, Supportive Environment from 53 per cent in 2021 to 60 per cent.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Review and strengthen transition practices into, through and beyond the school.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen and embed the current wellbeing initiatives.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to	Develop a holistic approach to support students' access and engagement in the curriculum.

strengthen students' participation and engagement in school