

School Strategic Plan 2020-2024

Waratah Special Developmental School (5144)

WARATAH
SPECIAL
DEVELOPMENTAL
SCHOOL



Submitted for review by Jennifer Wallace (School Principal) on 01 December, 2020 at 10:06 AM

Endorsed by Helene Alamidis (Senior Education Improvement Leader) on 03 December, 2020 at 11:30 AM

Endorsed by Linda Bollas (School Council President) on 15 December, 2020 at 11:19 AM

School Strategic Plan - 2020-2024

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School vision	<p>Waratah SDS is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>VISION Independence for Every Student, Every Day, Everywhere.</p> <p>MISSION To build the capacity of every student to be independent and to develop social skills and readiness for post school life.</p> <p>OBJECTIVE To ensure that all students are provided with individualised learning and support to enable them to</p> <ul style="list-style-type: none">- develop their literacy and communication skills to communicate effectively with others.- learn prosocial skills to effectively interact with other others in a variety of situations- learn strategies to regulate their emotions- develop self-care and independent living skills- access the Victorian Curriculum at an appropriate level.
School values	<p>VALUES</p> <p>RESPECT - Always listening to and respecting others</p> <p>CARE - Showing empathy and compassion for all</p> <p>RESPONSIBILITY - Work cooperatively towards shared goals</p> <p>SAFETY - Create an environment in which everyone feels safe and able to thrive</p>

<p>Context challenges</p>	<p>Waratah Special Developmental School (Waratah SDS) is located in the suburb of Bellfield 12 kilometres north of the Melbourne Central Business District. The school provides educational programs for students with significant intellectual disabilities aged between 5 and 18 years. Many students have an additional diagnosis including sensory or physical impairments; medical conditions; autism and/or communication disorders. Students are transported to the school by a contract bus service from the inner northern suburbs and parts of the municipalities of Banyule, Yarra, Moreland, Darebin and the City of Melbourne. In 2011 the school moved into purpose-built facilities at the current site and the school was renamed Waratah SDS from Brunswick SDS. A Satellite Unit based at Brunswick South West Primary School provides an inclusion program for primary aged students. Students attending the satellite classroom participate in appropriate mainstream classes and play and socialise with their mainstream peers.</p> <p>The multidisciplinary staff includes special education teachers, teacher assistants, speech pathologists, occupational therapist, physiotherapist, welfare officer and business manager. The school also contracts a garden educator for through Cultivating Communities.</p> <p>The curriculum structure embeds the Victorian Curriculum and is differentiated for the individual needs of students. Specialist programs are offered in Art, Physical Education, Homecrafts, Drama and ICT in facilities designed for these programs. The strategic intent is to maximize students' communication skills, raise levels of social competence and maximise independence and self-worth. A functional and integrated approach is taken to student learning with communication a key focus. Alongside speech the school uses a range of alternative and augmentative communication systems with opportunities for communication incorporated into all aspects of the school day.</p> <p>The school works in close partnership with parents, carers and community networks and agencies to maximise opportunities and improve learning outcomes for the students. The welfare officer provides support and assistance to families. School Council operates closely in partnership with the school and is supportive and knowledgeable about the needs of the school.</p> <p>Challenges identified in the review were:</p> <ol style="list-style-type: none"> 1. Students are presenting on enrolment with increasingly complex needs in learning, engagement and wellbeing which makes it challenging to ensure appropriate evidenced based supports are provided to individual students. 2. The complex and diverse needs of students create challenges in measuring the small incremental gains in students' progress. 3. The large transport area and the diversity in the school community creates challenges to involving parents and carers in their child's education 4. The school has embedded the use of AAC but doesn't have a whole school approach to literacy. 5. Due to the complex needs of students it is becoming increasingly difficult to find appropriate pathways for students post school.

	<p>6. Students have limited input into the curriculum and there is a need to give students more voice and agency in their learning.</p>
<p>Intent, rationale and focus</p>	<p>Intent</p> <p>Fundamental to the values and philosophies of the Waratah SDS community is the notion that all children have a right to access a quality educational experience appropriate to their individual needs. It is our intent to ensure that all students receive best practice and evidence based pedagogy that is aligned to the Victorian Curriculum so that they may develop their independence. Waratah SDS is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing.</p> <p>Rationale</p> <p>The school is keen to deliver a curriculum in an effective manner that enables students to achieve their potential. The school wishes to develop whole school approach to literacy and communication which builds on the previous work embedding the use of AAC across the curriculum. The school understands that progress for our students involves an emphasis on the development of skills in preparation for life beyond school.</p> <p>In the last strategic our work focused on researching and creating assessment tools that can be used to identify learning needs, track student progress more accurately and demonstrate the effectiveness of curriculum programs. We now have the tools that will allow us to track student progress and evaluate the impact on learning and staff need to develop their skills in data collection and analysis in order to embed an effective assessment strategy.</p> <p>The Panel identified the need to give students more voice and agency in their learning. Students had limited input into the curriculum. There is a need to develop teacher capacity to empower all students to reach their full potential. The school has introduced a Multi-Tiered System of Support (MTSS) framework to support learning, engagement and wellbeing. The school wants to strengthen and broaden the use of this framework to target appropriate interventions for individual students. Students needed more exposure to the world beyond their homes and families. The school identified a need to further develop partnerships with organisations beyond the school to enhance students' transition beyond school.</p> <p>Students were presenting on enrolment with increasingly complex needs. Students need to develop their ability to self-regulate in order to focus on their learning and to actively challenge themselves. The school has introduced the Zones of Regulation approach to emotional regulation and the school wants to build staff capacity to implement these strategies. The school has an established wellbeing framework with many wellbeing supports in place. The school wishes to further embed the School Wide Positive Behaviour Support (PBS) framework and strengthen the partnerships between home, school and the community. The school wants to build staff and parent capacity to use video modelling to teach skills and behaviours and develop a system to enable access to</p>

these video models at school, home and in the community.

Focus

Through the review process it was recognised that the following elements should be prioritised.

- The implementation of a whole school approach to literacy and communication
- Embedding the use of zones of regulation to promote emotional regulation
- Embed the use of the MTSS framework to target appropriate interventions to individual students.
- Extend the use of video modelling to teach skills and behaviours
- Continue to implement the School Wide Positive Behaviour Support (PBS) framework and strengthen the partnerships between home, school and the community

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Goal 1	To maximise the learning outcomes for each student.
Target 1.1	Increase the percentage score for each student in English as measured by the “I can” statements based on the Victorian Curriculum from the baseline data created for each student at the start of 2021.
Target 1.2	<p>School Staff Survey (SSS): Increase the percentage of staff showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 82% to at or above 90% • Professional learning targeted at improving literacy and numeracy from 72% to at or above 90% • Using data for curriculum planning from 75% to at or above 90% • Understand how to analyse data from 76% to at or above 90% • Moderate assessment tasks together from 65% to at or above 85%
Target 1.3	<p>POS: Increase/maintain the percentage of parents/carers showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> • Stimulating Learning Environment from 94% to be at or above 95% • Teacher Communication from 92% to be at or above 95%
Key Improvement Strategy 1.a Building practice excellence	To develop, implement and evaluate a whole school approach to literacy

Key Improvement Strategy 1.b Empowering students and building school pride	To embed the understanding and use of AAC to support the learning in all curriculum areas by all students, staff, families and the community
Key Improvement Strategy 1.c Curriculum planning and assessment	To develop, implement and embed a whole school assessment strategy to inform the breadth and depth of teaching at student point of need
Goal 2	Empower students to be independent and connected learners.
Target 2.1	SSS: Increase the percentage of staff showing positive agreement with the areas of: <ul style="list-style-type: none"> • Use student feedback to improve practice from 75% to at or above 90% • Trust in parents and students from 68% to at or above 85% • Promote student ownership of learning goals from 80% to at or above 90% • Collective focus on student learning from 86% to at or above 95%
Target 2.2	POS: Increase the percentage of parents/carers showing positive agreement with the areas of: <ul style="list-style-type: none"> • Student agency and voice to increase from 83% to be at or above 90% • Parent participation and involvement to increase from 86% to be at or above 95%
Target 2.3	Increase the % of participation of parents in the POS from 20 per cent to at or above 50 per cent.
Key Improvement Strategy 2.a	Strengthen opportunities for student voice, agency and leadership

Empowering students and building school pride	
Key Improvement Strategy 2.b Networks with schools, services and agencies	Further develop partnership initiatives with key external providers and with families
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Further strengthen and broaden the use of MTSS framework to target appropriate interventions for individual students
Goal 3	To foster resilient, socially competent and emotionally regulated students.
Target 3.1	By 2024 for 90 per cent of students to achieve their independence and social goals in their ILP (2019 benchmark 85 per cent).
Target 3.2	POS: Maintain or increase the percentage of parents/carers showing positive agreement with the areas of: <ul style="list-style-type: none"> • Promoting positive behaviour from 96% to at or above 96% • Confidence and Resilience skills from 92% to at or above 95%
Target 3.3	SSS: Increase the percentage of staff showing positive agreement with the areas of: <ul style="list-style-type: none"> • Collective efficacy from 77% to at or above 90%

Target 3.4	Increase the average growth in the score in the functional social skills checklist from four per cent in 2020 to eight per cent.
Key Improvement Strategy 3.a Health and wellbeing	To extend the video modelling system so that it that responds to the needs of students and families in home, school and community environments
Key Improvement Strategy 3.b Parents and carers as partners	To extend the practices in the PBS in partnership with families to foster consistent approach to expected behaviours
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Build staff capacity in the effective implementation of the Zones of Regulation