

5162 Melton Specialist School Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Brooke Briody 12.12.17[name].....[date][name].....[date]
School council: Glen Glanvill 12.12.17[name].....[date][name].....[date]
Delegate of the Secretary: Tony Simpson[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Staff at Melton Specialist School believe in creating a <u>nurturing</u> environment where students are <u>empowered</u> to achieve their full potential, be that in the academic curriculum, in their social interactions or in the area of independent living skills. Increasing student <u>independence</u> and creating an <u>engaging</u> learning environment is foremost when staff plan and implement individual programs.</p>	<p>Melton Specialist School values the safety, health and wellbeing of its students, staff and community. The cornerstone of education for the students who attend our school relies on the partnerships that are formed between families, the school and agencies outside of the school.</p> <p>At this school, we respect student diversity and we acknowledge that all students can learn in their respective manner.</p> <p>Staff have a responsibility to ensure that student learning is engaging and relevant to the individual. Students in the school demonstrate their responsibility by trying their best in their academic, social and personal interactions.</p>	<p>Melton Specialist School is located in Melton with a current enrolment of 279 students. The school provides educational programs for students with disabilities at both primary and post-primary levels who are aged between 5 and 18 years. The school is a dual mode setting for students with around 60% of students having a mild to moderate intellectual disability (IQ over 51). In 2018, a major rebuild of the administration, therapy and multipurpose hall will occur. There is a school-wide focus for students and staff on Positive Behaviour Support (PBS) and the values of; 'Be Safe', 'Be Respectful' and 'Be Responsible'. Each student has an Individual Learning Plan consisting of goals devised in partnership between families, teachers, therapists and external staff (where relevant) that is negotiated at Student Support Group meetings. The school follows the Victorian Curriculum. Individual pathways are prioritised and the school seeks to provide a range of opportunities to prepare students for post-school options.</p> <p>The school rates as 'Low' in the Overall Socio-Economic Profile reflected by Student Family Occupation and Education index (which takes into account parents' occupations and education). Challenges the school currently faces include high rates of absence and developing a community that engages parents, however 60% of families participated in SSG meetings at the start of 2017. The school generally has between 10-12 students in Out-of-Home Care at any given time during the year.</p> <p>Through the Improvement plan the school will aim to develop a change in the culture of the school where roles are clarified, structures and processes are developed and embedded, and an expectation on consistent practice and developing expertise is expected in all staff.</p>	<p>Intention – Following the Priority Review and through the Strategic plan, the intention is to ensure there is an increase in student learning that is reflected in assessments and other forms of data. Programming and individual student goals need to reflect individual student need and interests as highly engaging programs will have a direct impact on learning. Increasing staff knowledge and understanding of issues surrounding teaching and learning for students who have intellectual disabilities will assist in the development of programs that are realistic and challenging and are related to Individual Learning Goals. This will improve attendance and behaviour and assist in achieving a safe and orderly learning environment.</p> <p>Rationale – Diversity in the student population means that individualisation is essential in planning, teaching and assessment. Input from Allied Health will mean that communication and sensory needs are reflected in classroom programming, which will have a direct impact on behaviour. The development of effective Professional Learning Teams that acknowledge areas of student need, ability and student potential reflect current literature and research. Development of an accountable and visionary leadership structure that leads and implements change is essential in achieving this intention.</p> <p>Priorities – Developing leadership capacity, initially by redefining roles and responsibilities and ensuring that accountability requirements are met underpins the changes that are initially required in the school. Increasing staff capacity will occur through strong and accountable leadership. In addition to this, developing the culture of teaching excellence and achieving growth in all students will start by initially developing teacher's knowledge of the Victorian Curriculum, particularly Foundation (Levels A-D), developing their understanding of disabilities and learning styles that are supported by research with specific cohorts of students. Developing expertise in coaching will give leading teachers the confidence to work with general classroom staff to develop their individual knowledge and expertise.</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>Achievement: Create a <u>learning community</u> focused on student learning growth; evidence –based instruction and teaching excellence</p>	<p><i>Excellence in teaching and learning</i> Building practice excellence</p>	<p>To embed a Professional Learning Community across all areas of the school.</p> <p>To align student ILP goals to a continuous cycle of assessment, planning and teaching.</p>	<ul style="list-style-type: none"> 85% of students will achieve their ILP goals in the areas of English, Mathematics and Personal and Social Capabilities and show growth School Staff Survey results on: Collective Efficacy in 2017 from 31.4% to 60% or above in 2021
<p>Engagement Develop a learning program resulting in improved outcomes for every student as they progress through the school</p>	<p><i>Excellence in teaching and learning</i> Curriculum, planning and assessment</p>	<p>To develop staff capacity to implement evidence based instructional practices which delivered through differentiated learning programs.</p> <p>To develop enhanced pathways for all students</p>	<ul style="list-style-type: none"> 90% of students will demonstrate growth in Victorian Curriculum levels using the judgement tool and ABLES School Staff Survey results on: Academic Efficacy in 2017 from 40.3% to 55% or above in 2021 On Track data will reflect 90% of those who have successfully completed VCAL have moved to a work based pathway 50% of students enrolled in VCAL will complete Foundation level 90% of students not enrolled in VCAL will achieve accreditation in at least one module in ASDAN each year
<p>Wellbeing Build a school community that is inclusive of parent, student and teacher partnerships underpinning a safe and collaborative climate</p>	<p><i>Community engagement in learning</i> Parents and carers as partners <i>Professional Leadership</i> Building leadership teams</p>	<p>Increase student and family engagement by improving student attendance, individual wellbeing and partnerships in learning.</p>	<ul style="list-style-type: none"> School Staff Survey results on: Instructional Leadership to be at the 50th percentile or above Student Attitude To School Survey (school based survey) to be at the 50th percentile or above Student absences of 30+ days will decrease from 35% in 2017 to 18% in 2021 Parent attendance at SSG meetings will increase from 60% in 2017 to 80% in 2021





Framework for Improving Student Outcomes

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