

# School Strategic Plan 2020-2024

Melton Specialist School (5162)



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Awaiting endorsement by School Council President

# School Strategic Plan - 2020-2024

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<b>School vision</b>	Staff at Melton Specialist School believe in creating a nurturing environment where students are empowered 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 independence and creating an engaging learning environment is foremost when staff plan and implement individual programs. Each member of the Melton Specialist School community (parents, students, staff) have a responsibility in engaging with the people who are involved in the student's life, and being accountable to one another. Key words – engagement, nurturing, independence, accountability, empowerment
<b>School values</b>	<p>We are a School Wide Positive Behaviour Support School.</p> <p>School-wide Positive Behaviour Support (SWPBS) is an evidence-based framework for preventing and responding to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes analysis of data in professional learning teams, implementation of evidence based practices and organisational systems for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.</p> <p>Our school purpose is supported by the following school values that are central to the life of the school.</p> <p>Be Responsible • Be Respectful • Be Safe</p>
<b>Context challenges</b>	Melton Specialist School (MSS) is located in Melton, an urban area west of metropolitan Melbourne and 35 kilometres from the Central Business District (CBD). MSS is a dual-mode specialist school and caters for students from 4 years to 18 years of age, who are diagnosed with a mild/ moderate to severe intellectual disability. A high number of students also have a diagnosis of Autism Spectrum Disorder (ASD) and some with additional physical disabilities. The ever-changing profile of the learners presents challenges in terms of being able to accommodate differentiated learning via trained staff and an outdated physical environment. The current enrollment is 354 students, below 50 FSIQ = 177 which is 56.55% and above 50 FSIQ= 132 which is 42.17%. This has changed dramatically since the review held in 2017, which was 55% above 50 FSIQ.

	<p>The school is located in a housing development corridor west of Melbourne and has experienced rapid growth in enrolments in the past seven years. There is a current enrolment of 313 students, and this has increased from 179 in 2013. Students come from a broad range of backgrounds that include Aboriginal and Torres Strait Island and English as an Additional Language (EAL). The socio-economic index is high and has remained high since 2017. Students who live within the MSS transport area travel to and from school on contract buses. A number of students live outside the area and parents/carers are responsible for their travel.</p> <p>The leadership of the school consists of a principal and two assistant principals, 4 leading teachers and 3 learning specialists. In 2017 the total staff numbers were in excess of ninety. In 2021 the total number of staff is 155. The school staff profile has changed significantly since 2017 with over 82 new staff over the 4 years. The Allied Health services include speech pathology, occupational therapy, music therapy, physiotherapy, and support from network School Services Support Officers (SSSO's). There is a School-Wide Positive Behaviour Support (SWPBS) team that implements the positive behaviour approach to student wellbeing across the school. Range 2 teachers are considered subject leaders with the responsibilities of designing and implementing the key leader are for which they are responsible.</p> <p>The school facility consists of brick buildings, which are designated for administration and the Allied Health team, and a significant number of portable classrooms joined in part by covered walkways. The VET horticulture group has created gardens and maintains these in between the portable buildings. The outdoor facilities and spaces provide for a range of play and include outdoor areas and adventure and play equipment and a kitchen garden.</p> <p>The school is structured into Primary and Secondary schools with a specific area for Early Years programs and pilot programs including a Re-Engagement Program, a Therapy Room and an Independent Living Centre. The school curriculum is based on the Victorian curriculum. All students have Individual Learning Plans (ILP's) that reflect individual learning goals. The senior secondary section of the school offers a ASDAN and Victorian Certificate of Applied Learning (VCAL) Foundation program, and a number of Vocational Education and Training (VET) subjects offered through the Western Edge Cluster. These include opportunities in the local area in hairdressing, fashion, horticulture, automotive, kitchen operations and computer. School Based Apprenticeship Training (SBAT) was also available in food processing and warehousing.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Melton Specialist School aims to exit learners who are flexible and independent with an ability to self-advocate in an expected way with strong well-being tools. To do this we want our staff to be competent and creative in their roles where they enjoy their roles and focus on student outcomes both in Teaching and Learning and Well Being. Further development is required to link curriculum planning to assessment and pedagogy to maximise student learning growth.</p>

	There is some voice and agency present however there is a need to further develop and activate this. Reducing student absenteeism by engaging students in their learning was an area for future improvement.
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<b>Goal 1</b>	To maximise learning growth for all students.
<b>Target 1.1</b>	Increase the percentage of student achievement of ILP Communication goals from 73 per cent (2019) to 85 per cent (2025).
<b>Target 1.2</b>	Every two years, 80 per cent of students will show growth within a level or new level in English and Maths.
<b>Target 1.3</b>	Increase the percentage of positive response in the Staff Opinion Survey Factors of: <ul style="list-style-type: none"><li>• Understand How to Use Data from 27 per cent (2020) to 33 per cent (2025)</li><li>• Academic Emphasis from 55 per cent (2020) to 60 per cent (2025)</li><li>• Collective Efficacy from 56 per cent (2020) to 61 per cent (2025).</li></ul>
<b>Key Improvement Strategy 1.a</b> Evaluating impact on learning	Develop a school wide approach to data collection and analysis to evaluate and increase student learning growth over time.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Develop a curriculum plan linked to assessment and pedagogy including curriculum standards, learning goals, learning tasks and assessment strategies.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Develop staff capacity to use data to evaluate and modify their teaching practice for point of need teaching.

<b>Goal 2</b>	Improve student engagement in learning.
<b>Target 2.1</b>	Increase the percentage of positive responses to the DET Modified AtoS survey for the module: School Connectedness 70% per cent (2021) to 75% per cent (2024).
<b>Target 2.2</b>	Increase the percentage of positive responses for the Staff Opinion Survey factor Use Student Feedback to Improve Practice from 48.6 per cent (2019) to 52 per cent (2024).
<b>Target 2.3</b>	To increase the percentage of students having 0-19.5 days absent from 51 per cent (2019) to 56 per cent (2024).
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Activate student voice, agency and leadership.
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Develop opportunities across the school for students to co-design learning goals in partnership with teachers, parents/carers.
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Create a learning environment which enables students to make informed choices in order to co-develop their learning activities and strategies.
<b>Goal 3</b>	Maximise student learning growth in personal and social capabilities.
<b>Target 3.1</b>	Increase the percentage of students achieving their ILP goals for:

	<ul style="list-style-type: none"> <li>• Personal ILP goals from 76 per cent (2019) to 85 per cent (2024)</li> <li>• Social ILP goals from 73 per cent (2019) to 85 per cent (2024).</li> </ul>
<b>Target 3.2</b>	Eighty-five per cent of students enrolled in a pathways program in years 11 &12 to achieve their communication and either personal or social learning goals each year.
<b>Target 3.3</b>	<p>Increase the percentage of positive endorsement on the Specialist School's module of School Ethos and Environment module for the factors:</p> <ul style="list-style-type: none"> <li>• I am satisfied with the way my child's PSG is working from XX* (2021) to XX (2024)</li> <li>• The therapy services my child receives are of a high-quality from XX* (2021) to XX (2024).</li> </ul> <p>*Baseline data to be collected by the school in 2021.</p>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Develop a whole school approach to goal setting for Personal and Social goals for all students.
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Develop opportunities for students, staff and families to access individual supports and links to available internal and external supports.
<b>Key Improvement Strategy 3.c</b> Setting expectations and promoting inclusion	Further embed SWPBS across the school community.

